KnowHow Early Learning

LESOTHO

Name of Centre or School:

Pre-primary Teacher's Name:

Grade 1 Teacher's Name:

Facilitator's Name:

Facilitator's Contact Numbers:

SMS number for quizzes:

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Introduction: About the course and exploring the app

About

Purpose
The main purpose of this course is to support pre-primary educators (called 'teachers' in this App) to:
Offer children a quality pre-primary education that will result in a good start in Grade 1
Monitor children's development towards school readiness and take relevant action when necessary
Build a team of teachers and parents/caregivers to support children to develop to their full potential in the year before moving into Grade 1
Help teachers in the early grades of primary schooling to support children coming from pre-primary into Grade 1.

Course outcomes
During this course, you will:
Review ideas about what school readiness means
Understand your role in supporting every child to develop a strong foundation in the year before Grade 1
Explore the importance of observing children well to monitor their development
Work with children in meaningful ways to develop their full potential in each of four development areas: social, emotional, cognitive and physical development
Understand the importance of a play-based learning environment for pre-primary children
Think about alternative ways of supporting good behaviour in children instead of corporal punishment
Understand your role in building a support team of adults around the child

Course Modules

There are ten modules in this course. They are:

Module 1: An early learning journey

Module 2: Observation and monitoring with a purpose

Module 3: Physical domain

Module 4: Social and emotional domains

Module 5: Cognitive domain - early language focus

Module 6: Cognitive domain - early numeracy focus

Module 7: Creating an inclusive learning environment

Module 8: Making the classroom work well

Module 9: Building a team around the child

Module 10: Next steps

Golden threads

There are some important ideas that cut across all the modules in this course. These are:

1. Meaningful play is central to children's early learning
2. Building a team of adults around the child to support the child's development journey
3. Children are competent human beings
4. Adults and children working co-operatively and collaboratively

How the Course Works

Teaching and learning principles

This course is based on some teaching and learning principles, which we believe apply to adults and children learning and teaching together.

Collaboration: We all learn from each other. Children learn from adults, children learn from children, adults learn from children and adults learn from each other. In this course, you will mainly be learning with other teachers. There is learning with all pre-primary teachers at your ECD centre or school, and a learning group in which you meet to study with teachers of the early grades, particularly Grade 1. You will also learn from your colleagues in other Southern African countries by watching their videos.

Learning from our own experience: We all know something that we have learned from our experience in life and in our work with children. You share what you know with others. Your own knowledge is enriched as you share with others from across Southern Africa and watch other teachers on video or in other classrooms. You discuss ideas, think about what you do and what you know, and build new ideas onto that.

Learning by doing: We all learn in many ways. The main idea in this course is that you have to do something in order to learn. You will read, watch, listen and discuss ideas and then you will put the ideas into practice with your children. You will ask a colleague to take a video while you are practicing so you can look at yourself, and you can share with others.

Reflection: We learn from doing, but we also think about what we are doing. In your studies, you will follow a pattern of planning, doing and reviewing. In groups you will discuss the activities and the videos of your practice. This will help you to think about the strengths and weaknesses of your practice. You will think about what you might do differently next time. You will also think about what you have learned, and plan the next steps for your study.

Study groups

This course is structured for all pre-primary teachers, Grade 1 teachers and other early grade teachers working together to watch videos, listen to audios and do activities together using a tablet. Each teacher can prepare for the study group sessions by working through a printed copy of the course and using it to make notes/write in.

Pre-primary teachers of children of all ages from birth to pre-primary age meet with other early grade teachers (Grade 1, Grade 2 and ECD Centre teachers) from your own centre or school, and from other local centres and schools. This called a learning group. Everyone comes prepared for the learning group using their printed copy of the course. The fourth unit in every module is designed as this all-encompassing learning group session.

It is very important to meet on a regular basis with other teachers to work collaboratively, share experiences and reflect on what you can do to improve teaching and learning. This course supports you to do this. Every setting will have its unique set-up, so organise your individual and group work according to what is practical and useful in your context. Even after you have completed the course, regular meetings with other teachers will be valuable.

Time management

We have designed this course to take about 4 hours per week, over 20 weeks. Each week you will work through two units, each taking about 2 hours to study. Most of these will be study with other pre-primary teachers in your centre or school, or as self-study if you cannot organise a study group. But in Unit 4 of each module you will meet with early grade teachers in a learning group.

We have suggested an amount of time for doing each of the activities, but it is only a guideline. You may find you need more time for some of the activities and less for others; it's up to you and the group to find your own working pace.

Course materials

A printed copy of the course

Ideally you will receive a tablet to share in your group, and a printed copy of the course for each participant in the course. You work together with other pre-primary and early grade teachers using the tablet and printed copy of the course to make notes and write in. However, you can install "KnowHow Early Learning" from the Google Play Store on your personal device and use any notebook to write down your personal answers and learning.

The printed copy of the course contains:

- The course content and activities for you to work through
- Classroom activities that will give you the opportunity to implement what you have learnt
- Space to write your notes and to answer questions
- Some useful templates for you to use

The tablet

Ideally, you have access to a tablet big enough to be used by the group. It is also possible to downloading "KnowHow Early Learning" from the Google Play Store using private phones.

There are videos in the app that show different ways of supporting children in the year before Grade 1. We hope this will support you and inspire you to try out these methods and ideas in your own classrooms! Tap on the name of the video to watch it.

There are also audio clips. These are of two kinds: explanations of key words in English and an African language; and audio versions of dialogues or stories about teachers. You tap on the arrow to hear the audio.

In the app, there are also African Storybooks, picture storybooks for young children that are relevant to the content of the course. These are available in English and African languages. You tap on the name of the storybook to open the book, choose your language, and read, page by page.

Sometimes you will discuss what you have written in your printed copy of the course or notebook, and type in your tablet what you have discussed if you are working with others.

You will also use the tablet to record videos of your own activities for your own reflection, and to share and discuss with others.

As part of each module, you will complete a self-assessment task (module quiz) to check your own progress through the course. You have to register in the KnowHow app to do the module quiz. In the next section Explore the App, see Activity 1: Registration.

Exploring the app

The following activities will guide you on how to use the tablet in the course.

Activity 1: Registration

Time: 15 minutes

If there is more than one pre-primary teacher, and teachers working with younger children too, sit and do the activity together. If you are the only teacher, do the activity on your own.

All the teachers in your group will need to register so that you can all complete the self-assessment tasks (module quizzes) for each module.

1. In the KnowHow App on your tablet, tap Registration to register. Enter your National Identification Number, tap Continue and follow the instructions. You will be asked to either complete the registration form, or exit KnowHow and register in the DataGuard App. The DataGuard App is available on your tablet to register there for all Early Learning Kiosk Apps. After you create your registration in DataGuard, open KnowHow and tap Registration, enter your National Identification Number and tap the Continue button.
2. If you get stuck with something on your tablet, ask your colleagues to help you. There is also a help section in the App. In addition, you might have been provided with a printed tablet guide.

Activity 2: Short Quizzes and Module Quizzes

Time: 20 minutes

At the end of each module, you will complete a module quiz to check your own progress through the course.

Once you have completed the quiz, you will immediately be given your results.

An automatic code will also pop up.

You will need to send this code via SMS to a central number. This will show the course co-ordinators that you have completed the assessment and that you are progressing to the next module.

There are also short quizzes that are part of activities in the modules. You will do the activity, discuss your answers with each other, and see how much you have learned. This is informal assessment. For short quizzes, you don't have to send the code via SMS.

Do the following Short Quiz:

Do the following quiz and then, discuss your answers with a colleague, and agree on the correct responses.

Which of the following statements are **true**?

1. In Unit 1, 2 and 3 of each module, you will study with all pre-primary teachers in your centre or school
2. In Unit 4 of each module, you will meet with teachers of Grades 1 or 2 and study together
3. You need to plan your study time carefully each week
4. You will never type your responses to activities on your tablet

Do the Module Quiz:

a. Tap on the yellow Module Quiz button at the top.
b. Tap next to the answer that is most correct.
c. When you have completed all five questions, you will receive a code. Remember to send the code by SMS to the correct number.

Activity 3: Reading on the tablet

Time: 20 minutes

1. Look at these pictures.

1

Physical play

Active excercise play, rough and tumble and fine -motor practice. Related to children's developing whole body and hand-eye coordination, and in building strength and endurance.

2

Play with objects

Children's exploration, as young scientists of the world and the objects they find within it. Related to the development of thinking, reasoning and problem-solving skills.

3

Symbolic play

Mark-making activities are universal for expressing ideas. Related to the development of technical abilities to express ideas, feelings and experiences through language, painting, drawing, collage, numbers, music etc.

4

Fantasy and socio-dramatic play

Includes dressing-up and role-playing (fantasy and real-world). Very closely associated with cognitive, social and academic development.

5

Games with rules

Playing games with friends siblings and parents. Related to social skills, sharing, taking turns and understanding others' perspectives.

2. Write down the type of play in the last block and describe it in your own words.

Activity 4: Watch a video

Time: 20 minutes

1. Watch the video Belonging.

This shows adults in ECD centres in Malawi interacting with children. While you are watching write down in your printed copy of the course:

a. One thing you can hear, that is not music.

b. One thing you can see any child doing.

c. One thing you feel in your heart about the video.

d. How you think the video can change how you interact with young children.

2. Share your answers with fellow teachers.

Type everyone's ideas for 1d. on the tablet.

Activity 5: Make your own video

Time: 30 minutes

1. Find the section in the printed tablet guide that tells you how to make your own video.
2. Take a video and save it on the tablet.
3. Discuss and write down three main advantages of taking videos of each other.

_____

_____

_____

_____

Activity 6: Set up a learning group

Time: 20 minutes

1. Write down the names of the pre-primary teachers and the early grade teachers who are in your learning group. Your facilitator can help you.

_____

_____

_____

_____

2. Make a list of things that you think the learning group needs to do to support each other while you are studying.

_____

_____

_____

_____

3. Will you take responsibility for organising the learning group? Is there someone else in the learning group who can take that responsibility? Can you share that responsibility?
4. Have you met everyone who will be part of your learning group? If not, make time to connect with them. Maybe you can visit them after school. Perhaps you can set up a WhatsApp group for the learning group.

Sometimes there will be a comment after an activity. You should do the activity first, and then read this comment. When you have finished Activity 6, read the comment.

Comment

In this course, you will work mostly in groups. Sometimes you will work with the other pre-primary teachers in your own centre or school to do the activities before you meet in the Learning Group. In Unit 4 of each module you will work together in a Learning Group. The Learning Group consists of pre-primary teachers, Grade 1 teachers and early grade teachers together. The Learning Group is for collaborative study, but it is also an opportunity to share information about early learning, discuss improving and managing transitions, and in general for peer-peer learning. Building a strong team is an important part of your study.

You will spend about 4 hours studying each week (two units a week):
Unit 1 – 2 hours studying with pre-primary teachers and teachers of younger children at your centre or school, or on your own using your tablet and printed copy of the course.
Unit 2 – 2 hours studying with pre-primary teachers and teachers of younger children at your centre or school, or on your own using your tablet and printed copy of the course.
Unit 3 – 2 hours studying with pre-primary teachers and teachers of younger children at your centre or school, or on your own using your tablet and printed copy of the course.
Unit 4 – 2 hours studying in a LEARNING GROUP – all pre-primary teachers, Grade 1 teachers and early grade teachers together.

We have suggested an amount of time for doing each of the activities. You may find you need more time for some of the activities and less for others; it's up to you and the group to find your own working pace.

You will decide when to study. We recommend that you have set times for self-study or school- or centre-based study every week, and a set time for your learning group every other week. This will help to plan your studies into your life.

Planning your learning group

Please make sure that you contact everyone in your learning group.

Someone should take responsibility for setting up the first one. After that you can agree to share responsibility for bringing the learning group together each time.

For successful study in Learning Groups, you will need to work on building relationships and developing trust. Here are some practices that will help build relationships and trust:

1. Introduce yourselves to each other.
2. Agree on some rules, such as being on time, listening to each other, respecting different opinions and ideas, reporting on tasks at each meeting, keeping notes, keeping time, and so on.
3. Agree on some roles and responsibilities, such as:
    a. Someone to guide the discussion
    b. Someone from each school or centre to record on the tablet
    c. Someone to keep time
    d. Everyone supporting each other in different ways
4. Talk about what you hope to learn from each other.
5. Identify other issues to discuss about improving early learning, sharing important information and supporting children to transition smoothly between grades.

6. Before you leave your learning group each time:
    a. Each person shares one thing they have learned from the learning group.
    b. Thank the learning group for sharing their knowledge and ideas.
    c. Confirm the date for the next learning group meeting.

Activity 7: What do I know and what can I learn?

Time: 30 minutes

Pre-course self-assessment

Everyone registered on the course should do the pre-course self-assessment on the tablet before they begin the course. You will not be able to start the course until you have done the pre-course self-assessment.

The pre-course self-assessment does not tell you if you have passed or failed. It only tells you that there are new ideas you can learn from the course.

You can do the pre-course self-assessment **only once**. You will get a code when you have finished the pre-course self-assessment. Remember to send this code to the SMS number and ALWAYS record it in your notebook or printed copy of the course next to the quiz so you can find it when you need it.

Key Words and Phrases

Some of the words and phrases in this course may be difficult to understand.

To help you, we have provided explanations in English, but also in an African language. Go to the Main Menu. Tap on the yellow edit button next to English at the bottom of your screen. Choose the African language for your key words and phrases.

Every time you see a key word in bold, with an explanation under it, you can tap on the yellow arrow on your tablet, and hear the word in your own language.

Use the Glossary in the main menu to find all the key words with their explanation in English as well as in local African languages.

Module 1: An early learning journey

Introduction

Learning outcomes
By the end of this module, you will:
Have a vision of the child as a competent human being with rights and responsibilities.
Understand what school readiness is.
Take responsibility for supporting the development of children in the year before they move into Grade 1.
Understand the importance of supporting every child in the move or transition to Grade 1.
Understand that play is central to children's health, well-being and learning.

Early Childhood Development can be seen as a journey each child makes. It is a journey of developmental domains, or areas. In this course we talk about four core developmental domains: the physical domain, the social domain, the emotional domain and the cognitive (thinking) domain.

All children around the world develop in the same basic way but there are different ways to describe the developmental domains. Different countries may have different ways of organising and naming these developmental domains. The curriculum in your country may refer to subjects or learning areas, as different ways of naming domains. Each country has a different curriculum, but every curriculum aims to develop children's skills and competencies in the year before Grade 1 in all the developmental domains. In your country you may even have additional domains to the four core domains in this course.

We believe these four domains are at the core of child development.

Child development domains and milestones

Physical domain
1. Balance
2. Movement
3. Coordination
4. Body awareness
5. Visual and motor integration
6. Muscular strength
7. Endurance

Cognitive domain
1. Visual perception
2. Auditory perception
3. Working memory
4. Self-concept
5. Language proficiency
6. Comprehension
7. Logical thinking
8. Approaches to learning
9. Critical thinking
10. Problem solving
11. Decision making
12. Imagination
13. Visual discrimination
14. Auditory discrimination
15. Sequencing
16. Visual closure
17. Visual spatial relationships
18. Print awareness
19. Number sense
20. Measurement
21. Emergent financial literacy

Social domain
1. Self-identity
2. Social networking
3. Disciplined and follows rules
4. Negotiating
5. Responsible citizenship
6. Autonomy
7. Conflict management
8. Patriotism
9. Valuing life
10. Gender awareness
11. Inclusivity

Emotional domain
1. Understanding own emotions
2. Releasing own emotions
3. Responding to others' emotions
4. Self-confidence
5. Self-esteem
6. Assertiveness
7. Perseverance
8. Self-efficacy
9. Empathy
10. Environmental friendliness

Adapted from University of Zimbabwe, Mkoba Teachers' College (ECD Department), undated, Roger Federer Foundation

Within each domain we think about milestones, or sub-domains. For example, **balance** is a **milestone** or sub-domain in the **physical domain.** You will explore domains, milestones and indicators in Activity 2 in this unit.

The journey starts at birth. The first 1000 days are an important part of the journey. When the child comes to pre-primary and into Grade 1 they continue the journey. The domains and milestones are linked and influence each other. For example, a child who is self-confident will be more willing to solve problems. A child who can move well may be more self-confident.

Not every child's journey is the same. Not every child will achieve all the milestones in each domain at the same time. Not every child will achieve all the milestones before they move to Grade 1. But it will be easier for each child to move to Grade 1 if they have a good foundation in each milestone in each domain. Your responsibility as pre-primary and Grade 1 teachers is to go on a journey with each child, through the domains and milestones, to help children transition or move into Grade 1 and beyond.

You will follow and guide each child, and ask yourself "Where is the child on this journey?"; "What support do I need to give, in which domain and for which milestones?".

The children's activities in this course will support you to plan your own activities to guide children through the developmental milestones, and check their progress.

You can also use ChildSteps.

The ChildSteps App has been developed as part of the Early Learning Kiosk. You can find it in the Google Playstore (https://play.google.com/store/apps/details?id=org.rff.digitres.elklauncher). The ChildSteps App has many activities that children can do to show they have achieved milestones and indicators within the developmental domains.

If you have a tablet through the Roger Federer Foundation, you will find the ChildSteps App on your tablet. If not, you can find the ChildSteps App in the play store and download it for Android.

You can use the ChildSteps App to monitor and record children's progress easily. The ChildSteps App uses the same kind of assessment forms that are in the curriculum for your country. If you don't have ChildSteps you can use the paper-based tools available in your country. We will talk more about ChildSteps in the module about observation.

Unit 1

Why you are here
To understand what a vision is and why it is important to have a vision
To think about a vision for each individual child on their developmental journey.
To understand what we need to do to reach our vision for children
To understand domains, milestones and indicators in a child's development journey

Activity 1: What is a vision?

Time: 90 mins

1. Read and listen to the word 'Vision'. Think about and discuss your ideas about "What is a vision?".
2. Why is it important to have a vision? Tap next to your answer on the tablet, or make a tick ✓ in the box in your printed copy of the course.

A shared vision tells everyone about our dreams and goals	☐
Planning is easier because we know our big goals	☐
A vision gets everyone working together	☐
A vision is only for leaders so they know what to do	☐

Now think about the children in your school or centre.

What is my dream for
.....?

3. Look at the list below. Tap on the tablet, or make a tick ✓ in the box in your printed copy of the course next to the vision you have for children in your school or centre when they grow up. If you have more ideas, write them on the lines below the list.

Be healthy and free from harm	☑
Work well with other people	☐
Do well at school	☐
Get a well-paid and interesting job	☐
Be loved and cared for by family and friends	☐
Behave well as a citizen	☐
	☐
	☐
	☐

4. As a teacher what do you think your children need to reach the vision? What can you do to support your children? Write down three things you can do.

.

Comment

We have a vision for all children to be the best they can be. Our job is to be the best teachers we can be. We have to plan, do and teach so our vision for children can become real. When we provide a quality pre-primary program to support children to be ready for Grade 1, we help children to reach the vision to be healthy, to do well at school and to behave well as citizens.

Maybe you wrote down you can teach children to look after their bodies, or to solve problems, or to understand numbers.

To help us understand how we can support children we think about the four developmental domains: the physical domain, the social domain, the emotional domain and the cognitive (thinking) domain.

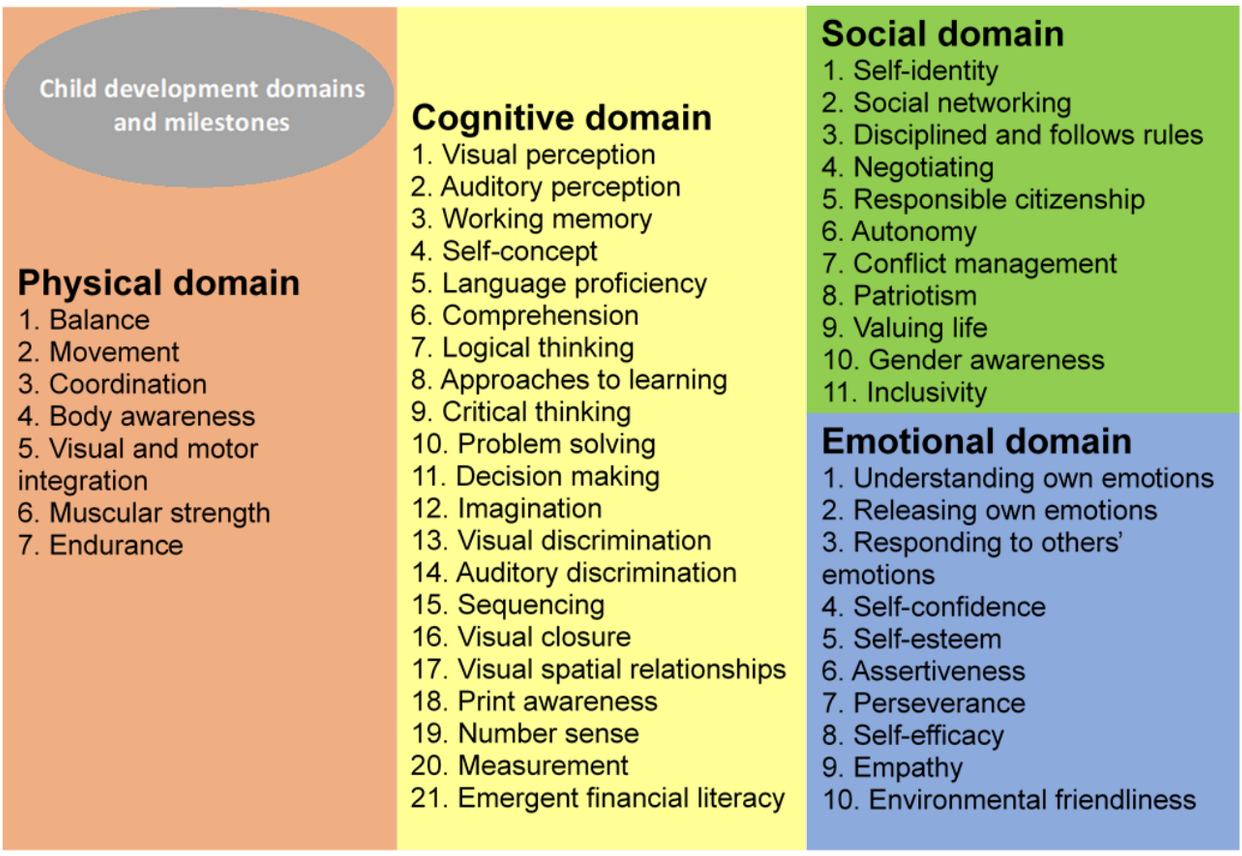
Your vision is of a child who has achieved a good foundation in all the milestones in all the domains as they move into Grade 1.

Let's look at a child's journey through the domains in the next activity.

Activity 2: A child's journey

Time: 30 minutes

1. In the diagram below you can see four child development domains, with milestones or pointers for each domain. For example, **balance** is a **milestone** in the **physical domain**.
2. Together, read the milestones for each domain.



Adapted from University of Zimbabwe, Mkoba Teachers' College (ECD Department), undated, Roger Federer Foundation

3. An **indicator** tells us what a child can do as part of the milestone. Choose one milestone in each domain in the diagram. Think of an indicator to go with the milestone you have chosen. In the space below, write down one indicator for each milestone. For example, '**balance a bean bag on her head**', is an **indicator** for the milestone *balance*.

_____

_____

_____

_____

Comment

In each domain there are milestones, or sub-domains, or pointers along the way to show the child's journey. ***Self-identity*** is an example of a ***milestone***, in social development.

For each milestone there are ***indicators***. An example of an indicator for self-identity is that a child can '***identify personal features'***, such as the colour of her hair. See how many indicators you can think of for each milestone.

Your country curriculum is another example of how domains, milestones and indicators can be organised. The curriculum is organised differently in each country.

The child's journey is to find their way through the domains, milestones and indicators as they grow and learn. We want to focus on the overall journey of the child as a foundation before they move into Grade 1.

Not every child will be at the same place in the journey at the same time. Our job as teachers is to find out where they are on the journey by observing them carefully, monitoring their progress, and supporting them to achieve new milestones and indicators over time.

As teachers we need to let children play, and plan activities to support children on their journey to develop knowledge, skills, values and attitudes they will use for the rest of their lives.

Can you think of an activity that will develop children's balance?

All the activities in this course are designed to help children to reach the indicators and milestones.

The ChildSteps App in the Early Learning Kiosk has many activities that children can do to show they have achieved milestones and indicators within the developmental domains.

Unit 2

Why you are here
To understand that children are competent (capable) human beings with rights and responsibilities
To understand that children can be school ready in all four developmental domains: the physical domain, the social domain, the emotional domain and the cognitive (thinking) domain. cognitively
To understand the link between children's rights and the pre-primary and Grade 1 teachers' responsibility to support every child to develop to their full potential and be ready for Grade 1.

Activity 1: Review

Time: 15 minutes

Reflect for 15 minutes on what you learned last week by doing the following:

1. In the first unit, you wrote down three things you can do to support children to reach your vision for them.

   a. Write down one thing you have already done.

   b. What will you do next?

   c. When will you do it?

Activity 2: Are children competent?

Time: 50 minutes

Co-operate
Work together with other people to achieve a goal

Competent
Be able to do something well.

1. Read a storybook, "Zama is Great", on the tablet.

   a. Read the story once to yourself.
   b. Read it again out loud, or ask someone in the group to read it a second time out loud, with expression.

3. Now think about, and answer, these questions:

   a. Zama is a very competent girl. Zama can do lots of things well. Write down three things she does well:

   _____

   _____

   _____

   b. Read the box below. The words in the box describe the emotional competencies that Grade 1 teachers expect from children when they start Grade 1. Underline the words that match Zama's emotional competencies. The first one has been done in bold to show you how.

> 'Children who are emotionally ready for Grade 1 are **confident**, are able to persevere with difficult tasks, can communicate emotions and can follow rules. They have good listening skills and are attentive. They have an understanding of rules and routines, they can describe the time of day, they have good personal hygiene practices and express their moods. They have good self-esteem and can speak for themselves. They are beginning to think and act independently and responsibly and can handle some problems.'

   c. Look again at the Child Development Domains and Milestones diagram.

Child development domains and milestones

Physical domain
1. Balance
2. Movement
3. Coordination
4. Body awareness
5. Visual and motor integration
6. Muscular strength
7. Endurance

Cognitive domain
1. Visual perception
2. Auditory perception
3. Working memory
4. Self-concept
5. Language proficiency
6. Comprehension
7. Logical thinking
8. Approaches to learning
9. Critical thinking
10. Problem solving
11. Decision making
12. Imagination
13. Visual discrimination
14. Auditory discrimination
15. Sequencing
16. Visual closure
17. Visual spatial relationships
18. Print awareness
19. Number sense
20. Measurement
21. Emergent financial literacy

Social domain
1. Self-identity
2. Social networking
3. Disciplined and follows rules
4. Negotiating
5. Responsible citizenship
6. Autonomy
7. Conflict management
8. Patriotism
9. Valuing life
10. Gender awareness
11. Inclusivity

Emotional domain
1. Understanding own emotions
2. Releasing own emotions
3. Responding to others' emotions
4. Self-confidence
5. Self-esteem
6. Assertiveness
7. Perseverance
8. Self-efficacy
9. Empathy
10. Environmental friendliness

Adapted from University of Zimbabwe, Mkoba Teachers' College (ECD Department), undated, Roger Federer Foundation

d. Which milestones in the emotional domain do you think Zama is reaching? Write them down below. Do you think Zama is emotionally ready for Grade 1?

Comment

There are some things only adults can do, like earning money from work. There are some things children can do better than adults, like running, climbing and jumping all day. There are some things both children and adults can do at different levels like using their imagination and solving problems.

This means that children are not empty. They are competent. Zama is a competent child. She has learned confidence, she can persevere and she can communicate or release her emotions. These are milestones in the developmental domains. She has learned some things from within the other domains and milestones too. This does not mean that she is perfect. She still has a lot to learn. The things she has already learned will help her to learn new things too.

Do you think children can become ready for Grade 1 by themselves?

We have to support children and teach them, and give them opportunities and time to practise.

Zama is not competent in all of the milestones in the emotional domain. This does not mean she is not ready for Grade 1.

The pre-primary teacher and the Grade 1 teacher have an equal responsibility, to support children on their journey through the developmental domains. Part of this journey is moving into Grade 1.

Activity 3: Children's rights and responsibilities

Time: 50 minutes

1. What rights do children have in their own cultures? Write down some of them here.

2. In the picture below you will see a list of Children's Rights
   a. Read all the Children's Rights carefully.
   b. Compare these Children's Rights with the ones you have written down.
   c. Are there rights that you want to add to the list you wrote? Add them now.

My Rights = Your Rights
Learn about child rights.
I have the right to be protected from abuse and harm; and I should show care for others and not bully other children.
BULLYING
I have the right to a clean and safe environment; and I should find ways to keep my own surroundings clean and safe.
I have the right to good health care; and I can keep myself healthy by taking care of myself when I am old enough.
I have the right to freedom of religion and thought; and I must respect the religions and thoughts of other people.
I have the right to be cared for and respected; and I must respect others and show care for them.
I have the right to be taken seriously and share my views and ideas. I must also listen to others and respect their views and ideas.
I have the right to healthy and enough food; and I should try to eat healthy food and not waste food.
WASTING FOOD
I have the right to special care and support when I need it; and should use every chance to be the best person I can be.
I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games.
I have the right to try new things and make mistakes; and should learn from my mistakes and not repeat them.
I have the right to a good quality education; and I have to learn, do my homework, read and take part in the classroom.
SCHOOL
On this poster you learn about some of your rights. There are many more rights that you have as a child. Visit the following websites to see what the Convention on the Rights of the Child tell you about your rights:
http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx
http://www.unicef.org/southafrica/SAF_resources_crcchildfriendly.pdf
http://www.un.org/cyberschoolbus/treaties/child.asp
unicef
unite for children
Text: André Visiers and Mari Payne (UNICEF) Illustrations: Sandy Lightley (sandy@heartdept.co.za) through Sparx Media (www.illustrators.co.za) Concept on Rights and Responsibilities partly adopted from the National Children's Rights Committee (1997) and UNICEF (2009)

3. When children have rights, they also have responsibilities (duties) that go with those rights. Do this short quiz to match children's rights with responsibilities.
   Tap next to the correct answer in your tablet, or put a tick ✓ next to the correct answer in your printed copy of the course.

1. Children have the right to be taken seriously and share their views and ideas

a. Children have a responsibility to listen to others and respect their views and ideas

b. Children have a responsibility to show care for others and not bully other children

c. Children have a responsibility to use every chance to be the best person they can be

d. Children have a responsibility to keep their own surroundings clean and safe

2. Children have the right to good health care

a. Children have a responsibility to use every chance to be the best person they can be

b. Children have a responsibility to keep themselves healthy and take care of themselves when they are old enough

c. Children have a responsibility to keep their own surroundings clean and safe

d. Children have a responsibility to listen to others and respect their views and ideas

3. Children have the right to a good quality education

a. Children have a responsibility to keep themselves healthy and take care of themselves when they are old enough

b. Children have a responsibility to respect others and show care for them

c. Children have a responsibility to learn, do their homework, read and take part in the classroom

d. Children have a responsibility to try to eat healthy food and not waste food

4. Children have the right to be protected from abuse and harm

a. Children have a responsibility to listen to others and respect their views and ideas

b. Children have a responsibility to show care for others and not bully other children

c. Children have a responsibility to use every chance to be the best person they can be

d. Children have a responsibility to try to eat healthy food and not waste food

5. Children have the right to special care and support when they need it

a. Children have a responsibility to use every chance to be the best person they can be

b. Children have a responsibility to try to eat healthy food and not waste food

c. Children have a responsibility to keep their own surroundings clean and safe

d. Children have a responsibility to listen to others and respect their views and ideas

6. Children have the right to freedom of religion and thought

a. Children have a responsibility to respect religions and thoughts of other people

b. Children have a responsibility to listen to others and respect their views and ideas

c. Children have a responsibility to show care for others and not bully other children

d. Children have a responsibility to respect others and show care for them

7. Children have the right to play, have fun, do sport and relax

a. Children have a responsibility to learn from their mistakes and not repeat them

b. Children have a responsibility to include everybody in their activities and games

c. Children have a responsibility to respect religions and thoughts of other people

d. Children have a responsibility to try to eat healthy food and not waste food

8. Children have the right to try new things and make mistakes

a. Children have a responsibility to learn, do their homework, read and take part in the classroom

b. Children have a responsibility to learn from their mistakes and not repeat them

c. Children have a responsibility to include everybody in their activities and games

d. Children have a responsibility to keep their own surroundings clean and safe

9. Children have the right to healthy and enough food

a. Children have a responsibility to use every chance to be the best person they can be

b. Children have a responsibility to try to eat healthy food and not waste food

c. Children have a responsibility to keep their own surroundings clean and safe

d. Children have a responsibility to listen to others and respect their views and ideas

10. Children have the right to a clean and safe environment

a. Children have a responsibility to keep their own surroundings clean and safe

b. Children have a responsibility to keep themselves healthy and take care of themselves when they are old enough

c. Children have a responsibility to listen to others and respect their views and ideas

d. Children have a responsibility to respect others and show care for them

11. Children have the right to be cared for and respected

a. Children have a responsibility to respect others and show care for them

b. Children have a responsibility to respect religions and thoughts of other people

c. Children have a responsibility to listen to others and respect their views and ideas

d. Children have a responsibility to try to eat healthy food and not waste food

4. What actions can you as a teacher take to respect children's rights?

a. Think of a child in your **pre-primary** class who does not have all the skills required for Grade 1. Whose responsibility is it to support this before they move Grade 1?

b. Think of a child in your **Grade 1** class who does not have all the skills required for Grade 1. Whose responsibility is it to support this child in Grade 1?

5. We can work with children and their parents and caregivers, to understand the rights and responsibilities of children. Read this example of a Children's Rights activity. Try it out in your pre-primary or Grade 1 class.

   a. Each day or week, look at one of the rights on the tablet with the children. Read the words, look at the pictures and discuss with the children their right and responsibility. Use these questions to guide the children's discussion:
      - What does this right mean?
      - What does this responsibility mean?
      - What if someone does not respect your rights, e.g. they bully or hurt you?
      - What can you do if someone does not respect your rights?
      - What can you do to live up to your responsibilities?
   b. Children draw their own picture to match the right and responsibility you are talking about. The teacher writes the children's words on their drawings. Stick all the children's drawings on the walls.
   c. Invite the parents and caregivers to talk about the posters when they fetch their children.
   d. Take a photo or video of the Children's Rights poster to show your learning group when you next meet.
   e. Can you think of other activities to do with children using the Children's Rights poster?

Activity 4: Study Check

Time: 15 minutes

Think about these questions, and make notes:

1. Are you finding it easy to study?

2. Is it getting easier to study, and to use the tablet? Why?

3. Did you have enough time? Were the study meetings or sessions at the right time and for long enough? Were they too long? Make a new time plan if you need to:

4. Write down questions or comments you have about the tablet or the course so far. Share them with your facilitator during the next visit.

Plan for the next two units:

1. When will you do your study for unit 3 in your pre-primary study group?

2. When will you have your first learning group meeting - with your Grade 1 or other early grade teachers? (see unit 4)

3. Have you arranged the learning group meeting? What else do you need to think about to prepare for that meeting for Unit 4?

   a. Who will guide the discussion, and help the group to work well together?

   _____

   b. Who will record on the tablet?

   _____

   c. How will you introduce yourselves to each other? How will you learn well together?

   _____

   d. In addition to the course, what other things would you like to discuss with your colleagues?

Unit 3

Why you are here
To understand how play supports the child's journey towards achieving milestones
To understand the different types of play and how each contributes to preparing children for Grade 1
To understand the concept of structured play and how it contributes to school readiness
To plan some structured play activities for children

Before you begin Unit 3, think about what you learned in the previous units.

Activity 1: Review

Time: 10 minutes

Review
Think about something carefully to decide what is good and what needs to change

1. Write about what you learned about:

   a. your vision (key words only)

   b. your actions to achieve your vision (What did you do? When will you do the next action?)

   c. children's rights and responsibilities (What are they?)

   d. your own rights and responsibilities (What are they? Are they the same or different for pre-primary and early grade teachers?)

   e. anything else you learned

Activity 2: What is child play?

Time: 40 minutes

Play
Children do activities freely for fun

1. Spend a few minutes quietly remembering when you played as a child and what you learned by playing.

   a. What did you do when you played?

   b. What did you learn from playing?

2. Complete the sentences below:

   a. My favourite game or play activity when I was a child was

   _____
   _____
   _____
   _____

   b. My favourite game or play activity taught me

   _____
   _____
   _____
   _____

3. If you are studying with other teachers, share your favourite game and what you learned. Each person takes a turn for 2 minutes.

4. Listen to and read the explanation for Play at the beginning of Activity 2. In your own words, describe play.

_____
_____
_____
_____

5. Play has 3 common features:
   - Spontaneity (children do it without being told what to do)
   - Active engagement (children are actively involved and pay attention while they play)
   - Enjoyment (children have fun when they play)

- Read about the 5 different types of child play.

1

Physical play

Active excercise play, rough and tumble and fine -motor practice. Related to children's developing whole body and hand-eye coordination, and in building strength and endurance.

2

Play with objects

Children's exploration, as young scientists of the world and the objects they find within it. Related to the development of thinking, reasoning and problem-solving skills.

3

Symbolic play

Mark-making activities are universal for expressing ideas. Related to the development of technical abilities to express ideas, feelings and experiences through language, painting, drawing, collage, numbers, music etc.

4

Fantasy and socio-dramatic play

Includes dressing-up and role-playing (fantasy and real-world). Very closely associated with cognitive, social and academic development.

5

Games with rules

Playing games with friends siblings and parents. Related to social skills, sharing, taking turns and understanding others' perspectives.

7. Read this definition of children's play:

Learning through Play

Children investigate the world through play. Children learn through play. Play is a natural part of a child's life. Children find out about the world around them by touching, manipulating, exploring and testing. Children interact with other children and adults during play. They find out about themselves and their relationship to others.

Through play, children learn how to solve problems and work co-operatively with others.

Children love to play. Children learn by doing. Therefore, activities must be built around what children need to develop and reach the important milestones and indicators.

8. Read 'Learning through Play' again. Underline or write down the important words and sentences you think are about play.

Comment

Play is the most important thing children do in their lives. Play is an important part of their development. Play supports children's development in all four of the developmental domains: the physical domain, the social domain, the emotional domain and the cognitive (thinking) domain.

Sometimes children play alone, sometimes they play with other children.

Free play is when children play without an adult, and without a clear structure. Even in free play children are learning, all the time.

How is that different from structured play?

Structured play is when the teacher organises and guides the play. All play is important because children learn best by playing. That is why you need to have space and time in your programme for children to play, indoors and outdoors.

If you have the Early Learning Kiosk on your tablet, you can read the Natural Playground Toolkit in the Tool Box. If you don't have the Early Learning Kiosk, you can find the Natural Playground Toolkit at https://natural-playgrounds-toolkit.ready4school.info/.

Activity 3: What is structured play?

Time: 40 minutes

Structured play
Play activities organised by the ECD educator to help children learn concepts and skills

1. Read and listen to what Structured Play means.

a. Talk about two differences and two similarities between play and structured play.
b. In your own words, describe structured play.

2. Watch the video of children playing.

3. Read the questions below, and watch the video again. While you are watching the video, think about the questions. You can make notes while you are watching:

a. Is there an example of free play in the video?

b. Is there an example of structured play in the video?

c. Does the video show all five types of play? Give an example.

Physical play

Play with objects

Symbolic play

Pretence and social dramatic play

Play with rules

4. Write down what children learn from each of the five types of play that will help them to be ready for Grade 1.

5. How does play help children in Grade 1 to learn and develop? Write down three ideas.

Comment

The children in the video were having fun, were active and were paying attention. That means the children were playing.

Inside, the teacher planned and organised the play activities for the children to learn certain things. It was structured play.

Outside, the children were playing with the blocks. That was more like free play.

The children were doing all five types of play. They learned many things that will help them get ready for school: communication, co-operation, following instructions, being part of a group, fine motor co-ordination, and hand-eye co-ordination skills. All the things you saw children playing in the video help them to reach different milestones within the domains of early childhood development. So play is an important part of the child's journey of getting ready for school.

Play is also important for Grade 1 children. We hope children will continue to play when they are in Grade 1.

- In the Table below, there are 9 statements. Write YES next to the statements which describe play that is 1) fun, 2) active and engaged, and 3) organised by the teacher. Write NO next to the statements that describe activities that are NOT structured play. Then give a reason for your answer.
  The first three have been done to show you how and why.

Play	Structured	Reason
Taking a ball from the box the teacher provides and kicking it in the yard	**YES**	Kicking the ball is fun. The children are actively engaged. The teacher put the balls in the box.
Tidying up the toys when the teacher tells the children 'Tidy up time'	**NO**	The children are not having fun.
Pretending to work at the pretend shop in the pretend play area	**YES**	It is fun to pretend play. The children are actively engaged pretending to buy and sell.
The children imagining and then drawing something big and something small on paper because they are learning about size		
Choosing a puzzle from the shelf and doing it by yourself		
Building a farmyard with the wooden blocks and plastic farm animals when the theme for the week is Farming		
Watching the TV		
Playing with the spades, funnels, pipes, and buckets in the sandpit		
Sitting and listening to the teacher talking		

Activity 4: Planning structured play activities

Time: 30 minutes

1. Think about how play activities help children to prepare for Grade 1. Do this short true or false quiz.
   > Put a tick ✓ in the True or False column, or tap the correct box on your tablet.

	Statement	True	False
a.	Active outdoor games help to strengthen muscles for sitting up straight for longer in Grade 1.	☐	☐
b.	Drawing and painting help children to hold a pencil, and develop good hand-eye co-ordination for learning to write in Grade 1.	☐	☐
c.	Looking at picture books during quiet play time gives children practice in turning pages and seeing different shapes, lines and words, in preparation for learning to read in Grade 1.	☐	☐
d.	Playing a make-believe (pretend) game with a group of children helps to build confidence and communication skills for Grade 1.	☐	☐
e.	Dramatising a story told by the teacher helps children take turns, to work as a group and to follow instructions, ready for Grade 1.	☐	☐

1. In the next box, there are 4 examples of how teachers planned structured play activities to teach children concepts and skills.

a. Read each example.
b. Tap on your tablet, or put a **tick ✓ in your printed copy of the course** next to the examples you could implement (do) with your children.
c. On your tablet or in your printed copy of the course, write your own example of structured play in the blank space at the bottom of the box. Put a **tick** ✓ next to your example.

Structured play examples	I can do this
The children are learning about space and direction (two mathematical concepts). The teacher sets up an obstacle course in the garden using tyres, rope, tables, chairs, wooden beams, buckets and beanbags. The teacher puts out arrows along the obstacle course to show the children where to go under or over, in or out, up or down, forwards or backwards, left or right.	☐
The theme for the week is 'My body' and the children are learning about the parts of a body. The teacher plays the game 'Simple Simon says put your hands on your …… (part of the body).'	☐

Structured play examples	I can do this
The children are learning about numbers. The teacher makes a game. She writes the numbers 1, 2, 3, 4, 5 and 6 on six empty milk cartons. She lines them up against the classroom wall. She shows the children how to knock the skittles down with a ball.	☐
The teacher and children play the game 'I spy with my little eye something that starts with a (letter sound).'	☐
	☐
	☐

3. Here is an example of an Activity Plan for a structured play activity called Hopscotch.

Activity Plan	Hopscotch
Purpose:	Coordination, body movement, balance, counting numbers, taking turns, following rules 1. balance and hop on one leg 2. count in order from 1 to 10
Time:	As long as the children need
Context:	Outside, any children who want to play
Resources:	1. Chalk or a stick to make lines in the sand 2. Small stones
Preparation:	1. Use chalk to draw this hopscotch pattern on the ground or use masking tape on the floor. Your pattern will have 10 numbered sections. 2. Each player has a stone, or a bottle top, a button or a small object.
Procedure:	1. Player throws a small object into the first square. 2. Player hops over the first square on one foot, leaving the small object where it is. 3. For side-by-side squares, the player jumps with both the legs. 4. Player jumps all the way to 10. 5. Player turns around and jumps or hops back to the start, picking up the small object on the way. 6. To continue player throws the small object into square 2, then on to three, four, five all the way to 10.

4. Read the examples of structured play in #2 again, including your own.

a. Plan a structured play activity for children.
b. In your printed copy of the course use this simple planning table to plan your activity. You can also type on the tablet if you want to. You can also copy the Activity Plan into a notebook or onto a piece of paper.

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

Procedure:

5. Look at this example of a daily programme for pre-primary:

Daily programme for pre-primary

7:30	Arrival at school
7:45	Health check, birthdays, register, weather chart, news
8:15	Morning circle (new concepts or skills)
8:45	Work time (group activities)
9:30	Tidy up and handwashing
9:45	Snack time
10:15	Music and movement
10:45	Outdoor play and tidy up
11:30	Hand washing and toilet time
11:45	Story time
12:15	Rest and home time

a. Do you have a daily programme? Does it look like this? Bring a copy of your daily programme with you to your learning group meeting to share with other teachers.

b. Where in your daily programme can you plan your structured play activities?

6. Do the structured play activity with children. You can do this in a pre-primary or a Grade 1 class.

   a. Ask a colleague to take pictures or a video of your lesson using the tablet.
   b. Share the pictures or video with your learning group at the first learning group meeting in Unit 4.

Comment

Structured play activities are planned by the teacher. You can use this simple plan every time you plan an activity. Planning is easy if you think about WHY, WHEN, WHERE, WHO, HOW MANY, WHAT and HOW. Read the notes in the following Activity Plan to check if you have planned well. Maybe you want to make some changes to your plan.

Activity Plan	
Purpose:	Whenever you plan an activity you start with the purpose or WHY. • What do you want children to do and learn? • What milestone and indicators are children developing? • Which children will do this activity? • Is the activity at the right level for the children?
Time:	• Plan the activity to fit into your daily programme or timetable. • This is WHEN.
Context:	• Is the activity inside or outside? This is WHERE. • Is it for individual children or groups • ?How many children in each group? • This is WHO and HOW MANY?
Resources:	• What equipment and resources do you need? • This is WHAT.
Preparation:	• What do you and the children need to prepare before the activity? • This is HOW.
Procedure:	• What steps do the children need to follow? • How will you show them what to do? • What will you do while they are doing the activity? • This is also HOW and WHAT

The most important part of your Activity Plan is WHY, the purpose. In your mind you need to have an idea of which domain and milestone you are supporting, and which indicator you want the children to achieve. In the Purpose of the example Hopscotch you can see that one activity can develop more than one skill for more than one milestone, in more than one domain. That is because children develop as whole people, not in little boxes. In the Purpose of the example you can also see indicators, which are ‘balance and hop on one leg’ and ‘count in order from 1 to 10’.

You always plan activities from simple to more challenging.

You need to think about:

- Will each child be able to do this activity?
- Is the activity too simple for some children?
- Is the activity too difficult for other children?
- How can I plan this activity at the right level?

In most countries, the curriculum supports children's progression or journey through the domains and milestones and indicators. As far as possible follow your curriculum. In Module 3 Unit 3 you will see how you can plan activities to make them more simple or more challenging to suit each child's needs.

We think you can plan structured play activities at any time in the day. You can plan more than one activity at the same time for different children. If you don't have a daily programme, you can try this one.

If you do have a daily programme it might look a bit different from this one. It doesn't have to be exactly the same.

You can plan structured play activities during the morning circle, for children to learn new ideas and skills, and to practice them. You can plan structured activities during work time.

Music and movement would be a good time to plan some structured play activities too.

During Outdoor play children can do structured play activities or free play activities. Some children might like to read or sit quietly during that time too. Remember to make sure children have lots of time for free play, to play without you telling them what to do.

You can change the activities every day or every week, depending on what children need.

Try this!

If you have ChildSteps on your tablet, find one example of an activity that uses structured play, and one example of an activity that uses free play. What is different between the structured play activity and the free play activity? What is the same? How are these different and the same from the ones you have planned?

In the next unit, you will have your first learning group meeting. Make sure you have planned it well.

Unit 4 Learning Group

Why you are here
To reflect on this week's learning and implementation
To connect values and principles with school readiness
To understand the concept 'school readiness'
To understand how children learn school readiness skills and concepts
To begin working together as a team of pre-primary and Grade 1 teachers

Activity 1: Studying as a bigger group

Time: 15 minutes

This is the first time you are meeting as a group together with teachers from other schools or ECD centres. Before you begin the meeting, plan how this group will work.

1. Introduce yourselves to each other.

   a. Choose someone who will guide the discussion, and help the group to work well together. Write their name down.

   _____

   b. Choose someone from each school or centre, who will record on the tablet where necessary. Write their name down.

   _____

2. Agree on what you will do.

   a. Talk about what you will study and learn from each other. Write down some ideas.

   _____
   _____
   _____
   _____

   b. Write down other issues that you want to talk about and information you want to share.

   _____
   _____
   _____
   _____

Let's begin!

We want every child to feel happy and confident when they go to 'big' school for the first time.

Activity 2: What is school readiness?

Time: 75 minutes

1. Sit quietly and think for 2 minutes about your first day at 'big' school when you were a child.
2. Discuss your experience of going to Grade 1 with the learning group for 2 minutes. Use the following questions to guide your discussion:
   a. How did you feel when you went to 'big' school for the first time: excited, sad, scared, confused, happy?
   b. How did the adults prepare you for 'big' school?
   c. Do you think you were ready for 'big' school?
3. Write down your own ideas about what school readiness means:

4. Read together and then discuss:

> School readiness is when a child is ready to succeed emotionally, socially, physically and cognitively at primary school.

   a. What does it mean to 'succeed emotionally' at primary school?
   b. What does it mean to 'succeed socially' at primary school?
   c. What does it mean to 'succeed physically' at primary school?
   d. What does it mean to 'succeed cognitively at primary school?

5. Do you all agree on what it means to succeed? Are the ideas of the pre-primary teachers different from, or the same as, the views of the Grade 1 teachers in your group? Work together to decide what is important for the children.

6. Think about the Child Development Domains and Milestones from Unit 2:

   a. What do children need to know (concepts) and be able to do (skills) to indicate (show) they are ready for Grade 1?

   b. Write down six concepts and skills that help children to be ready for Grade 1. The first one has been done as an example:

1.	hold a pencil and draw
2.	
3.	
4.	
5.	
6.	
7.	

7. Read a storybook, “Teacher Akinyi”.

8. Now watch the Video of a teacher reading the same storybook in isiZulu with children.

9. Read the first column of the following table.

   a. Watch the video again, and put a tick ✓ in the second column of table in your printed copy of the course when you see a child or children learning the skills in the table.
   Some of the skills they learn during reading, and some they learn from doing the activities after the reading.

   b. Watch the video again. This time write down in the third column what the children do to show they were learning. The first one has been done to show you how.

Concept or skill for school readiness	**‘Teacher Akinyi’**	**What the children do**
listening to the teacher	☑	The children listen to the teacher reading the storybook ‘Teacher Akinyi’
speaking with confidence	☐	
paying attention	☐	
mathematics concepts (number, shape, measurement, sorting, position, pattern)	☐	
fine motor and hand-eye co-ordination	☐	

Concept or skill for school readiness	'Teacher Akinyi'	What the children do
Seeing differences in shape and lines (visual perception)	☐	
co-operating with others	☐	

10. After you have watched the video, compare with each other how you completed the table:

    a. Discuss and agree on where to put ticks ✓, and put a tick ✓ in the table on the tablet.
    b. Discuss each tick ✓, and write down in the table on the tablet, how the children learned the skill.

11. Complete the sentence below in your own words.

If I have a child in my class who is not ready for Grade 1, I will:

Not every child develops and learns at the same time and in the same way. Give each child time to be and become themselves. Look out for the child who needs additional adult support.

Comment

You have listed some things you want children to be able to do before they go to Grade 1.

In Unit 2 Activity 2 you read that children who are emotionally ready for Grade 1:

- Are confident
- Can persevere with difficult tasks
- Can communicate emotions
- Can follow rules
- Have good listening skills
- Are attentive
- Can describe the time of day
- Have good personal hygiene
- Have good self-esteem
- Can speak for themselves
- Are beginning to think and act independently
- Can take some responsibility, and
- Can solve some problems.

Did you write any of these things in your list?

Also in Unit 2 you read about 'balance a bean bag on her head'. That is a skill that will help children to be ready for Grade 1. You also read about a child who can 'identify personal features', such as the colour of her hair. This is an example of an indicator of the milestone self-identity in the social domain.

Maybe you wrote on your list the skills of recognising sounds, or asking questions, or reading picture books. Perhaps knowing about money is on your list. These are all important indicators in the cognitive domain.

In the video you saw examples of children listening to the teacher, speaking with confidence, paying attention. Children have the opportunity to learn about numbers and shapes, and to co-operate with others. This activity of reading a storybook addresses all these indicators.

But not every child will be able to do all of those things in their pre-primary year. Children have the right to go to school. We have a responsibility to give them a good foundation and support them to be ready.

What can we do if we think a child is not ready for Grade 1?

- give children play activities to do
- observe children doing the activities, and write down what we see, hear, feel and think.
- talk to other teachers and the principal about the child.
- invite parents or carers to discuss a plan to support the child at school and at home
- implement the plan at school, observe and think about what we see, hear and feel.

When a child comes to Grade 1, we have a responsibility to support them to develop all the skills they need. The overall aim of schooling is to support children to progress in all the developmental domains. The teacher should not lose sight of the child.

Activity 3: Check out

Time: 15 minutes

1. Before you leave your learning group, ask each person to share one thing they have learned from being together in the learning group. Write down some things you have learned:

2. Before you start Module 2, think about building a team to support your children. Discuss the following question:

   a. How can pre-primary and Grade 1 teachers work together to make sure that every child has a happy and confident start to 'big' school?
   b. Write some ideas below:

3. Thank the learning group for sharing their knowledge and ideas.
4. Confirm the date for the next learning group meeting.

To end off Module 1 do the Module Quiz. Tap on the yellow Module Quiz button at the top. On your tablet, tap next to the answer that is most correct.

Module 2: Observing and monitoring a child's journey

Introduction

Learning outcomes
By the end of this module, you will: Understand what observation of children means and why we do it.
Understand what we need to observe in children.
Be able to observe children and record these observations.
Know about one way of recording observations.
Know how to plan activities using the information we get from observations.
Know how to give information from observations to other people.
Explore the ChildSteps App as an example of a tool for guiding observation, recording and reporting on children's progress.

Unit 1

Why you are here
To find out what observation in pre-primary means
To think about why observation is an important method for teachers
To think about how we observe children
To explore how to plan activities using information we get from observation

Activity 1: Observation means paying attention

Time: 40 minutes

Observe
Watch something carefully to try and understand what is happening, what the reason is, and what you can do to help

Creativity
Think of new and interesting ways to make or do something new

Patience
Being able to wait for a child, understanding that the child needs time

Pay attention
Concentrate very well

What is observation, and why is it important?

1. Go outside and stand still for 5 minutes. Be as quiet as you can and pay attention to what you can see, hear, smell and feel.

2. When you come back, write down what you **saw**.

3. Write down what you **heard.**

4. Write down what you **smelled**.

5. Write down anything you **felt**. For example, you might have felt chilly or you might have felt peaceful.

6. Now write down some thoughts that you had while you were standing quietly. Perhaps you were thinking about why the car you heard was making such a noise. Perhaps you were upset that you heard a child screaming. Write your thoughts here:

7. Did you observe more than you expected? Write down something that surprised you about your observation.

Comment

Observation is the most important method or practice teachers use. Observation helps teachers understand each child. We observe children doing activities and we can see, hear, feel and think about what each child needs. In Module One, Unit 1 we spoke about the child's journey through the domains and milestones. We observe children on their journey in order to monitor their progress, and support their learning and development. This is observation with a purpose.

When we observe children with a purpose, we pay attention. We need to learn as much as we can from our observation of a child.

When we observe children, we observe with our eyes.

What do we see a child doing? What is the child using/playing with? Who is next to the child? Is the child alone?

We also observe children with our ears.

Is the child speaking? What does the child say? Does this make sense? Does the child make any other sounds (laughing, or the sound of an animal or a car)? What language is the child speaking?

We observe children with our hearts.

What do I feel when I watch the child? Do I feel happy? Do I feel worried? Why am I worried? Does the child seem sad/happy/angry/frustrated? How does this child seem to be today?

Lastly, and most importantly, we observe children with our minds.

This means that we think about what we see, hear and feel. We ask ourselves questions about what we are seeing, hearing and feeling. The most important question to ask is “Why?” Why is the child doing this? Is the child sitting alone? Why? Is the child shouting all the time? Why? Is the child struggling to learn a skill? Why?

When we think more deeply about what we observe, we can understand the child better.

We can use the child development domains, milestones and indicators to help us think about what we observe.

Observation means paying attention with our eyes, ears, hearts and minds.

Activity 2: Observing with our whole self

Time: 30 minutes

1. At your school or centre, or in your Grade 1 class, find a child to observe for 5 minutes. The child should be playing, talking, reading, or doing something else.
2. Observe this child carefully with your eyes, ears and heart. Then write in your printed copy of the course what you see, hear and feel while you are observing.

a. I see

b. I hear

c. I feel

3. Look at what you have written. You have a lot of information about that child. Think about what you saw, heard and felt. What does it mean?

d. I think

Comment

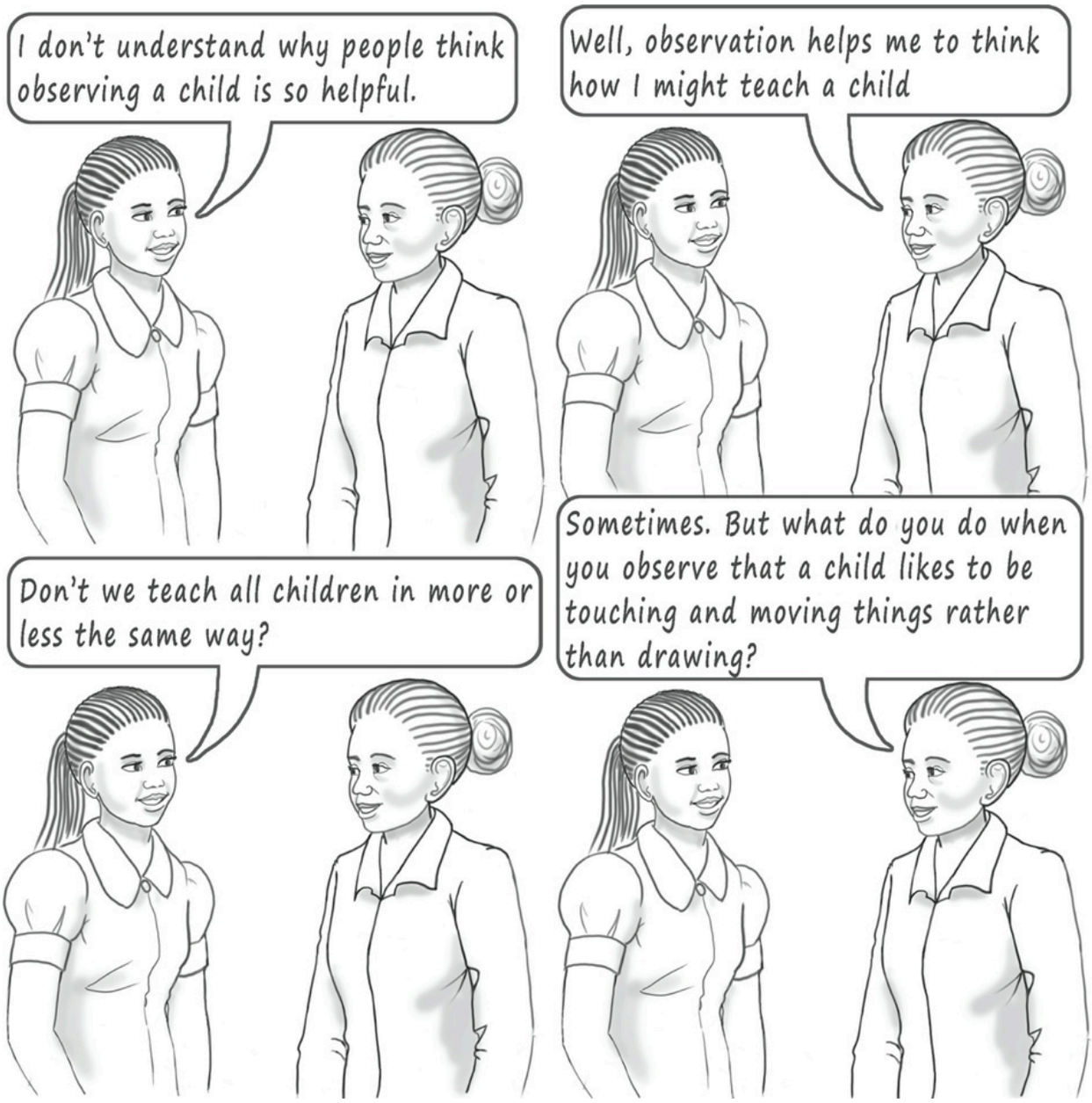
We see the child with our eyes, we hear the child with our ears, we feel emotions for the child. We have to use our mind to think about what we see, hear and feel. In that way we observe the whole child with our whole self. We have observed many different parts of this child.

When we think about what we see, hear and feel, we ask ourselves questions like "Why did the child do that?", or "Why did the child say that?". These questions help us to understand the child better. We also have to ask "What can I do to support that child?".

Activity 3: Why is observation so important for teachers?

Time: 50 minutes

1. In this picture, two teachers are having a conversation. Read it carefully.



2. How can observation help the way a teacher thinks about supporting a child?

3. Write down two other ways you can use observation in your teaching.

Comment

Observation helps us to understand each child. We think about what we see, hear and feel in order to understand the child better. For example, we can observe the different ways children like to learn. One child might learn a number concept (idea) well using stones or beads. Another child might learn well by drawing or writing numbers.

We might observe a child who is struggling to learn a certain skill. We have to think about why a child may be struggling. Perhaps the basic skills are not yet in place. We can think of new activities to develop the basic skills.

Perhaps there is something getting in the way of the child learning, a barrier to learning. What is the barrier for that child? Is the child tired or hungry or living with a disability? What can I do to support that child? Who can I talk to, to support the child better?

Other people, like parents and other teachers, can use information from our observations.

This can help us to build our team around the child.

Unit 2

Why you are here
To decide on a good way to observe
To understand why it is important to observe one child many times
To think about sharing the information we get from observations

It is difficult to observe one child when we have a classroom full of children. If we plan carefully, we can manage.

Activity 1: Planning to observe

Time: 60 minutes

Perform
To be able to do something, or to show that you can do something

Disturb
To interrupt you and make it more difficult

Sensitive
To pay good attention to, to be respectful of the child

Distracted
To take your attention away from your work

Embarrassed
uncomfortable, not happy

1. In Module 1 you saw a Daily Programme for pre-primary. Look at the Daily Programme again.

Daily programme for pre-primary

7:30	Arrival at school
7:45	Health check, birthdays, register, weather chart, news
8:15	Morning circle (new concepts or skills)
8:45	Work time (group activities)
9:30	Tidy up and handwashing
9:45	Snack time
10:15	Music and movement
10:45	Outdoor play and tidy up
11:30	Hand washing and toilet time
11:45	Story time
12:15	Rest and home time

2. Think about what the children and the teacher are doing at different times in the Daily Programme.

   a. Write down what the children are doing at 7:45.

   b. Write down what the children are doing at 8:15 and 8:45.

   c. What do you think the teacher is doing during Music and movement time, during Outdoor play time and during Story time?

3. Watch a video, Preparation for observation.

While you are watching, find out and write down:

   a. What activity is Teacher Adele planning to observe?

   b. What activities will other children be doing while Teacher Adele is observing?

4. Let's think about the first three steps to prepare for a good observation.

Step One: Decide when it is a good time to observe

   a. Write down when you think it is a good time to observe your children

Step Two: Organise your environment so other children do not disturb the observation

   b. Write down your ideas about how to organise your classroom environment so that you can observe nicely. What can other children do, for example?

Step Three: Prepare the things you need to do the observation

   c. Write down what tools you will need for your observation

Comment

The Daily Programme can help you to think about when to plan to observe, and what to observe.

At 7:45 the children might be telling the teacher how they feel today, or talking about the weather. They might share some news with the teacher and listen to each other's news. Maybe the teacher asks them to say their name for the register. These are all good times for the teacher to observe how the children behave, or how well they remember some news.

We hope the children are all busy playing and doing activities from 8:15 to 9:30. The best time for a teacher to observe and monitor how children are progressing through the milestones is when they are busy.

During Music and movement the teacher might be working with children in structured play activities. This will make it difficult to observe and record. The teacher will see, hear and feel lots of things during this time. She will have to remember those things so she can think about them later.

During Outdoor play children can do structured play activities or free play activities. Some children might like to read or sit quietly during that time too. Outdoor play and free play are good times to observe and monitor what children are doing.

Plan and prepare well for an observation. These six steps will help you.

Step One
Choose a time when the children are busy doing activities and playing. You do not want to be interrupted.

Step Two
Set up the learning environment so that the children you are not observing will have other meaningful activities to do. In the video, Teacher Adele organised threading, stacking and pegging activities for children to do while she observed the child writing.

Step Three
Make sure you have all the tools and records that you need to record what you observe. Teacher Adele has her own way of recording. How will you record your observations? We will talk about that in Unit 3.

Step Four
Find a good place to sit. Sit where you can see and hear the child well, but will not disturb them.

Step Five
Be sensitive to the child. You will not see the true child if they feel uncomfortable. The child will not do well if they are worried about what you are doing.

Step Six
Pay attention. What is the child doing and saying? What is the child playing with? Who is the child playing with? Is the child playing alone?

Remember to observe with your eyes, your ears, your heart and your mind.

Activity 2: Using other people's observations

Time: 30 minutes

1. Look at the following picture.

2. Think about and discuss:

   a. What did Nelly's caregiver observe about Nelly?

b. How can another person's observation help us?

Comment

There are many people who know a child. These people might have useful information about the child. That fits with the idea of building a team around the child.

Also, the child may do the same task differently on another day, with another person. For example, today Nelly put her shoes on the wrong feet. Tomorrow Nelly might not want to put her own shoes on. Next week she might put her shoes on the correct feet.

Activity 3: Observing a child many times

Time: 30 minutes

1. Write down some of the reasons why a child might not perform well on a certain day.

2. Read what the teachers are saying in this picture.

3. Think of other times and situations when this teacher could observe Bobo. Write them down:

Comment

There are good reasons why we need to observe a child more than once.

The child is on a journey through the developmental domains and milestones. Each child goes on this journey at their own pace, and in different ways. As teachers we support children at different stages on their journey. When we observe children playing and doing activities we are doing informal assessment. For one child an activity may be too easy, for another child it may be too difficult. A child may do well in one area, and not so well in another area. We need to observe the child, and plan activities that match the abilities and pace of each child. Even in the early grades at primary school, children should not be stressed by observation and assessment.

There might be reasons why a child does not do an activity well on a day. For example, if the child is not feeling well, or is upset about something. That means we must observe again soon after our first observation.

If we are worried that a child is not progressing well, we need to take action. We need to use the information we have gathered over time, and think about why the child is not progressing well.

Observation can help us to understand what a child needs in order to achieve certain indicators and milestones. Perhaps the basic skills are not yet in place. We can plan activities to support the development of basic skills. For example, a child who struggles to sort objects into different groups might need support with matching shapes and colours using matching cards. Or a child who struggles to hold a pencil well may need support to strengthen the small finger muscles using pegs and stones.

Perhaps there is a learning barrier for the child, something getting in the way of the child learning. In our observation we may see the child is tired or hungry, or we may hear the child expressing sad feelings. This will help us think about what we can do to support the child. We can talk to parents to find out what is happening at home. We can talk to other teachers, and specialists to find out what is getting in the way of a child learning.

We can also do things like make sure children have basic screening tests for eyesight and hearing, and other health checks. You might be able to find other screening tools in the Early Learning Kiosk Toolbox.

Young children grow and learn quickly. We have to observe often to keep track of the child's learning.

Unit 3

Why you are here
To think about what we observe
To look at how we record what we observe
To explore ways of rating children's achievements

Activity 1: What we observe

Time: 60 minutes

Record
To write down

Preparatory writing
The first steps in writing, the beginning of writing

Judgement
Make a decision

Tool
Something that helps us to do the job, or makes our work easier

1. Watch the video on Observation. **Listen and look carefully,** and **get a feeling** about the child in your heart.

Make some notes here while you are watching:

2. On your tablet, write down one thing that you saw, heard and felt about this child.

   a. What did you **see** the child doing? What was the child using? Who was next to the child? Was the child alone?

   b. What did you **hear**? Was the child speaking? What did the child say? Did you understand the child? Did the child make any other sounds (laughing, or the sound of an animal or a car)?

   c. What **feeling** did you have as you watched the child? Do you feel happy or worried about this child? Did the child seem sad/happy/angry/frustrated?

3. Teacher Adele was observing the child's preparatory writing skills. Write down in your printed copy of the course or on your tablet what you think 'preparatory writing' means.

4. How does Teacher Adele record what she sees, hears and feels?

5. Write down what Teacher Adele observed about preparatory writing skills.

6. In the table below, look at the examples of indicators for preparatory writing in different countries.

   a. What is the same and what is different about the indicators for preparatory writing in the different countries?

Indicators for preparatory writing

Country 1[1]	**Country 2**[2]	**Country 3**[3]	**Country 4**[4]
Fasten a thread	Thread beads and buttons	Hold pencil correctly	Holding pencil, crayon correctly
Tear, cut and paste	Identify left and right	Colour within shape	Cutting using scissors
Hold pencil correctly	Complete an unfinished drawing	Trace basic shapes	Tracing shapes
Draw from left to right	Tear paper into small pieces	Copy a circle, rectangle and triangle	Pasting
Trace patterns	Crumple paper with one hand	Cut out simple shapes	Colouring
Trace without crossing lines	Use scissors in free cutting	Write numbers 1-9	Gripping
Colour within a shape	Use writing tools during art		Twisting

Country 1[1]	Country 2[2]	Country 3[3]	Country 4[4]
			Screwing
			Locks and keys

[1]Namibian Ministry of Education, Pre-Primary Assessment Record Forms, 2015, pages 3-5.

[2]South African Department of Basic Education Foundation Phase Grade R Exemplar SBA Booklet, 2017, page 30.

[3]Republic of Zambia, Ministry of General Education, Early Childhood Education, School Readiness Assessment Tool (SRAT), February 2017, page 9.

[4]Republic of Malawi, Ministry of Gender Children and Community Development, National Early Childhood Development Syllabus, 2012, pages 71, 84, 100.

We think preparatory writing means that the child is not yet really writing, but is trying to write in some way. Drawing, colouring in, tearing and cutting paper, are all an important part of preparing children for writing.

Teacher Adele recorded her observation on her own sheet of paper. She has a separate observation sheet for each child, for each week or for each term. Some teachers have a special 'observation book'. Teacher Adele divided the observation sheet into blocks for each part of the curriculum. You can do the same, but you can divide the page into domains or milestones or learning areas, depending on what you think is best. Teacher Adele's observation sheet looked like this:

Observation form Term Three

Name of child:

Date of birth:

Language development	Physical development
Preparatory Mathematics	Arts
Environmental learning	Social development

Teacher Adele wrote down "Makes big drawing." She also wrote down "Not holding pencil well." And she wrote down what help the child needs: "Needs small muscle development."

In the table you saw examples of indicators for preparatory writing like trace patterns, use writing tools during art and cut out simple shapes. Every country has their own indicators, but the indicators are very similar. They describe the same kind of skills that young children need for early writing.

If the indicators for your country are not in the table, you will find them in your country's curriculum documents.

If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to Language Development. Find Preparatory writing. You will see a list of indicators which include 'Left to right drawing', 'Trace patterns', 'Pencil grip', and more.

Comment

You can use ChildSteps to rate children's preparatory writing.

If you tap on the indicator 'pencil grip', for example, you will see a list of the children in your class, and suggestions for Additional Learning Opportunities or activities to support children to develop Preparatory Writing Skills. We will talk more about these activities in the following units.

Activity 2: Rating children's achievements

Time: 60 minutes

1. Different countries use different ways of rating or grading how well children achieve the indicators, for formal assessment. In the table below compare the different rating scales for each country.

   a. What is the same and what is different about the rating scales for assessment in the different countries?

   _____

   _____

   _____

   _____

Rating scale for formal assessment

Country 1[1]	Country 2[2]	Country 3[3]	Country 4[4]
1 – Fully Mastered (FM)	✓ achieved	0 = Not Attempted any task	Cannot do
2 – Almost Mastered (AM)	✗ not yet achieved	1 = Attempted task	Attempted
3 – Not yet Mastered (NM)	• almost achieved	2 = Attempted task, performed with difficulty.	Does well
		3 = successfully performs all tasks	

[1]Namibian Ministry of Education, Pre-Primary Assessment Record Forms, 2015, page 2.

[2]South African Department of Basic Education Foundation Phase Grade R Exemplar SBA Booklet, 2017, page 9.

[3]Republic of Zambia, Ministry of General Education, Early Childhood Education, School Readiness Assessment Tool (SRAT), February 2017, page 10.

[4]Republic of Malawi, Ministry of Gender Early Childhood Development, 2012: Monitoring and Assessment Guide, ME Tool 14: Watching a Child's Development, p.33.

2. Watch the Observation video again. If the rating scale your country uses is not in the table above, choose a rating scale you feel comfortable with. In your printed copy of the course write down how you rate the boy in the video for preparatory writing.

3. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to Language Development. Tap on the item. You will see Additional Learning Opportunities. In the green ribbon at the bottom of the screen tap 'Continue Assessing Children'. You will see the ChildSteps rating scale is FM (3); AM (2) and NM (1). Tap on for more information. You will see the rating scale for 'pencil grip' is

More information Pencil grip FM(3) Fully Mastered (FM) – Child shows this skill consistently without prompting or support from the teacher. AM(2) Almost Mastered (AM) – Child sometimes shows this skill, but not always and still requires support from the teacher. NM(1) Not yet Mastered (NM) – Child is unable to show this skill, even with help from the teacher.

Comment

A rating scale is a grade that describes what the child can do. You can see from the table above that one country uses a rating scale of 1, 2, 3 while another country uses a rating scale of *achieved*, *almost achieved*, and *not yet achieved*. Every country has their own way of rating children's achievements. But all the rating scales make a judgement about what the child can do, and give children a chance to improve.

We used the rating scale of *achieved*, *almost achieved* and *not yet achieved*. We rated the boy in the video *almost achieved*. His drawing is well done, but he is struggling to hold his pencil well. Next time we observe we want to see the holding his pencil well with some help.

Remember, there is no rush. Each child develops at their own pace. That is why we observe each child more than once, plan activities to give them practice and challenge them to learn more.

If the rating scale for your country is not in the table, you will find it in your country's curriculum and assessment documents, or you can use ChildSteps. The rating scale for ChildSteps is Fully Mastered (3); Almost Mastered (2) and Not yet Mastered (1)

Unit 4 Learning Group

Why you are here
To think about what we do with information we get from observations
To think about how we can record our decisions about how ready a child is for Grade 1
To think about using information from observations

Activity 1: Using information from observations in the classroom

Time: 25 minutes

1. In Unit 2, you watched Teacher Adele observing a child drawing. She saw the child was not holding the pencil well. She wrote that down.

   a. On your tablet, watch the Observation 2 video. b. What can Adele do with the information she got from both her observations? Write down some ideas in your printed copy of the course.

1. On your tablet, complete this sentence:

The information I get from observing a child helps me to

2. Together, make a list of activities you have for children to develop preparatory writing skills:

3. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to Language Development. Find Preparatory writing. You will see a list of indicators. One of the indicators is 'Pencil grip'. Tap on 'Pencil grip'. On the right you will see suggestions for Additional Learning Opportunities. These are more activities to support children to develop Preparatory Writing Skills.

Comment

After doing observations, what do we do with the information we get?

In the first observation Adele gets information that the boy is not holding his pencil well. In the second observation, Adele gets information that the second child holds her pencil well. She used this information to think about the small muscle development the boy needs to hold his pencil well.

In Unit 2 Activity 2, we used a rating scale of *achieved*, *nearly achieved* and *not yet achieved* to rate the child's achievements in preparatory writing. We rated the child as *nearly achieved*.

This can help us decide what support a child needs. We might use the information to make some changes in the learning environment. We may need to make some changes in our teaching. And we use the information to plan activities that support children's learning and development.

You can share ideas with each other for new activities for children, and you can find more ideas in the ChildSteps App.

In Unit 3 Activity 2 of this Module you saw how Teacher Adele recorded her observations.

You record your observations to remember later what you observed, and to help you understand and make judgements about a child's achievements.

You also record your observations so you can report to other teachers and to parents about the children's progress.

Starting in Module 3 Unit 2 Activity 6 you will create observation reports, share activities and report on your observations with other teachers. This will also help you to think about how you can report to parents, caregivers and families about children's progress.

Activity 2: Supporting a child who achieves

Time: 25 minutes

Read the sentences below. Put a tick ✓ in your printed copy of the course or tap on your tablet on the ones you think the teacher should do for a child who has *achieved*.

The teacher can relax about this child, s/he doesn't need anything from the teacher	☐
The teacher needs to continue supporting this child in his/her learning	☐
The teacher can allow the child to stay at home	☐
The teacher can prepare this child for Grade 1 by helping him/her to understand what is going to happen in Grade 1	☐
The teacher can tell the parent/caregiver that this child is very clever and they must not worry	☐

Comment

A child who achieves well can do most or all of the indicators. This does not mean the teacher has no work to do for this child. The teacher can give the child another activity to do for more practice, or that is more challenging.

The teacher continues supporting this child in their other learning. We want the child to continue with learning and to feel good about what they are doing at school. All children need preparation for Grade 1 no matter how well they are doing at pre-school.

Activity 3: Supporting a child who partly achieves

Time: 25 minutes

Put a tick ✓ or tap on the ones that you think the teacher should do for a child who has *nearly achieved*.

The teacher can relax about this child, s/he doesn't need anything from the teacher	☐
The teacher needs to give the child a little more learning support	☐
The teacher may need to change her teaching to support this child	☐
The teacher can tell the caregiver/parents that this child must work hard at home	☐
The teacher can prepare this child for Grade 1 by helping them to understand what is going to happen in Grade 1	☐
The teacher can tell the parent that this child is fine	☐

Comment

A child who has nearly achieved can do many things, but cannot do all of them very well. This means there is work for the teacher to do.

Remember, the child is on a journey through the developmental domains and milestones. As teachers we support children at different stages on their journey. For a child who partly achieves, an activity may be too difficult. So we support the child to practice more, or plan another activity that is less difficult. For example, Teacher Adele in the video will give the child more practice with small muscle activities such as pegging or beading. Small muscle activities will develop the child's fine motor skills. Fine motor skills will support writing (holding a pencil well).

Or perhaps the child was not well or wanted to do something else. So we plan and observe again at another time.

Let's look at another ChildSteps example. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to a different domain, such as physical development. Find the indicator 'balance'. Tap on the activity 'Walk heel to toe'. The Additional Learning Opportunity gives different balancing activities to support children to develop their balance.

In all of the rest of the modules, you will see how to plan activities to give children additional support they need, and to challenge them to develop further.

Activity 4: Supporting a child who has not yet *achieved*

Time: 30 minutes

Read the sentences below. Put a tick ✓ or tap on the ones that you think the teacher should do for a child who has *not yet achieved*.

The teacher can relax about this child, s/he doesn't need anything from the teacher	☐
The teacher needs to give the child a lot of support for their learning	☐
The teacher needs to think about the learning environment, the activities and the way she teaches, so that she can support this child	☐
The teacher can tell the caregiver/parents that this child must work hard at home	☐
The teacher can prepare this child for Grade 1 by helping him/her to understand what is going to happen in Grade 1	☐
The teacher can tell the parent that this child is stupid and needs to repeat pre-primary	☐

Comment

A child who has *not yet achieved* has not failed! The child finds it difficult to do some of the things he is trying to learn. There is a lot of work you can do to support their learning. Think about the learning environment, the activities and the way you teach, so you can support this child.

Remember, if you are worried that a child is not progressing well, you need to take action. Use the information you have gathered over time, and think about why the child is not progressing well.

Stop for a minute and think!

The child needs to be ready for Grade 1, and the Grade 1 teacher needs to be ready for the child. Observation can help a teacher to understand a child better. We need to report the information we record from our observations to other teachers. A teacher of younger children will report to a pre-primary teacher so the pre-primary teacher can understand and support the children well. A pre-primary teacher will report her observations to the Grade 1 teacher to help the Grade 1 teacher understand and support the child well.

In the following units you will practice reporting on your observations to each other.

To end off Module 2, do the Module Quiz.

Module 3: Physical domain

Introduction

Learning outcomes

By the end of this module, you will:

Understand what physical development in young children means.

Give children time to play in ways that help them to:

- build body strength, co-ordination, flexibility, healthy habits develop fine motor skills
- take care of themselves, their belongings and their environment
- work more independently

You will remember the Physical domain is one of four child development domains. In this Module we will explore the milestones and indicators for physical development. Remember, the domains, milestones and indicators are not called exactly the same in every country, in every curriculum.

If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to physical development. The ChildSteps App is specific to your country. Click on that item. What milestones do you see for physical development? Can you match them to milestones in the diagram? Explore all the activities.

Let's explore the Physical domain together.

Physical domain

1. Balance
2. Movement
3. Coordination
4. Body awareness
5. Visual and motor integration
6. Muscular strength
7. Endurance

Unit 1

Why you are here
To understand what physical development is
To understand the different kinds of physical development in young children
To think about what physical skills a child might need going into Grade 1

Activity 1: Gross and fine muscles

Time: 30 minutes

Fine motor
Small muscles of the body such as hands and finger muscles, feet and toe muscles

Development
How something changes and gets better with time

Independently
Without needing help

Gross motor
Big muscles of the body such as legs, arms, hips, as well as body strength

1. Click on the key words In your glossary read about 'gross motor' and 'fine motor' skills. Listen to these key words in your own language and think about the difference between them.
2. Read this list of things that most children at 3 years old can do. Think about gross motor skills. In your printed copy of the course, tick the ones that you think are gross motor skills. On your tablet, tap next to all the ones that you think are gross motor skills.

At age 3, most children can:	**Gross**
use the toilet with some help	☐
put their shoes on, but cannot tie laces	☐
dress themselves with some help	☐
feed themselves, but may spill occasionally	☐
catch a large ball with both arms	☐
throw a ball overhead	☐
kick a ball forward	☐
hop on one foot, sometimes falling	☐
work with clay or play dough	☐
climb up and down a small slide by themselves	☐
snip paper using scissors	☐

3. Read this list of things that most children at 4 years old can do. Think about fine motor skills. In your printed copy of the course, tick ✓ the ones that you think are fine motor skills. On your tablet, tap next to all the ones that you think are gross motor skills.

At age 4, most children can:	**Gross**
dress themselves without much help	☐
try to write their name	☐
put 10 or more blocks one on top of the other	☐
use buttons, snaps and zippers with some help	☐
copy some letters	☐
thread small beads on a string	☐
try and cut on a short line	☐
easily run, jump, hop, and skip around obstacles	☐
catch, bounce and throw a ball easily	☐

4. Read this list of things that most children at 5 or 6 years old can do. Think about gross and fine motor skills. In your printed copy of the course, tick ✓ the column that describes the type of skill (fine or gross). On your tablet, tap in the correct column.

At age 5 to 6, most children can:	**Fine**	**Gross**
hold a pencil using 3 fingers	☐	☐
cut on a line with scissors	☐	☐
dress themselves independently	☐	☐
skip with a rope	☐	☐
cut out simple shapes	☐	☐
hop on one foot	☐	☐
colour inside the lines	☐	☐
draw very simple pictures	☐	☐
throw a ball over their head	☐	☐
paste and glue in the right way	☐	☐
catch bounced balls	☐	☐
decide if they are right- or left-handed, and use that hand most of the time	☐	☐

5. Think again about the child development domains and milestones.

a. Write down which milestones gross motor skills fit into

b. Write down which milestones fine motor skills fit into

Child development domains and milestones

Physical domain
1. Balance
2. Movement
3. Coordination
4. Body awareness
5. Visual and motor integration
6. Muscular strength
7. Endurance

Cognitive domain
1. Visual perception
2. Auditory perception
3. Working memory
4. Self-concept
5. Language proficiency
6. Comprehension
7. Logical thinking
8. Approaches to learning
9. Critical thinking
10. Problem solving
11. Decision making
12. Imagination
13. Visual discrimination
14. Auditory discrimination
15. Sequencing
16. Visual closure
17. Visual spatial relationships
18. Print awareness
19. Number sense
20. Measurement
21. Emergent financial literacy

Social domain
1. Self-identity
2. Social networking
3. Disciplined and follows rules
4. Negotiating
5. Responsible citizenship
6. Autonomy
7. Conflict management
8. Patriotism
9. Valuing life
10. Gender awareness
11. Inclusivity

Emotional domain
1. Understanding own emotions
2. Releasing own emotions
3. Responding to others' emotions
4. Self-confidence
5. Self-esteem
6. Assertiveness
7. Perseverance
8. Self-efficacy
9. Empathy
10. Environmental friendliness

Adapted from University of Zimbabwe, Mkoba Teachers' College (ECD Department), undated, Roger Federer Foundation

Comment

All the large movements children make give them practice in gross motor skills – like doing things with a ball or climbing or going to the toilet. When children use their hands and fingers to do small things such as cutting, drawing, threading and writing, they develop fine motor skills. Some actions combine both types of skills, such as putting shoes on (gross) and tying laces (fine).

Gross motor skills and fine motor skills are in the domain of physical development. Gross motor skills are part of the milestones of balance, movement, coordination, body awareness and muscular strength. The lists of things 3, 4, 5 and 6 year old children can do are indicators for gross and fine motor skills. For example, ***kick a ball forward*** is an indicator for gross motor skills of **balance**, **movement** and **coordination**. The actions of ***snip paper using scissors*** and ***cut on a line with scissors*** are both indicators for fine motor skills of **coordination** and **visual and motor integration**.

The milestones in the physical domain are important for understanding the physical development of children.

The achievement of the physical milestones are also important for achievement of milestones in other developmental domains.

For example, physical fine motor skills help a child to hold a pencil well and draw well. Holding a pencil and drawing are important skills for writing (in the cognitive domain). When a child uses their fingers to cut on a line, they are learning to use their hands and eyes together (hand-eye coordination or visual and motor coordination). They are also learning to control their eye movement. Hand-eye coordination and eye movement are important skills for reading (cognitive domain).

A child who can physically use their body in space, with other objects, has a good body awareness. This is important for understanding size and shape and direction as part of early numeracy development.

Activity 2: Physical skills going into Grade 1

Time: 30 minutes

1. Look again at the list for age 5 to 6 years in Activity 1. Think about which gross and fine motor skills are important for children to be able to do going into Grade 1.
2. In your printed copy of the course, add two more **gross motor skills** you think children in Grade 1 need. We have added one as an example.

   a. Climb steps at school

   b.

   c.

3. In your printed copy of the course, add two more **fine motor skills** you think children in Grade 1 need. We have added one as an example.

   a. Open a pencil case

   b.

   c.

Comment

In Grade 1, children will use their big muscles in new ways. For example, they might play sport like football or netball.

Children in Grade 1 will also use their small muscles to do literacy and numeracy work. This means they need to use their small muscles properly.

The indicators are different for different stages of development. For example a 3 year old child can snip paper with scissors, and a 6 year old can cut on a line with scissors. But the stage of development will not always match the age of the child. A child of 6 years may not be able to cut on a line with scissors if she has not had a chance to practice using scissors.

Children are all different. Children are on a journey of development. Each child's journey is different. When we plan activities we plan from easy to difficult, depending on the child's stage of development.

But remember also, children need to play to develop physically. Children learn so many things from play!

Activity 3: Opportunities for physical development at pre-primary

Time: 30 minutes

1. Here is the same list as before, for 5 to 6 year olds for **gross motor development.**

At age 5 to 6, **most** children can:

- dress themselves independently
- skip with a rope
- hop on one foot
- throw a ball over their head
- catch bounced balls

a. Think of one game that you know of, or that you could make, to help a child develop gross motor skills.

b. In your printed copy of the course, fill in the table. In the left column, write down the skill. In the right column, write about or draw the game.

Gross motor skill …	**The game is …**

Comment

We thought of games like Uma-dowa (also called Magusha, or Khati, and described in Module 7 Unit 4) for skipping and hopscotch for hopping.

There are many activities that teachers can provide for children. The most important and interesting way for children to develop and learn is through play.

In Module 1 Unit 3 Activity 2 we asked “What is child play?”. We learned that play is the most important thing children do in their lives. Play supports children’s development in all four of the developmental domains: the physical domain, the social domain, the emotional domain and the cognitive (thinking) domain.

In the same activity we also introduced the idea of Natural Playgrounds. Natural playgrounds are safe spaces you can create, indoors and outdoors, where children create new things, solve problems, and can explore and begin to understand the world. Look at this poster about building a natural playground together.

The poster talks about:

1. Understanding the importance of play
2. Involving the community and parents
3. Building different play areas, such as
   a. imaginary, fantasy and drama play areas

   b. nature and garden to discover

   c. small muscle exercise areas

   d. different things to build with

   e. big muscle exercise areas

   f. early counting areas

4. bringing what you can fine
5. Improving and maintaining the natural playground

Natural playgrounds are spaces for climbing, sand play, planting, water play, rolling, walking, sitting quietly, exploring plants and creature, hiding and so much more.

To create a natural playground you can use natural things like rocks, sand, water, plants, leaves, feathers or anything in your own environment that children can explore. You can also use other materials like wood, boxes, buckets, pipes, old clothes, nets, tyres, old appliances and car parts.

These two pictures show examples of natural playgrounds.

A child practices balancing and running on an old pipe in a natural playground in Namibia

Community members creating a natural playground from old plastic bottles, tyres, wood and other materials. Limpopo, South Africa

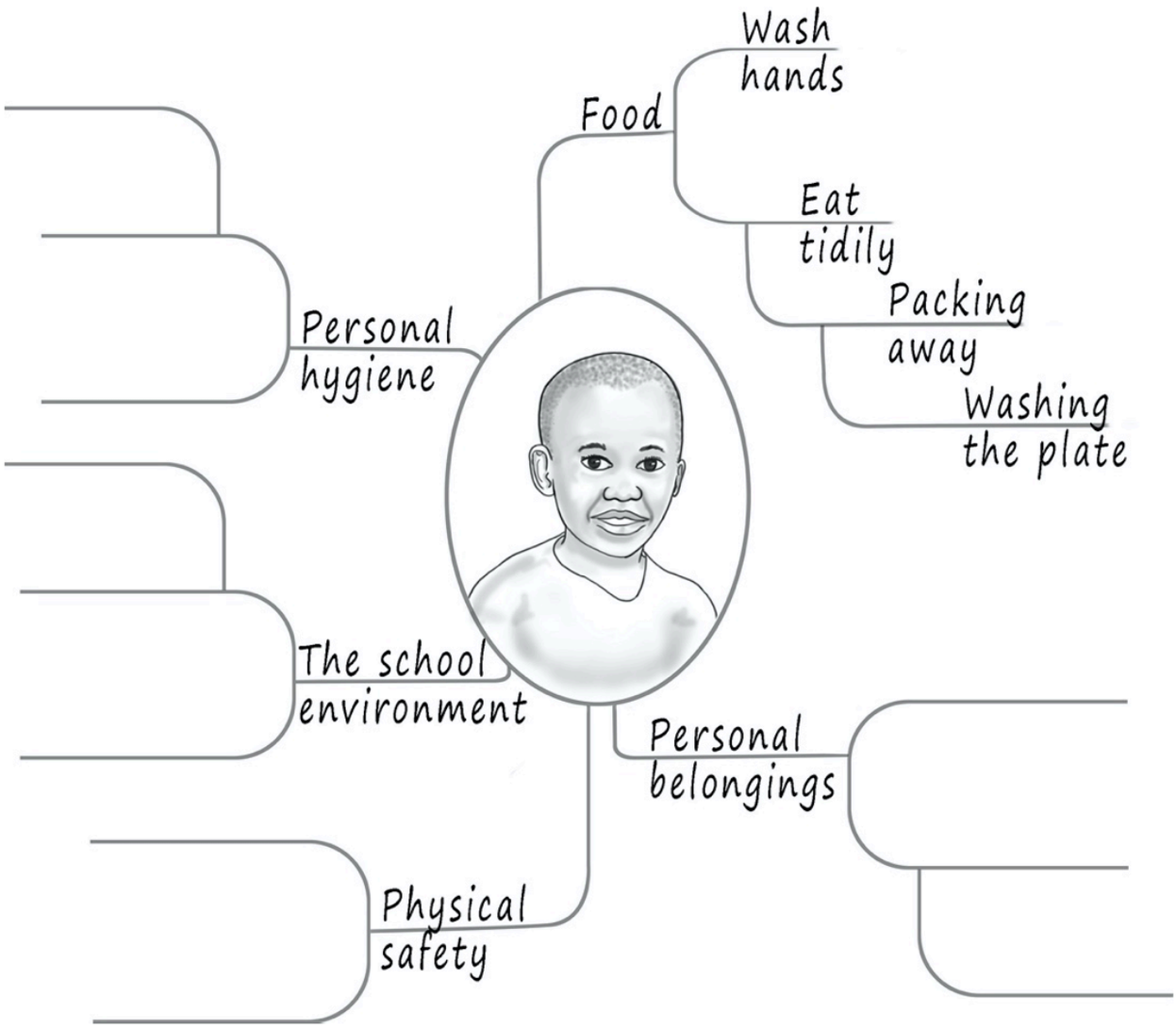
If you have the Early Learning Kiosk on your tablet, you can read the Natural Playground Toolkit in the Tool Box. If you don't have the Early Learning Kiosk, you can find the Natural Playground Toolkit at https://natural-playgrounds-toolkit.ready4school.info/.

As children grow and develop they become more and more able to do things on their own. Children can work more independently and take some responsibility for themselves.

Activity 4: Taking responsibility

Time: 30 minutes

1. Look at this mind map. On it are different things that pre-primary children can take responsibility for.



2. What responsibilities can pre-primary children take for their physical safety? Write examples on the empty lines next to physical safety on the mind map in your printed copy of the course.
3. What responsibilities will children take in Grade 1 for their own physical safety? We have written one example. Add two or three more.

   a. walk home with other children.

   b.

c.

d.

Comment

Teachers take care of children's physical wellness, safety and health.

Children going into Grade 1 can take more responsibility for themselves. Children can wash and feed themselves, and do chores at home such as dusting or sweeping.

There are many things that 5 or 6 year olds can do to take care of themselves. For example, they can:

- wash their hands
- pack away or clear away toys
- wash lunch dishes
- wipe the table clean

In these examples you can see that when children do these things they are learning physical skills like coordination and movement, and they are also developing socially by being disciplined, following rules and taking responsibility. They are also achieving emotional milestones of building self-confidence and looking after the environment. We know that children don't develop in little boxes, they develop as whole people.

Here are some other ideas. What do you think of them? Children can:

1. Look after clothes and remember to take them home
2. Look after a reading book, turn pages properly and put the book away
3. Look after some writing, drawing or construction they have done
4. Sharpen a pencil
5. Put away pencils, erasers, rulers, etc.
6. Carry scissors safely
7. Help to keep the classroom clean and tidy

Unit 2

Why you are here
To understand our responsibility to give children opportunities for physical development
Share ideas for activities and games for physical development
Continue planning activities using an Activity Plan

Activity 1: Review

Time: 10 minutes

1. Look again at the list of physical development indicators for children at age 5 and 6 years. Write down anything you want to add to that list.

2. Look again at the mind map from Unit 1. Write down more examples on the lines for as many areas as you can.

In Unit 1, we looked at gross motor and fine motor development, and how teachers can support physical development using interesting activities and play.

You will remember this Activity Plan from Module 1 Unit 3 Activity 4:

Activity Plan	**Hopscotch**
Purpose:	Coordination, body movement, balance, counting numbers, taking turns, following rules
Time:	As long as the children need
Context:	Outside, a small group of children who want to play
Resources:	1. Chalk or a stick to make lines in the sand 2. Small stones
Preparation:	3. Use chalk to draw this hopscotch pattern on the ground or use masking tape on the floor. Your pattern will have 10 numbered sections. 4. Each player has a stone, or a bottle top, a button or a small object.
Procedure:	1. Player throws a small object into the first square. 2. Player hops over the first square on one foot, leaving the small object where it is. 3. For side-by-side squares, the player jumps with both the legs. 4. Player jumps all the way to 10. 5. Player turns around and jumps or hops back to the start, picking up the small object on the way. 6. To continue player throws the small object into square 2, then on to three, four, five all the way to 10.

In the next activity you will plan your own games and activities using the same plan.

Activity 2: Planning games and activities for gross motor development

Time: 30 minutes

1. In Unit 1 Activity 3 you wrote down some games to help a child develop gross motor skills. In the Activity Plan table in your printed copy of the course, write down the name of your game next to Activity Plan. Now, complete the table to plan your game. This is the same Activity Plan you used in Module 1 Unit 3 Activity 3. You can use this Activity Plan table to plan every activity.

Planning gross motor activity one

Activity Plan
Purpose:
Time:
Context:
Resources:
Preparation:
Procedure:

§}

2. In your printed copy of the course or on the tablet, plan one or two more games or activities which other teachers thought of.

Planning gross motor activity two

Activity Plan
Purpose:
Time:
Context:
Resources:
Preparation:
Procedure:

3. There are more examples in the ChildSteps App:

   a. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to physical development. Tap on the milestone ‘Gross motor skills’. b. Explore all the activities. For each activity you will see Additional Learning Opportunity. c. Tap the arrow next to ‘Continue Assessing Children’. You will see a plan for the activity. All the activities in ChildSteps are planned in a similar way to the Activity Plan you have used.

Comment

These activities are all opportunities for children to play and learn. They are also opportunities for you to observe and monitor children's progress through their milestones journey. If you plan all your activities in this way you will see that all the activities have a clear purpose related to the milestones. Whenever you plan an activity you think about the child's journey:

- What do you want children to do and learn?
- What milestone and indicators are children developing?
- Which children will do this activity?
- Is this activity easy for some children, or challenging for other children?

Now you have some new gross motor games and activities that you can use in your classes.

Keep your eyes and ears open for new ideas all the time, you can never get enough of them!

Now let's plan a fine motor skills activity together.

Activity 3: Planning an activity to support fine motor development

Time: 30 minutes

1. Look again at the list for 5 to 6 year olds for **fine motor development**.

At age 5 to 6, **most** children can:

- hold a pencil using 3 fingers
- cut on a line with scissors
- dress themselves independently
- cut out simple shapes
- colour in inside the lines
- draw very simple pictures
- paste and glue in the right way
- decide if they are right- or left-handed, and use that hand most of the time

2. **Choose two** of the fine motor skills above.

a. Think about an activity that supports find motor development

b. In your printed copy of the course, use the Activity Plan again to plan your fine motor activities.

Planning fine motor activity one Planning gross motor activity

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

Activity Plan

Procedure:

Planning fine motor activity two

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

Procedure:

3. Now you have some new ideas from other teachers and from this course for games and activities that promote physical development. You will continue to think of new activities all the time. You can share those with other teachers. Explore more examples in the ChildSteps App:

   a. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to physical development. Tap on the milestone 'Fine Muscle Control'. b. Explore all the activities. For each activity you will see Additional Learning Opportunity. c. Tap the arrow next to 'Continue Assessing Children'. You will see a plan for the activity. All the activities in ChildSteps are planned in a similar way to the Activity Plan you have used.

Comment

While you are planning, remember that a good activity will:

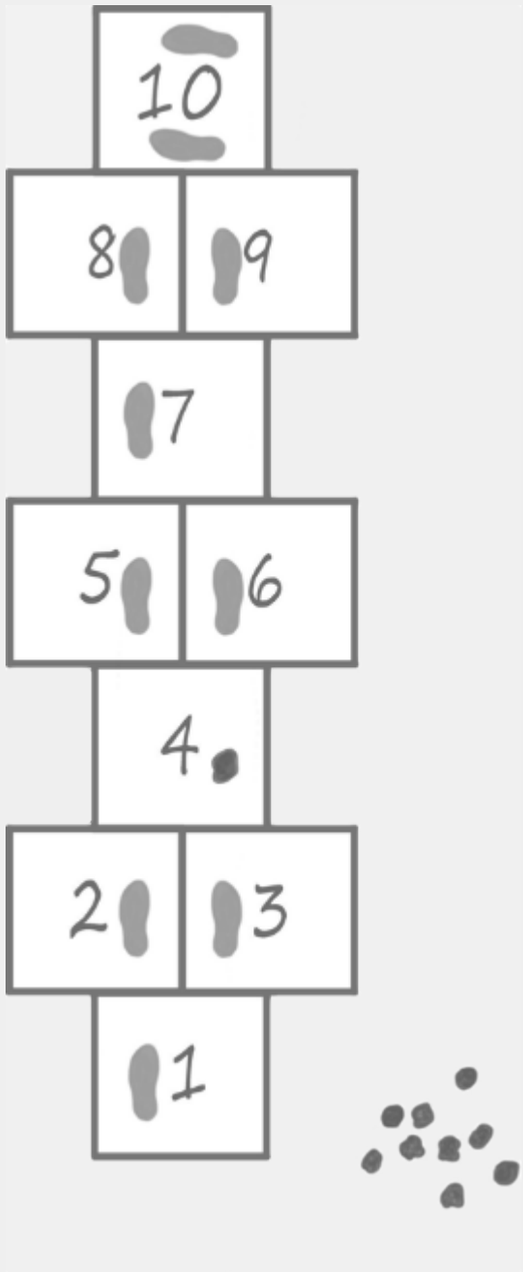
1. Support the children in a skill
2. Keep children interested
3. Be simple
4. Be easy for you to make or find
5. Be fun to do

Activity 4: Stop and Think!

Time: 25 minutes

1. Read the hopscotch game below. Write down your opinion (what you think) about the game. What will children learn? Will children have fun? Where can you get the resources?

Hopscotch for gross motor development



Activity Plan	**Hopscotch**
Purpose:	Coordination, body movement, balance, counting numbers, taking turns, following rules
Time:	As long as the children need
Context:	Outside, any children who want to play
Resources:	1. Chalk or a stick to make lines in the sand 2. Small stones
Preparation:	1. Use chalk to draw this hopscotch pattern on the ground or use masking tape on the floor. Your pattern will have 10 numbered sections. 2. Each player has a stone, or a bottle top, a button or a small object.

Activity Plan	**Hopscotch**
Procedure:	1. The game starts with the player throwing the small object into the first square. The small object must not touch the lines of the square or bounce out of it. If it does, the player loses a turn to the next player. 2. After the small object has been placed in the first square, the player needs to hop over the first square, leaving the small object where it is. Single squares must be hoped on using **one** foot. The player can decide which foot s/he wants to use. 3. For side-by-side squares, the player jumps with both the legs: the left leg for the left square and the right leg for the right square. In this way, the player has to jump all the way to 10. 4. The player can hop in square 10 in any way. This is because this is a special square. 5. After this, the player must turn around and jump or hop back to the start. 6. When s/he reaches square 2, s/he has to pick up the small object, hop in the square 1, and come out of the game. 7. To continue the game, the same player must throw the small object into square 2 and hop in square 1, hop over square 2 and then on to three, four, five all the way to 10 where s/he turns, comes back to the start, picking up the small object on his/her way. S/he continues to throw into square numbers 3, 4 and so on. 8. The first person to throw the small object in every square up to number 9 and come back again is the winner. The player who loses his/her chance will wait for his/her turn and then continue playing from the place where s/he left the game. 9. A player loses his/her chance if s/he: ◦ steps on a line ◦ misses a square ◦ hops on the square containing the small object ◦ touches the ground with his/her hands ◦ lands with both the feet in a single square

Activity 5: Stop and Think!

Time: 40 minutes

1. Read the pegging activity below. Write down your opinion (what you think) about the activity. What will children learn? Will children have fun? Where can you get the resources?

Pegging for fine motor development

Activity Plan	**Pegging**
Purpose:	Coordination, visual and motor integration, counting numbers, taking turns
Time:	As long as the children need
Context:	1. This is a game for two children. 2. Inside or outside
Resources:	1. Small plastic bowl or a clean empty tin 2. Some washing pegs 3. Write numbers 0 to 10 on pegs, one number on each peg, using a pencil or pen.
Preparation:	1. Write numbers 0 to 10 on pegs, one number on each peg, using a pencil or pen. 2. Place the small plastic bowl or a tin on a table or on the ground outside. 3. Put all the pegs in the bowl.
Procedure:	• The children take turns to pick up the pegs. • The **first** child picks up peg number 0 and puts it on the edge of the bowl or the tin. • The **second** child finds peg number 1 and puts it on the edge of the bowl or tin. • The **first** child picks up peg number 2 and puts it on the edge of the bowl or tin. • The children continue in this way until the pegs from 0 to 10 have all been put in the right order on the edge.

Activity 6: Try it out!

Time: 50 minutes

Choose one gross motor activity/game and one fine motor activity/game.

1. Plan, prepare and try out the games or activities with your children. Remember to use the Activity Plan to plan your activities.
2. Observe the child or children carefully while they do the activity/game. Bring your observation notes to the next study session.

a. Write down what you see

b. Write down what you hear

c. Write down what you feel

d. Rate one child based on your observations. Use the rating scale you chose in Module 2 Unit 3 Activity 2, or use the rating scale in your curriculum or in the ChildSteps App on your table.

e. Think about how you will report on your observation of one child: What can the child do well, what does the child struggle with, what support will you give the child. A report might look something like this:

Observation Report Term Three

Name of child:

Date of birth:

What the child does well	What the child struggles with
What support I will give the child	**Who can help me**

3. You will share these activities and report on your observations in the Learning Group in Unit 4.

   a. Take photographs or a video of children doing the activities, using your tablet.

   b. Take photographs of your observation records and rating of children.

   c. Prepare to report on one child.

Unit 3

Why you are here
To share and reflect on activities
To change activities to make them different and interesting for different children

Activity 1: Review

Time: 15 minutes

You will not have enough time to share all the activities you planned, prepared and tried out and observed. Choose one or two only to share now. You can share others in your own time.

1. Share the photographs or video that you took from Activity 3 in the previous unit.
2. Report to other teachers on your observation, and your ratings of one child you observed.
3. Take notes about other activities using the Activity Plan.

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

Procedure:

Activity 2: Thinking carefully about activities and games

Time: 35 minutes

1. Watch the Physical video.

   In the video, you will see three activities that support children's physical development:

   a. Obstacle course

   b. Throwing stones

   c. Three-legged walk

2. Read the list of things in the first column of the Obstacle Course Quiz.

Obstacle Course Quiz:	**True**	**False**
An obstacle course supports gross motor development	☐	☐
An obstacle course supports fine motor development	☐	☐
An obstacle course is an indoor activity only	☐	☐
An obstacle course can be done with many children	☐	☐
An obstacle course is a game for boys only	☐	☐

3. Watch the Physical video again. This time, while you watch the video, in your printed copy of the course put a tick ✓ to show True or False about each thing in the list.

4. Talk together about what you have marked on the quiz in your printed copy of the course.
5. When you agree, tap True or False on the tablet.

Comment

We plan activities and games to support children to develop and learn. When you started planning your activities in Module 1 Unit 3 Activity 4 you thought about planning from simple activities to more difficult activities.

We observe children playing and working. We can make changes if we think the activity is too simple or too difficult.

We can do an activity in one way to support most children. But sometimes we need to change the activity. We do this because every child's journey through the domains and milestones is different. When we think about every child's journey we think about the needs of all children. No child is left out.

1. Some children work fast and need to be challenged. We can make the activity more difficult for them.
2. Some children might struggle with the activity. We can make the activity simpler or easier for these children to support their physical development better.
3. Some children will quickly get bored. We can find a new way to play the game or activity to keep them interested.

Activity 3: Making gross motor activities at the right level for different children

Time: 35 minutes

1. Watch the Physical video again. While you are watching, think about how you can make throwing stones easier, more difficult and more interesting.
   In your printed copy of the course or on the tablet, write down what you think:

   I can make the throwing stones game easier by

   _____
   _____
   _____
   _____

   I can make the throwing stones game more difficult by

   _____
   _____
   _____
   _____

   I can make the throwing stones game more interesting by

   _____
   _____
   _____
   _____

Comment

In the video, you saw the children throwing stones into circles in the sand. The first time, the circle was big. Then the teacher drew a smaller circle. This made it more difficult for the children. They had to throw more carefully to get the stones into the small circle.

There are many ways that we can change the throwing stones game to support children in different ways.

For a child who finds this too difficult, we can:

1. Make the circles bigger.
2. Allow the child to stand close to the circle and just drop it in.

For a child who finds this too easy, we can:

1. Make the circles smaller.
2. Use smaller stones.
3. The child can stand on one foot while throwing the stone.

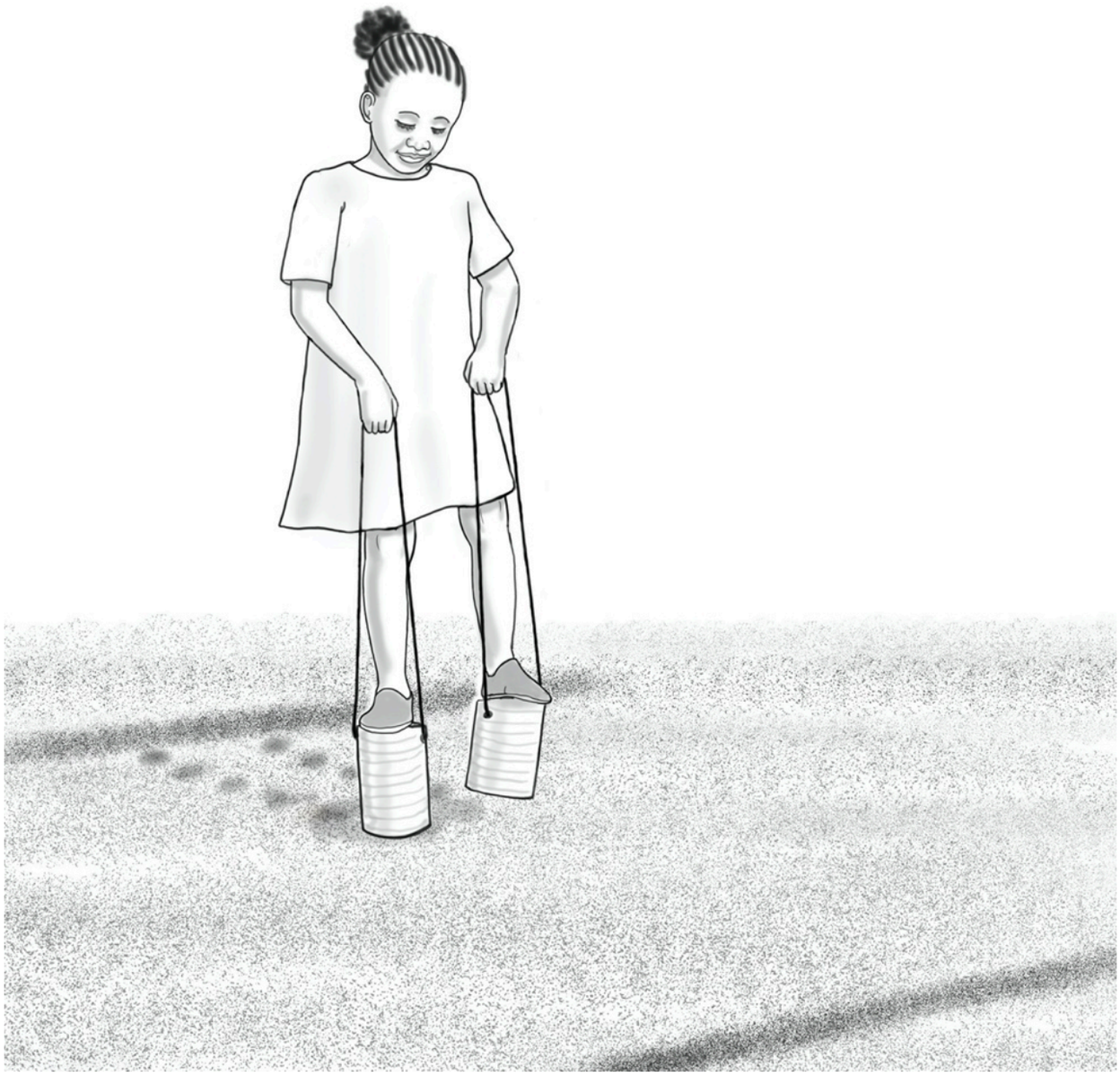
To make this game more interesting, we can:

1. Write numbers in the circles. The teacher calls out a number and the child has to get the stone into that circle.
2. A counting game. The child has to throw the stones into the circles in the correct order. For example, the child must first throw into circle one, then into circle two and so on. While they are throwing they must call out the number of the circle. If they do not get the stone into the circle, they have to start again.
3. A letters game. The same can be done by writing a few letters of the alphabet on the circles. The teacher can call out the letter and the child has to get the stone into that circle.
4. Change hands. The child has to throw the stone with their other hand (if they are right-handed they throw with their left hand, and if they are left-handed they throw with their right hand).

You remember from Module 2 that you always ask yourself WHY a child might struggle with an activity. In this activity, for example, it might be the child cannot see the circle well because she has a challenge with her eyes. You can find that out if you make sure that all children do basic screening tests for eyesight and hearing.

Did you think of different ideas? Share your ideas.

Now, look at this picture of a child walking on tin stilts.



2. Write down and share how you can make the tin stilts activity easier, more difficult or more interesting.

   a. For a child who finds walking and balancing on stilts **too difficult**, we can:

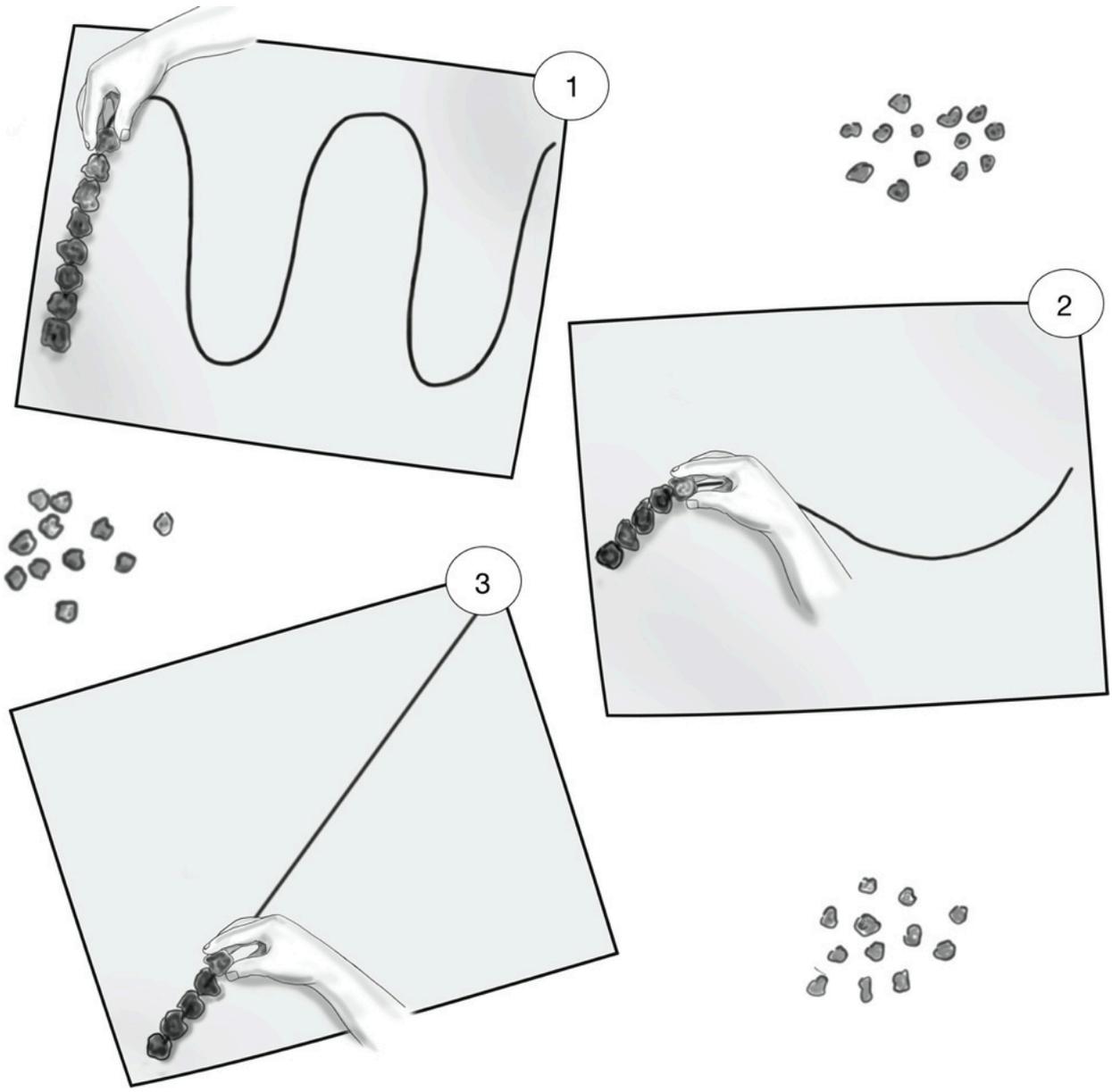
   b. For a child who finds walking balancing on stilts **too easy**, we can:

   c. To make this game **more interesting**, we can:

Activity 4: Making a fine motor activity at the right level for different children

Time: 35 minutes

1. Look at these pictures of a stones game. The child takes the stones one by one and places them carefully on the line. Each stone must sit on the line.



2. Do this True or False quiz about the stones activity:

Stones Activity Quiz	True	False
Picture 3 is the most difficult stones activity	☐	☐

Stones Activity Quiz	True	False
Picture 1 is the easiest stones activity	☐	☐
Picture 1 is more interesting than Picture 3	☐	☐
Picture 2 is more difficult than Picture 3	☐	☐
A child who cannot do the stones activity in Picture 1 should begin with Picture 3	☐	☐
A child who can do the stones activity in Picture 2 can move to Picture 1	☐	☐

Comment

There are many ways to change the stones game to support children in different ways.

For a child who finds this **too difficult**, we can:
Make the line we draw for them shorter, or less curved.
Make the stones bigger and easier to pick up and put on the line.

For a child who finds this **too easy**, we can:
Draw a more difficult line for the child to put the stones onto – a line with more curves in it.

To make this game **more interesting**, we can:
Ask the child to first put down the biggest stones, then the next biggest and so on, down to the smallest. The child will have to look carefully at the size of the stones.

You have seen many examples of making activities more interesting for each child, and making them fit each child's needs better.

If you have time, watch the Physical video one more time and think about how you can change the other activities.

Activity 5: Practicing observation

Time: In your own time

1. In your own time, when the children are playing the stones game, practise some observation skills that you learned in Module 2.

   a. Observe one child playing the stones game or the other game you have made.

   b. In your printed copy of the course, write down what you see, hear and feel about this child.

   c. What do you **see** the child doing? What is the child using? Who is next to the child?

   d. What do you **hear**? Is the child speaking? What does the child say? Does this make sense? Does the child make any other sounds (laughing, making the sound of an animal or a car)?

   e. What **feeling** do you have as you watch the child? Does the child seem sad/happy/angry/frustrated? How does this child seem to be today?

2. After your observation, sit and reflect on what you have written. Answer these questions about the child you have observed:

   a. Did the child enjoy the activity?

   b. Was the activity too easy for the child?

   c. Was the activity too difficult for the child?

   d. Did the child become bored with the activity?

   e. How will you change this activity to match what the child needs?

3. You will share these activities and report on your observations in the Learning Group in Unit 4.

   a. Take photographs or a video of children doing the activities, using your tablet.

   b. Take photographs of your observation records and rating of children.

   c. Prepare to report on one child. You can use the same observation report as you did in Unit 2

Observation Report Term Three

Name of child:

Date of birth:

What the child does well	What the child struggles with
What support I will give the child	**Who can help me**

Unit 4 Learning Group

Why you are here
To report on physical development activities we have planned, prepared and observed.
To explore how we can support children to take more responsibility for the learning environment and for themselves

Over the last three units, we have looked at:

1. What physical development in young children is

2. The two main kinds of physical development, that is, gross motor development and fine motor development
3. Planning, preparing, making and implementing our own activities to support physical development
4. Thinking more carefully about our activities and games, and how they support children in getting ready for Grade 1
5. Changing our activities to support every child's development as they go into Grade 1

Activity 1: Review

Time: 15 minutes

You will not have enough time to share all the activities you planned, prepared and tried out and observed. Choose one or two only to share now. You can share others in your own time.

1. Share the photographs or video that you took from Activity 3 in the previous unit.
2. Report to other teachers on your observation, and your ratings of one child you observed.
3. Take notes about other activities using the Activity Plan.

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

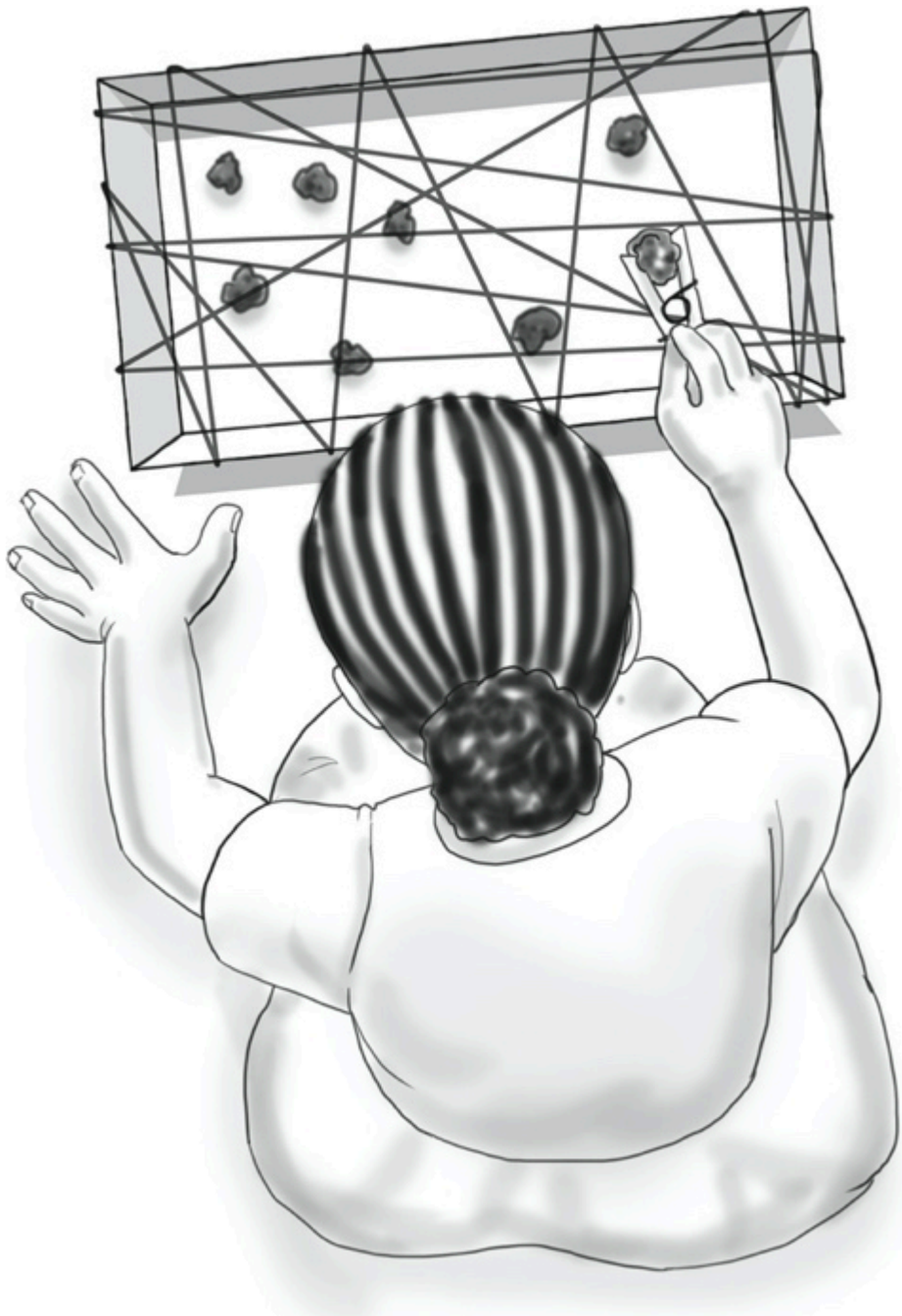
Procedure:

The purpose of the next activity is to plan how to make a fine motor activity with your children, as part of taking responsibility for their own learning environment.

Activity 2: Making activities together: fine motor activity or game

Time: 25 minutes

1. Here is a picture of an activity you and the children can make. For this game, the children get very small stones out of a box using a peg.



2. Read and discuss the steps of the activity as a group. You can also listen to the steps on the tablet.

What you will need:

1. Shoe boxes or other boxes like that. You need one box for each group of three children. That means 7 boxes for 21 children.
2. String or plastic strips
3. A sharp stick
4. Paint and brushes, or crayons
5. Pegs
6. Stones
7. One box already made to show the children

Steps to make the game:

- Show children the game you have already made.
- Demonstrate how to play the game.
- Divide your class into groups of 3 children.
- Give each group a box with holes in the sides for string.
- Give each group a long piece of string.
- Each group chooses one child to start threading string through the holes in the box.
- One child in the group looks for small stones to put into the box. The child can paint the stones in different colours.
- Tell the children that one child in the group will prepare the pegs for the game.
- Each group chooses one child to paint and decorate three pegs.
- All the children in each group can decorate their box using crayons or paint.
- The children take turns in their group to play the game.

3. Watch the Making Games video of someone making activities for children.

   a. There are four activities. Watch each one carefully.

   b. Choose an activity from the video that supports fine motor development.

4. Discuss as a group how you can involve children in making this activity.
5. After the study group, in your own time, plan and prepare for your children to make this activity.

Comment

When you involve children in making activities they take some responsibility for their own learning environment. The children will be very excited to make games. They learn how to do something for themselves, and they exercise their muscles while they are making the games.

To make a game children have to follow the instructions too, which is good preparation for primary school.

You will also have many games to put in your classroom that you didn't have to make yourself!

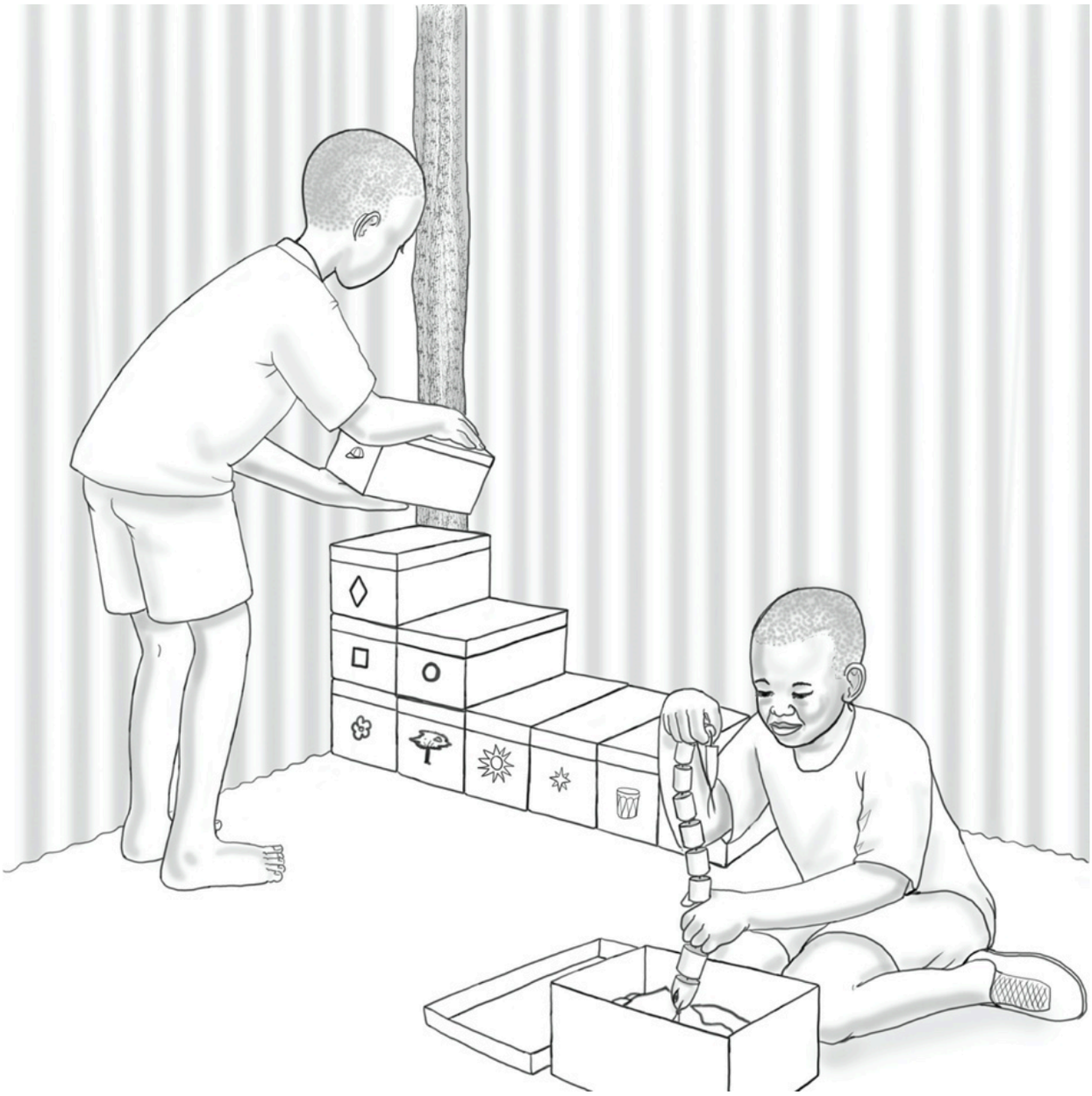
Earlier in this module we explored how we can help children take more responsibility. We looked at these things that we can help children to do so that they are ready for Grade 1:

1. Put their school bags in their own space, or a special place
2. Bring medicine to school and take it at break time
3. Look after clothes and remember to take them home
4. Look after a reading book, turn pages properly and put the book away
5. Look after some writing, drawing or construction they have done
6. Sharpen a pencil
7. Put away pencils, erasers, rulers, etc.
8. Carry scissors safely
9. Help to keep the classroom clean
10. Help to keep the classroom tidy

Activity 3: Children taking responsibility

Time: 25 minutes

1. Let's choose the example of children looking after some writing, drawing or construction they have done.
2. Look at this picture. Talk about the picture with a partner using the questions below the picture:



a. What is each child doing?

b. What do you think the boxes are used for?

c. What kind of things can children store in the boxes?

d. Who do you think is responsible for the boxes?

3. Discuss and write down how you can build other responsibility activities into your daily routine with the children.

a. Looking after a reading book, turning pages properly and putting the book away carefully
I can build this into our daily routine by:

b. Sharpening a pencil
I can build this into our daily routine by:

c. Putting away pencils, erasers, rulers, etc.
I can build this into our daily routine by:

d. Carrying scissors safely
I can build this into our daily routine by:

Comment

Even simple activities like these help children to take responsibility. Adults sometimes do things that children can easily do themselves with a bit of guidance.

Activity 4: Activities we can do

Time: 25 minutes

1. Look back through this module.
   a. Find all the children's activities including the ones you made for yourself.
   b. Write them in this table. When you want to use them, you can easily find them again.

Activity name and number	Page number in my printed copy

Before you leave, complete this quiz for Module 3.

Module 4: Social and emotional domains

Introduction

Learning outcomes
By the end of this module, you will:
Work with children in meaningful ways to support social and emotional development, going into Grade 1.
Support children to develop self-confidence in what they believe and can do, and in their relationships with others.
Support children to think and talk about becoming part of a new bigger school.

You will remember the Social and Emotional domains are part of our four child development domains. In this Module we will explore both of these domains together.

Social and emotional development in children is strongly linked to behaviour and discipline. You will explore this more in Module 8: Making the classroom work well.

Remember, the domains, milestones and indicators are not called exactly the same in every country, in every curriculum. In your country the social and emotional domains may be separate.

If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to social and emotional development. The ChildSteps App is specific to your country. What milestones do you see for social and emotional development? Can you match them to milestones in the diagram? Explore all the activities.

Social domain

1. Self-identity
2. Social networking
3. Disciplined and follows rules
4. Negotiating
5. Responsible citizenship
6. Autonomy
7. Conflict management
8. Patriotism
9. Valuing life
10. Gender awareness
11. Inclusivity

Emotional domain

1. Understanding own emotions
2. Releasing own emotions
3. Responding to others' emotions
4. Self-confidence
5. Self-esteem
6. Assertiveness
7. Perseverance
8. Self-efficacy
9. Empathy
10. Environmental friendliness

Let's explore the social and emotional domains.

Unit 1

Why you are here
To understand what 'identity' means
To explore and understand our own identity
To understand the link between identity and school readiness

To find ways to support a positive sense of identity in children

Many teachers believe the most important thing children need is high self-esteem, and a strong self-identity as a foundation. If children are confident and proud of who they are they can learn anything. You will see self-identity, self-confidence and self-esteem are milestones in the social and emotional domains you have seen.

Activity 1: Identity – who am I?

Time: 40 minutes

Nurture
Encourage and support something or someone

Preferences
The things we like most

Identity
Who or what you are the main things that you believe and think, how you behave, how you feel about yourself

Competencies
The things we know and can do well

We will explore our own identity before we think about the identity of children.

1. What does 'identity' mean?
2. Look at yourself in a mirror. Ask yourself:

   a. Who am I?

   b. What things make me who I am?

Write down your answers:

My name is

I live

My family and friends are

I believe

I do things like

I feel about myself that

3. Our **preferences** are part of identity. Write down **your** preferences.

Things I like	Things I dislike (do not like)

4. **Competencies** are also part of our identity. When we feel competent, our self-esteem (self-respect and self-confidence) grows and strengthens our identity.
   Write down **your** competencies and things you are still learning.

Things I know and can do well	Things I am still learning

Comment

We know who we are and what we can do, but it changes.

Our adult identity develops and changes because we have new experiences and meet different people.

Children's identities also develop and change as they grow.

This does not only happen before children go to school. The experiences children have and people they meet in Grade 1 will help to shape their identity.

This will happen all the way through primary school.

We all have preferences, things we like best. We feel more confident when we do things well, and learn new things.

Children have preferences too. Teachers make a positive contribution to the development of a child's identity by showing respect for and taking an interest in their preferences.

A teacher can build a child's confidence by providing opportunities for success.

"An educator who provides lots of opportunities for a child to feel competent is helping the child to build their identity. It does not matter how small the opportunity is."

Activity 2: Building self-esteem

Time: 40 minutes

1. Write down two ways of building a child's sense of competence. We have done two to show you how.

   a. **Give meaningful praise.** Say to the child: "Well done for putting the pegs on the board and matching the colours"

   b. **If a child makes a mistake, give the child a chance to put it right.** For example, the teacher says: "Oh dear, you knocked the water over. Let's find the mop so you can wipe it up"

   c.

   d.

Comment

Praise can build self-esteem.

Always say **why** you are praising a child. Something like 'You are so clever!' or 'You are fantastic!' is meaningless.

A child will feel proud if they can fix their own mistakes.

We can use positive language rather than negative language. For example, we can say 'Things I am still learning' instead of 'Things I don't know and can't do'.

The way we talk to children helps to form their identity. Sometimes we talk in negative ways with children. When teachers speak with dignity and respect, the children feel valuable.

Classroom rules are often negative, like 'Don't make a mess' or 'Don't run!'

Let's try turning a negative rule into a positive one.

2. In the second column below, write down the positive rule. We have done one example.

Negative	Positive
Don't run	Example: Let's walk

Don’t fight

Don’t shout

Don’t grab all the toys

a. Do you think this set of class rules is positive or negative? Why do you say so? Write down your thoughts. (image)

A Word Picture

A Word Picture is a way of describing someone. It includes things a person likes, what they can do, and some information about themselves. This is Mrs Shiimi's Word Picture:

Physical: I don't like sports so I don't do many sports. Relaxing is my favourite activity. I am rather clumsy and often bump and knock things. I like to eat sweet things. I eat lots of fruit and chocolate.

Emotional: I am gentle, don't like loud noises, and like to spend quiet time on my own. I love my family but I can get grumpy when they don't listen to me and the house is a mess. I like things to be in order, neat and tidy.

Hester Shiimi
Born: 1 May 1990

Social: My family come from Omusati but I was born in Windhoek. I love children but I can be impatient when they don't listen. I am a hard-working educator.

Cognitive (thinking): Reading is my favourite hobby. I don't like anything with maths. I did my Pre-Primary training. I have enrolled at UNISA to do my BEd next year.

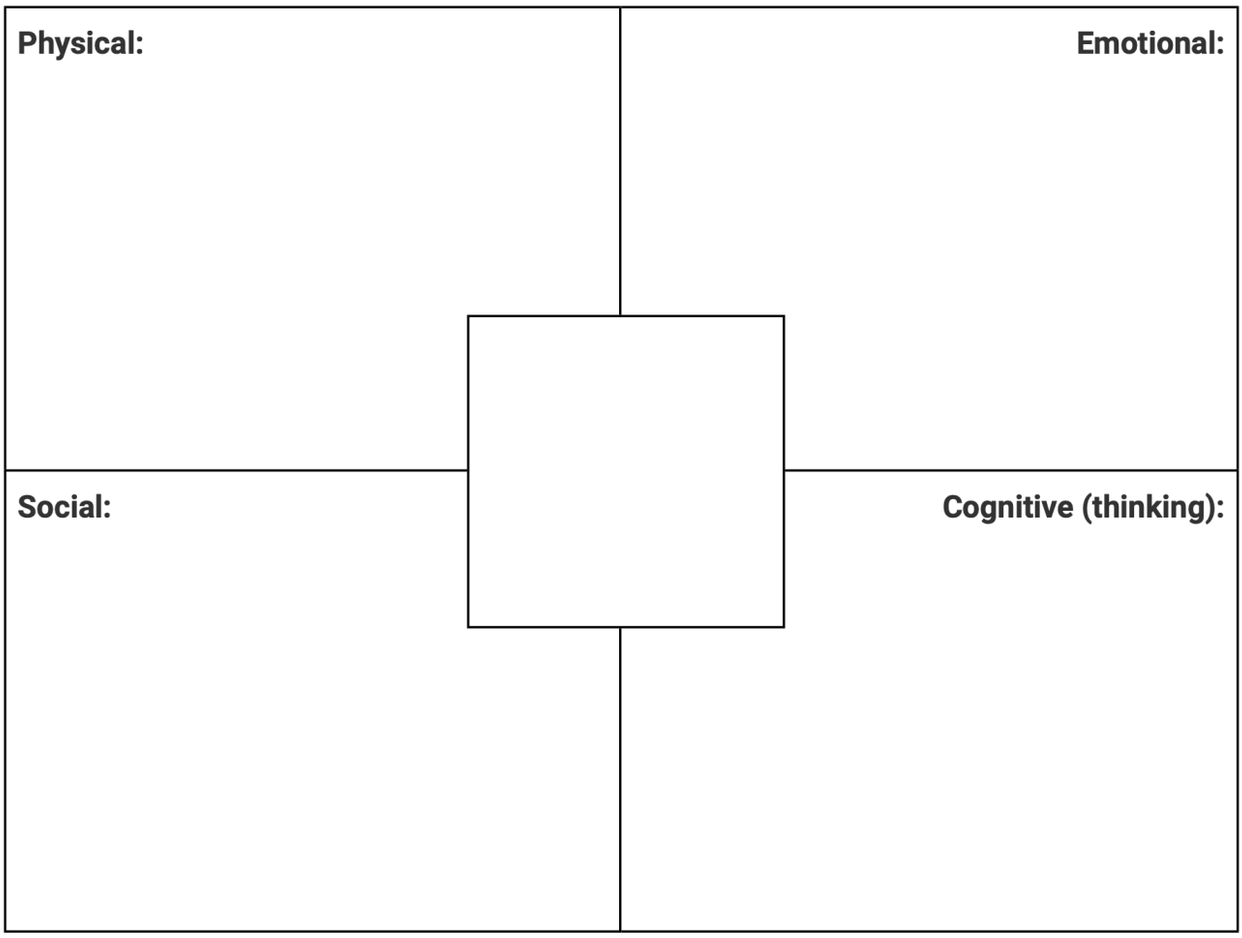
A Word Picture should give the reader a good understanding and knowledge of a person. Do you now have a clearer understanding and knowledge of Mrs Shiimi?

You have seen Mrs Shiimi's example of a Word Picture. Now do your own Word Picture.

Activity 3: I know myself

Time: 40 minutes

1. Do **your own** Word Picture in the box below. Draw yourself in the middle of the box. Write down your name and when you were born. In each blank box, write down words and sentences that describe who you are, your competencies and your preferences.



2. Read your completed Word Picture. What did you notice about yourself? What would you like to do more of or do differently?

Comment

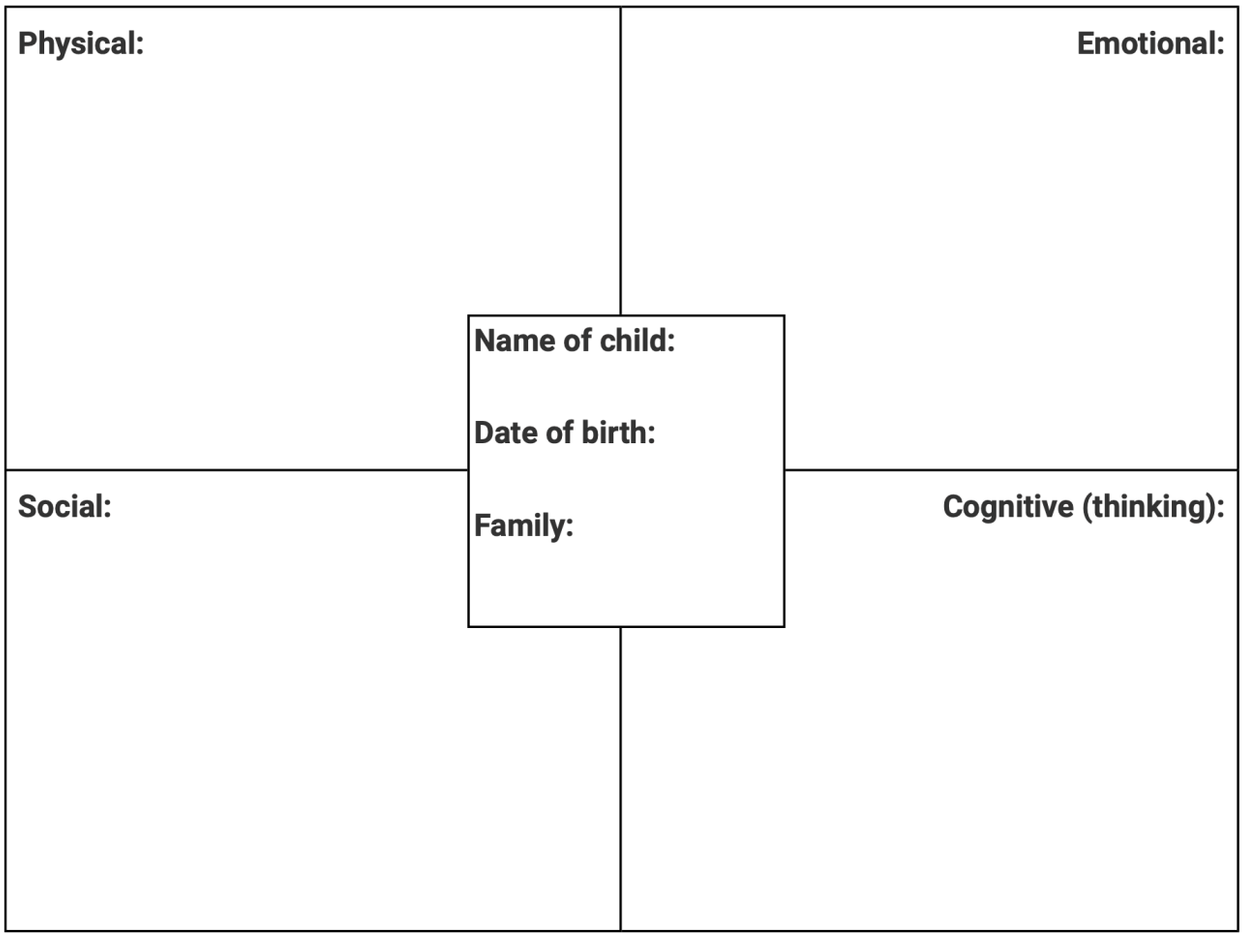
We have to think carefully about ourselves to do a Word Picture.

A Word Picture can help us realise the important things about ourselves.

These can be things we celebrate, but also some things we want to do differently.

We can do Word Pictures for children too, to learn more about them.

3. **In your own time** complete a Word Picture for one of your children. Use this blank one to do the word picture of a child. Remember to write about the child in the middle.



Comment

Over time, think about writing a Word Picture for each child in your class. This will help you get to know them better, and to understand what they need in getting ready for Grade 1.

A Word Picture can be very helpful for children coming into your class for the first time, for example if you teach Grade 1.

Do you think we can ask parents and caregivers to write Word Pictures about their children?

Unit 2

Why you are here
To understand the concept (idea) of 'belonging'
To explore our own sense of belonging
To know what supports or undermines (damages) a child's sense of belonging
To find ways to support the development of belonging in children

You can say that 'belonging' is related to the milestones 'inclusivity' and 'responsible citizenship', and to 'responding to others' emotions'. What other milestones in the social and emotional domains do you think support a child's sense of belonging?

Before you begin this unit, think about what you have learned from the previous unit.

Activity 1: Review

Time: 10 minutes

1. Write down one thing you have learned about your own identity from the last session.

2. Write down two things that you understand about children's identity.

3. Share what you have written with a colleague, and talk about your ideas together.

Activity 2: Belonging – who are we?

Time: 110 minutes

Belonging
To feel accepted and included by others to know that you are an important part of the group

1. What does the word 'belonging' mean to you?
2. Read this description of social groups:

> A group is made when more two or more people come together for a reason, for example, a family supper, friends meeting for coffee, a sports team, a book club, a study group, a school or centre, a choir, and miners on the same shift.

a. Do you belong to a social group?

_____

b. How do you feel about belonging to a group?

_____

_____

_____

_____

3. Read the storybook "Why is Nita upside down" by taking turns to read out loud and show the pictures.
4. Discuss the story with the teachers who are studying with you. Use the following questions as a guide:

a. Why did Nita think she did not belong?

b. How did Nita feel when she thought she did not belong?

c. What changed?

d. How did Nita feel when she thought she belonged?

Comment

Nita does not think she fits in because she does not talk like other people. She stutters.

That is why she always hangs upside down on the play equipment by herself. She does not feel part of the group of children.

Navi tells her that everyone is different, and that is okay. This helps Nita to feel the right way round.

Now she feels part of the group.

5. In the table below is a list of 10 kinds of behaviour found in groups of children. Write **YES** next to the positive behaviours that will **foster (encourage) a child's sense of belonging** to the group. Write **NO** next to the negative behaviours that will **undermine (damage) a child's sense of belonging**. The first one has been done to show you how.

6. Discuss and write down what you think about the following:

   a. How can **you** encourage positive behaviour that will help children feel like they belong in **your** classroom?

   b. How can **you** discourage negative behaviours that may undermine a child's sense of belonging in **your** classroom?

7. Watch the video Belonging. This shows adults in ECD centres in Malawi interacting with children.

8. You have talked about building children's sense of belonging, and building their confidence and self-esteem. Read the following questions, watch the video again, and then respond to the questions.

   a. In the video what examples can you see of adults supporting children and building their confidence?

   b. In the video what examples can you see of adults being inclusive?

Comment

In the beginning of the video we see a teacher gently supporting a young child to concentrate, and to learn the skill of drawing in the sand. He carefully and sensitively guides the child when she makes a mistake. He does not scold or discipline the child in a negative way.

Next, we see an adult and a child reading a book together. Another child shows interest in the book. The teacher includes her in the reading. This is a simple and effective way of being inclusive.

At the end of the video a child and a teacher are talking in an excited way about the shapes in the book. When the child nods her head you know that she is confident and enjoys being part of a conversation with the teacher. All of these interactions between children and teachers are good examples of how we can help to build confidence and create a sense of belonging for children, in everything we do.

9. Think of an idea for an activity that will build children's confidence. Maybe it is an activity that you already do with children.

   a. Use the Activity Plan to plan the activity. Remember, the purpose is to build children's self-confidence.

   b. Do it with children in your own time. Take a photograph or a video and share it with other teachers at your next group meeting.

10. Can you find more examples in the ChildSteps App?

    a. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to social or emotional development. Tap on the milestone you have chosen. b. Explore all the activities. Choose an activity you think you can use to support children's social or emotional development. c. Tap the arrow next to 'Continue Assessing Children'. You will see a plan for the activity. All the activities in ChildSteps are planned in a similar way to the Activity Plan you have used.

11. If you don't have ChildSteps maybe you can find ideas for activities in your country curriculum or syllabus.

Unit 3

Why you are here
To reflect on what we learned in Unit 2
To deepen our understanding of Social and Emotional development

To understand Social and Emotional development in relation to school readiness

---

To create activities that support Social and Emotional development in children

Activity 1: Review

Time: 20 minutes

At the end of Unit 2, you chose an idea to do with children to help them feel like they belong in the class.

1. Spend 10 minutes reflecting on how the activity went. Use these questions:

   a. Did the children enjoy the activity? How do you know?

   b. Why do you think the activity developed a sense of belonging?

   c. What will you do differently next time?

2. Complete the quiz below. Read all answers before you decide which answers are correct. Tap on each correct answer on your tablet, or put a tick ✓ in your printed copy of the course.

   I nurture identity and belonging in my children when I:

   - Teach children to be kind, caring and helpful to others ☐
   - Divide the children into groups according to their culture ☐
   - Follow the Religious and Moral Education curriculum ☐
   - Encourage the children to talk about themselves ☐
   - Provide play experiences that give children a sense of achievement ☐

In Unit 2, you did some activities about supporting your own sense of identity and belonging. Now we will adapt (change) these same teacher activities to create Identity and Belonging activities for pre-primary and primary school children. We will ask two important questions:

1. How can I adapt an adult activity to do it with children?
2. What will the children learn by doing the adapted activity?

Activity 2: Activities to support Social and Emotional development

Time: 100 minutes

1. You will remember Activity 2 from Unit 1:

Look at yourself in a mirror. Ask yourself:

a. Who am I?

b. What things make me who I am?

Write down your answers:

My name is

I live

My family and friends are

I believe

I do things like

I feel about myself that

2. We want to change this activity to suit children. We ask and answer our two important questions:

How can I change the activity to do it with children?
The children look in the mirror but they can't write. I will ask the children to draw themselves, their home, family, friends, what they like and what they don't like. The children do one drawing a day. At the end of the week, I will staple the five pages together to make a 'Me" book for each child. In the next week, the children show and talk about their 'Me' books with the other children.

What will the children learn by doing the activity?
The children will begin to understand their own identity and belonging. They will draw and talk about who they are, where they belong, their preferences and what makes them unique (special). They will also learn about other children's identity and culture.

3. You will also remember this activity from Activity 2 Unit 1:

Our preferences are part of identity. Write down your preferences.

Things I like	Things I dislike (do not like)

a. Ask and answer our two important questions to adapt the activity for children.

How can I change the activity to do it with children?

What will the children learn by doing the activity?

Competencies (the things we know and can do well) are also part of our identity. Write down your competencies in the blank boxes below.

Things I know and can do well	Things I am still learning

a. Ask and answer our two important questions to adapt the activity for children.

How can I change the activity to do it with children?

What will the children learn by doing the activity?

Unit 4 Learning Group

Why you are here
To review what we understand about Social and Emotional development
To understand how multilingualism supports Social and Emotional development
To see the link between Social and Emotional development and school readiness
To create language activities that support Social and Emotional development
Do a quiz

Start with a review of what you have learned in Units 1, 2 and 3.

Activity 1: Review

Time: 30 minutes

1. You belong to this learning group. Think about and share:

   a. How do you feel about belonging to this learning group?

   b. What is your identity in this group?

   c. What have you learned about yourself and about other people?

2. Choose one or two people in the group, and share the Word Picture they completed for one of their children. Share what worked well and what was challenging.

In the next activity, you will think about how using mother tongue language with children can help to build a strong and positive identity and sense of belonging in children.

Activity 2: Using mother tongue to support Social and Emotional development

Time: 90 minutes

Mother tongue
The first language you grow up with from childhood the language's the child and family use at home

1. Read what the National Curriculum says about multilingualism:

Develop policy guidelines on inclusive education that provides for the integration of learners with special needs, OVCs, indigenous language minorities and religious minorities. [2005, MOET, Lesotho Education Sector Strategic Plan: 2005-2015, page 45]

2. Think about the children you teach. Write down the name/s of all the mother tongue language/s of the children you teach:

_____

_____

_____

_____

2. Is the language of teaching in your classroom different from the children's mother tongue languages? Here are some ideas that Mrs Shiimi used to encourage children to use their mother tongue. Tap on your tablet, or put a tick ✓ in your printed copy of the course, next to the things you can do with your children:

Learn the words for welcoming a child in their mother tongue. Welcome each child, parent and caregiver in their mother tongue when they come to school. Write down the mother tongue welcome words on paper and stick them on the door of the classroom.	☐
Invite a colleague, parent or caregiver to come to school and tell a story to the children in their mother tongue. Discuss the story in the language you use in the classroom.	☐
Ask a colleague, parent or caregiver to write down the mother tongue words that go with the themes, e.g. the mother tongue words for 'head', 'arm', 'eye', 'nose', 'mouth', 'ear', 'hand', 'leg', 'feet', 'body' for the theme 'My Body'. Put the mother tongue and other language words on the display table or on a poster. Ask the children to teach you and the other children the mother tongue words by 'reading' them out loud.	☐
Invite a colleague, parent or caregiver to teach you and the children an indigenous game that you can play at school. Ask the adult to explain the game in their home language. Ask the mother tongue children to translate and teach you and the children the game.	☐

Label the things in your classroom, e.g. 'door', 'window', 'cupboard', in all the languages you hear in your classroom. Stick each word next to the thing it is labelling.	☐
Invite a colleague, parent or caregiver to teach you and the children a song or poem in a language you do not know.	☐

3. Read quietly or out loud the storybook, "Zama is Great", on your tablet.

   a. Read the ideas below for using the story "Zama is Great" to speak and learn other languages with children.

   b. Tap on your tablet, or put a tick ✓ in your printed copy of the course, next to the things you can do with the storybook.

The teacher shows the children a picture of Zama from the storybook and says, 'Let's say hello to Zama in all the languages we know.' The teacher can ask parents and other teachers to share their languages too.	☐
The teacher makes up a friend for Zama and says to the children, 'Zama has a friend. His name is Festus. He speaks Afrikaans'. The teacher chooses a word or short sentence from the storybook and asks the children, 'How do we say this to Festus?' (you can change the friends' names and the languages they speak)	☐
The teacher says to the children, 'Let's count the number of pages in the storybook in Sesotho' (or any one of the children's mother tongues).	☐

4. Write down your own idea here for using the storybook "Zama the Great" to learn different languages:

5. Can you find more examples in the ChildSteps App?

   a. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to language development. b. Explore all the activities. Choose an activity you think you can use to support children to express themselves in their own language with confidence. c. Tap the arrow next to 'Continue Assessing Children'. You will see a plan for the activity.

> **Comment**
>
> Children are ready for Grade 1, and for the rest of primary school, when they know who they are, understand their preferences and competencies, and feel a sense of belonging to their culture, family and community while respecting the preferences and cultures of others.

To end off Module 4 do the Module Quiz

Module 5: Cognitive domain (language focus)

Introduction

Learning outcomes

By the end of this module, you will:

Understand what language development is in the cognitive domain, for young children.

Give children time to play in ways that help them to:

- listen carefully over longer periods of time
- follow instructions and respond in the right way
- communicate using spoken language
- start understanding that words can be written down
- develop vocabulary
- have more mature conversations

You will remember the Cognitive domain is one of four child development domains. It is a very large domain because it includes general milestones for thinking, and milestones for language and numeracy. In this Module we will explore the milestones for language. Remember, the domains, milestones and indicators are not called the same in every country, in every curriculum. The important milestones in the cognitive domain for language development are:

- language proficiency (speaking)
- comprehension (reading and writing)
- visual discrimination (reading and writing)
- auditory discrimination (listening), and
- print awareness (reading and writing).

Cognitive domain

1. Visual perception
2. Auditory perception
3. Working memory
4. Self-concept
5. Language proficiency
6. Comprehension
7. Logical thinking
8. Approaches to learning
9. Critical thinking
10. Problem solving
11. Decision making
12. Imagination
13. Visual discrimination
14. Auditory discrimination
15. Sequencing
16. Visual closure
17. Visual spatial relationships
18. Print awareness
19. Number sense
20. Measurement
21. Emergent financial literacy

If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to language development. The ChildSteps App is specific to your country. What milestones do you see for language development? Can you match them to milestones in the diagram? Explore all the activities.

Unit 1

Why you are here
To understand what language is
To understand different kinds of language young children use – verbal and written
To think about the language activities a child going into Grade 1 might do, and the skills they might need
Understand how teachers can use their own spoken language to support children's language development

The language curriculum for pre-primary and Grade 1 usually includes four skills: listening, speaking, reading and writing – in other words, how we communicate. Some countries talk about preparatory reading and preparatory writing. Other countries talk about handwriting too. This module will not focus on a specific curriculum.

The focus is on how to reach milestones in the cognitive domain that will support language development in young children.

Activity 1: How do human beings communicate?

Time: 40 minutes

Vocabulary
Words of a language

We communicate in many different ways every day.

Let's first think about spoken language. There are two parts to spoken language, one is listening and understanding, and the other is speaking.

1. How do we use listening? Here is an example: "I listen to the radio in the mornings to get the news for the day." Write down three more ways in which you use listening every day:

2. Now let's think about speaking. Here is an example: "I use spoken language to tell the person in the shop what I want to buy." Write down three more ways in which you use speaking every day:

3. What about using reading and writing? Written words are around us wherever we are. As adults we use reading and writing almost every day.

   a. Write down three ways in which you use reading every day:

   b. And now write down three ways in which you use writing every day:

Comment

We use language every day. This is why the development of spoken and written language is such an important part of a child's development.

Language is at the heart of almost everything we do as human beings. We use language to communicate, and we communicate every single day of our lives. We communicate using listening and speaking, understanding what others are saying and responding to them. Deaf people use sign language to communicate when they can't speak.

Spoken and written language is like an engine (machine) for learning and thinking. For example, on this course you listen to each other while learning, and watch and listen to videos. You discuss and talk about things you read and see in your printed copy of the courses and on your tablets. You write things down in order to learn.

Most children follow the same path of learning as they learn and develop language, but **each child will do this in their own time**. Children will not all be able to do the same things at the same time. They are all different, just as we adults are all different.

Can you think of an activity that you do where children do NOT have to listen and respond?

No! Everything we do needs children to listen and to speak. This is why it is such an important responsibility of the pre-primary teacher.

Activity 2: Language skills in the year before Grade 1

Time: 40 minutes

1. Look at this list of language skills we can expect pre-primary children to use, in their home language.

At age 4 to 6 years old, most children:

- understand and use words that explain difficult feelings such as 'confused' (not sure), 'upset' (sad or angry) and 'delighted' (very happy).
- understand and use words that explain where things are, such as 'between', 'above', 'below' and 'on top'.
- use long sentences of up to nine or ten words.
- **know how to put meaningful parts of words together**.
- **remember things and use their memory** to do things like re-telling stories, following directions, solving problems,
- talk about things that have happened in the past or will happen in the future; for example, words like 'before', 'after' and 'next week'.
- **start asking questions if they don't understand an instruction**.
- **follow directions with more than two steps;** for example, 'Give your money to the lady in the shop first, and she will give you change, and then we can go and catch our taxi'. The child might not do things in the right order.
- **say difficult words, but might miss out some sounds of a word**.
- storytelling, but sometimes with too much or not enough information. Sometimes the ends of stories might not make sense.
- **take turns in conversations with other children**.
- begin to use language to tease and tell jokes. They might play with the sounds of words, or even make up their own words in play.

2. In the list for 4- to 6-year-old children, some skills are in bold. These are skills that are very important to develop in the year before Grade 1.
3. Think about why these skills are important in preparation for Grade 1. Fill in the following table. We have done one example for you.

Communication skill	Why this is important in preparation for Grade 1
know how to put meaningful parts of words together	Children need to hear and use different parts of words together so they can speak, understand, read and write them.
Start asking questions if they don't understand an instruction	

Communication skill	Why this is important in preparation for Grade 1
Follow directions with more than two steps.	
Say difficult words, but might miss out some sounds of a word	
Take turns in conversations with other children	

4. Write down two other listening and speaking skills you think will children need before they begin Grade 1. We have written one example.

   a. Understand a question that the teacher asks

   b.

   c.

5. Also write down any reading and writing skills you think children need to develop in the year before Grade 1.

   a. Read their own name

   b.

   c.

Comment

Children develop listening, speaking, reading and writing skills before they go to primary school, but not in the same way. Children are all different, and grow and develop in their own time.

Some children might be able to do these things. Some children may still be trying to do them. Other children may not be able to do them yet.

Children spend a lot of time with us, so we have wonderful opportunities to support children's language development.

We don't always need special resources to do this. We use language ourselves every day. So we can think about how we use our own language to support children's language and communication. We need to speak to children very often and about everyday things. Even very young children and babies learn a lot of language when we speak to them.

Activity 3: Listening and speaking with children

Time: 40 minutes

1. Look at these pictures. They give us some ideas about how we can speak to children.

Use every opportunity to talk with children.

a. What else can the pre-primary teacher say?

_____

_____

_____

_____

Use words that you know children don't know.
This will give them new vocabulary.

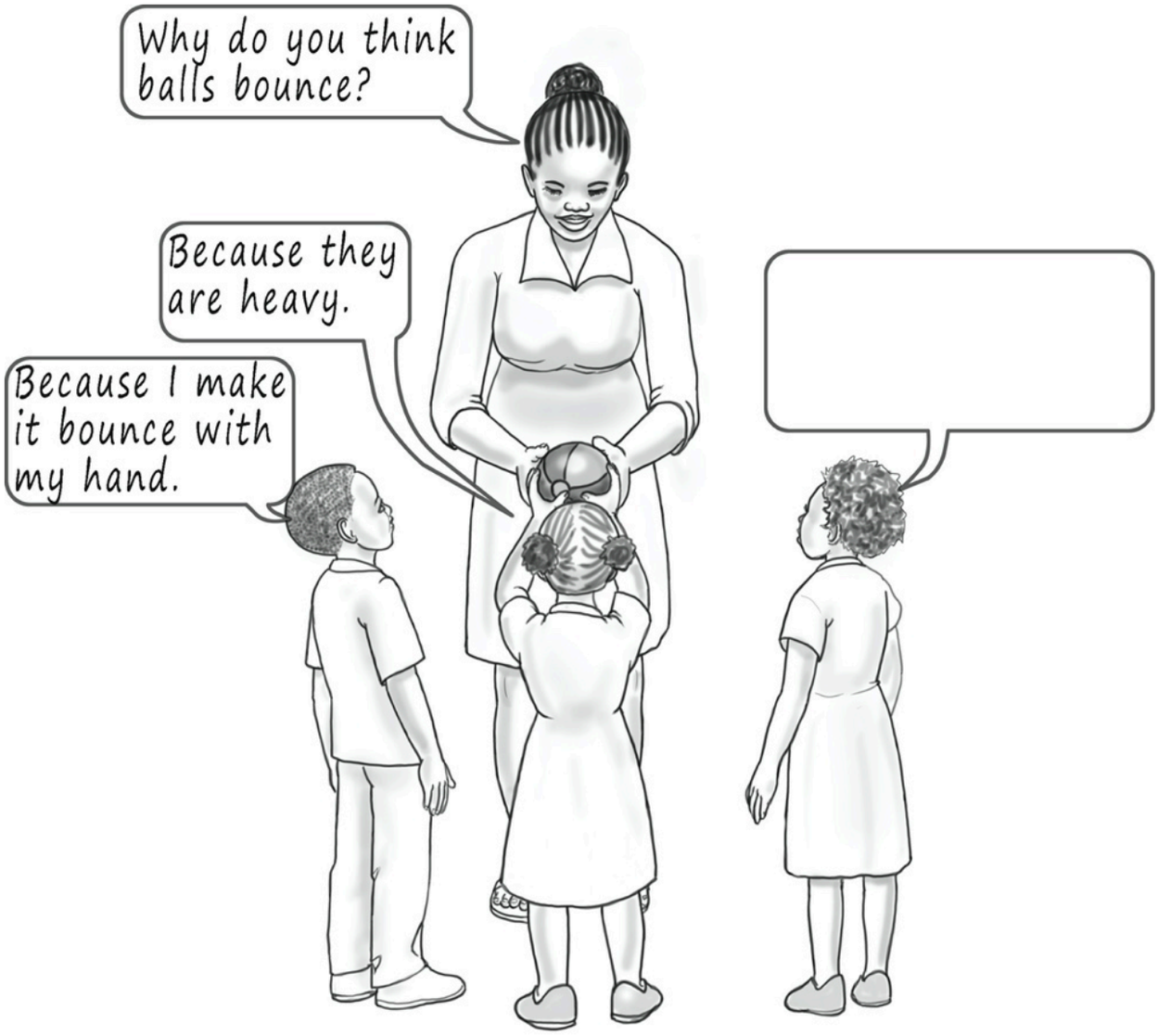
b. What new words can the pre-primary teacher use to talk about the picture?

Give children infomation about objects, feelings and things that might happen.

c. What new information can the pre-primary teacher give?

Ask children questions as often as you can.

d. What questions can the pre-primary teacher ask these children?



Ask children's opinion and take their answers seriously.

e. What other answer might the third child in the picture give?

f. What other question about the ball can the pre-primary teacher ask?

Repeat yourself using different words to help children understand

g. The pre-primary teacher doesn't just say, 'Put your things away'. She says what the children must put away. Write down something else she could say to make her first sentence clearer.

h. Write down one other way teachers can communicate with children to help their language development.

Comment

There are lots of opportunities for children to listen and talk to each other and with you, their teacher.

Get down to your children's level, make eye contact and listen carefully to them. When you have eye contact, speak straight to them.

Break up your long sentences into shorter ones.

Keep your sentences simple.

Talking costs nothing!

Unit 2

Why you are here
To understand that we have a responsibility to support children's language development
To share languages games or songs with each other
To plan more listening and speaking games that will support children's language development
To remind ourselves about observation and how useful it is

Activity 1: Review

Time: 15 minutes

1. In Unit 1, we talked about spoken language and written language. In spoken language, we explored ways of listening and speaking with children. Think about and share your ideas about the pictures from Unit 1 Activity 3.
2. Give each other feedback. If you are on your own, think about how you can change or add to your ideas.
3. Spend 5 minutes sharing games and songs that you know that could develop communication skills.

> **Comment**
>
> We already know so many games and songs that we can use with children to develop their language.
>
> Some of them come from when we were children.
>
> If we share these with each other, we will all have many more ideas.

Look at these pictures:

1. ‘Shopping’ game

2. ‘I can see’ game

3. ‘Give me a word’ game

How many words with the sound 's' can you think of?
Ben?

Activity 2: Thinking about our games and songs

Time: 25 minutes

1. Think and talk about the pictures of the 'Shopping game', 'I can see game' and 'Give me a word game' again.
2. Choose two of these games. Complete a table for each game in your printed copy of the course.

Name of game:

Does the game use listening or speaking skills, or both?

Does it also use other skills, such as memory skills?

Can children play this game in any language?

What do you need to prepare for this game?

How does this game support children with Grade 1 learning?

Name of game:

Does the game use listening or speaking skills, or both?

Does it also use other skills, such as memory skills?

Can children play this game in any language?

Name of game:

What do you need to prepare for this game?

How does this game support children with Grade 1 learning?

Comment

We read in Unit 1 that children aged 4 to 6 years old:

- use long sentences of up to nine or ten words.
- follow directions with more than two steps; for example, 'Give your money to the lady in the shop first, and she will give you change, and then we can go and catch our taxi'. The child might not do things in the right order.
- take turns in conversations with other children.

We think the Shopping Game helps them with these communication skills.

The other games are helpful too – in recognising the beginnings of words, and in guessing words from a description. When children are in Grade 1, they will think of words beginning with a particular letter, and they will describe things and ask other children to guess them.

And these games can be played in any language!

Now it is your turn to think of a listening and speaking game. Our children need some important listening and speaking skills for Grade 1. They will need to:

1. Think about the beginning or end of words
2. Ask questions to get an answer
3. Follow instructions
4. Take turns in a conversation or a game

In the next activity, you will think about this list of skills, and design a new game or activity for two of the skills.

Activity 3: Your game

Time: 25 minutes

1. Here is the list of language skills for children aged 4 to 6 that you discussed in Unit 1. Read and discuss it again.

At age 4 to 6 years old, most children:

- understand and use words that explain difficult feelings such as 'confused' (not sure), 'upset' (sad or angry) and 'delighted' (very happy).
- understand and use words that explain where things are, such as 'between', 'above', 'below' and 'on top'.
- use long sentences of up to nine or ten words.
- **know many different parts of words and how to add to the beginning and end of words**.
- talk about things that have happened in the past or will happen in the future; for example, words like 'before', 'after' and 'next week'.
- **start asking questions if they don't understand an instruction**.
- **follow directions with more than two steps;** for example, 'Give your money to the lady in the shop first, and she will give you change, and then we can go and catch our taxi'. The child might not do things in the right order.
- **say difficult words, but might miss out some sounds of a word**.
- storytelling, but sometimes with too much or not enough information. Sometimes the ends of stories might not make sense.
- **take turns in conversations with other children**.
- begin to use language to tease and tell jokes. They might play with the sounds of words, or even make up their own words in play.

2. Think of a game that you know, or make up a new game for two of the skills.
3. Use the Activity Plan to write down your listening and speaking games in your printed copy of the course or tablet. We have done one example to show you how.

Activity Plan	**Vusi says**
Purpose:	Listening and speaking: follow directions, respond to instructions
Time:	Music and movement
Context:	Whole group, or small group of children while others play outside
Resources:	Teacher and children
Preparation:	Think about different actions children need to strengthen eg. Balance
Procedure:	1. Stand in front of the children and explain the game. 2. Teacher says: 'Vusi says touch your head.' Children copy, and touch their heads.

Activity Plan	Vusi says
	3. Teacher says 'Vusi says balance on one leg,'. Children copy and balance on one leg. 4. Teacher says 'Bend your knees.' Children DO NOT copy because Vusi did not say it! Children must only copy if teacher says 'Vusi says …'. If children copy when teacher does not say "Vusi says …", then they are out of the game.

Now you plan your own two language activities for two of the skills in the **4 to 6 years old list**.

Activity Plan
Purpose:
Time:
Context:
Resources:
Preparation:
Procedure:

AND

Activity Plan
Purpose:
Time:

Activity Plan

Context:

Resources:

Preparation:

Procedure:

Comment

Now you have a few new games/activities that you can use in your classrooms.

Most teachers keep their eyes and ears open for new ideas. We can never get enough of them when working with our children!

After this study unit, you will do one activity or game with children, and observe some children doing it.

In the next Activity 4 you will choose one activity or game, do it with children, and observe and rate them.

Activity 4: Try it out!

Time: 55 minutes

1. Choose one listening and speaking game from the ones you have just planned.
2. Prepare and try out the game or activity with your children.
3. Observe one or two children carefully while they do the activity/game. Bring your observation notes to the next study session.

   a. Write down what you see

   b. Write down what you hear

   c. Write down what you feel

   d. Rate one child based on your observations. Use the rating scale you chose in Module 2 Unit 3 Activity 2, or use the rating scale in your curriculum or in the ChildSteps App on your tablet.

4. You will share these activities and report on your observations in the in Unit 3.

   a. Take photographs or a video of children doing the activities, using your tablet.

   b. Take photographs of your observation records and rating of children.

c. Prepare to report on one child. You can use the same observation report as you did in Unit 2

Observation Report Term Three

Name of child:

Date of birth:

What the child does well	What the child struggles with
What support I will give the child	**Who can help me**

5. Can you find more examples in the ChildSteps App?

a. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to language development. b. Explore all the activities. Choose an activity you think you can use to support children's speaking and listening development. c. Tap the arrow next to 'Continue Assessing Children'. You will see a plan for the activity. All the activities in ChildSteps are planned in a similar way to the Activity Plan you have used. d. You can also use ChildSteps to assess and rate the children's listening and speaking skills. e. Do you think there are activities in other domains and milestones that support speaking and listening skills? Look for some in the other Learning Areas in the ChildSteps App.

Unit 3

Why you are here
To reflect on your shared games for listening and speaking
To see how games can be changed to make them easier, more difficult or more interesting
To explore how to talk with children about storybooks they have read
To understand and practise a method of reading storybooks with children

Activity 1: Review

Time: 20 minutes

Choose one or two teachers to share the games they planned, prepared, tried out and observed in Unit 2.

You will not have enough time to share all the activities. Choose one or two only to share now. You can share others in your own time.

1. Share the photographs or video that you took from Activity 4 in the previous unit.
2. Report to other teachers on your observation, and your ratings of one child you observed.
3. Take notes about other activities using the Activity Plan.

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

Procedure:

You will remember in Module 3 (Physical Domain) that we explored how to make activities easier, more difficult or more interesting for different children. Go back to Module 3 now to remind yourself if you need to.

In Unit 2 of this module, we looked at three games for listening and speaking: the *Shopping game*, the *I can see game*, and the *Give me a word game*.

Later, you planned your own listening and speaking activity or game.

In the next activity, you will think about how to make the ‘I can see game’ easier, more difficult and more interesting for children.

Activity 2: Making language activities at the right level for different children

Time: 20 minutes

1. Look at the picture of the 'I can see game' again.

2. Think about how to make this game easier for a child who finds this **too difficult**:

   a. You can add more clues to help the child, for example, "It is red, we bounce it and it is over there in the corner."
   b. You can put three objects in front of you. One is the ball. The children can choose their answer from the objects they can see.

c. Write down one other way to make this game easier for a child.

3. Think about how to make this game more challenging for a child who finds this **too easy**:

a. Give the children only one clue, for example, “I can see something that is red.”
b. Or use only the sounds of the word for the object, for example “I can see something that begins with ‘b’.”
c. Write down one other way to make this game more challenging for a child.

4. Think about how to make this game more interesting:

a. Give the child who guesses correctly a turn to choose an object and give the other children a clue.
b. Say to the children, “I am thinking of something in this classroom. It is a kind of toy. You can ask me ten questions about it to see if you can guess what it is. You can only ask me questions that I can answer ‘yes’ or ‘no’ to in my answer. For example, you can ask me,”Is this thing big?"
c. Write down one idea of your own to make the game more interesting.

Comment

You remember from Module 2 that you always ask yourself WHY a child might struggle with an activity. Eyesight and hearing are particularly important for listening, speaking, reading and writing. If a child is struggling with a particular language activity, you need to observe carefully if the child has a challenge with seeing or hearing. It is a good idea to make sure that all children do basic screening tests for eyesight and hearing. Other health checks are also important. A tired, hungry or sick child will not find it easy to learn anything. You might be able to find other screening tools in the Early Learning Kiosk Toolbox.

If you have a blind or a deaf child in your class you will need to consult a specialist who can support you and the child and the child’s family.

Children love these games and they help them develop language in many ways.

Play them as many times as you can during the week.

It is a good way to start the morning, and help children start to pay attention.

Activity 3: Conversations with children

Time: 20 minutes

1. Watch the Conversation video.
2. While you are watching the video, put a tick ✓ in your printed copy of the course next to the things you agree with in the table below.

Conversation with a child	Put a tick ✓ if you agree
Supports listening skills	☐
Supports speaking skills	☐
Supports reading and writing skills	☐
Prepares the child for communication in Grade 1	☐
Can be done with many children	☐
I can make it easily	☐
It is too easy for the children	☐
It is too difficult for the children	☐
The children will enjoy the activity	☐
I can make it more interesting	☐

Comment

When children learn to read, they learn to look closely at different parts of words and sentences. They need to listen to sounds or numbers that the teacher says, and write them down. They need to think about how to write down sounds and parts of words one after the other in the right place.

In the conversation in the video, the child has to look at the picture carefully, and focus on different parts of the picture. This is good preparation for Grade 1.

The child in the video also listens carefully to the questions, and thinks about her answers. She learns confidence to answer questions, to say what she thinks.

She listens carefully to the instructions. She can make a drawing on the paper that looks like the one she talked about.

We can make this activity more challenging for the child. For example, we can ask her to draw Nita the right way up, or with different coloured clothes.

This activity prepares children for early reading and writing in Grade 1.

In Unit 2, we looked at some games. Let’s turn these into listening and speaking games that support the development of reading and writing.

Activity 4: Stop and think!

Time: 15 minutes

1. You will remember the 'Shopping' game from Unit 2. Read this example of how we can make this into a reading and writing game.

The Shopping game

The teacher writes down what each child says they went to buy at the shops. The teacher holds the paper up for all the children to see. The teacher reads the word to the children, and puts it up on the wall. As the game continues, there will be 4 or 5 words on the wall. Then the teacher reads all the words for the children, pointing to them as she reads. S/he asks each child to take one of the words and draw a picture of that word.

2. Remember the 'Give me a word' game from Unit 2. Think about and discuss with someone how you can make this game into a reading and writing game for a pre-primary child.

Comment

Another idea for reading and writing in the Shopping game is:

1. Give each child a small piece of paper. Each child draws what they want to add to the shopping list. The children give their drawings to the teacher. The teacher writes the word for that picture next to it. Drawing and colouring in are important activities on the children's journey to writing.

For the 'Give me a word' game, we think you can:

1. Write the **letter** for the sound so the children can see what the 's' sound looks like.
2. Ask the children to write the letter on the floor in front of them with their finger, or in the sand. This gives them practice in writing the sound on its own.

These two games show children that words and sounds can be written down in symbols. They help children to see how words work, and how words can describe things like pictures. We need to include lots of words and pictures with words all over the space where children are working and playing. This is called a print rich environment. The learning environment is rich with words and pictures that show children how words work.

Pre-primary children can also begin to learn to read and write a few letters that they use often in their language, and even simple words like the children's names. Children can write letters and words with their fingers in the sand or on another child's back, or make their own letters from clay or mud.

And remember, the fingers and the eyes and the core muscles are all important in writing, so we need to provide children with physical play activities to develop in the physical domain.

Remember, we do not teach reading and writing to pre-primary children in the same way that primary school teachers do. But we can still prepare the children for writing.

Reading a story is full of opportunities for language development. In Activity 1, we said that asking and answering questions is important for Grade 1. In Activity 5, we will read the storybook "Chicken and Millipede". We will think about reading this story to support the development of asking and answering questions.

Activity 5: Reading a storybook

Time: 20 minutes

1. Read these steps for reading a story to children.

Steps for reading a story

Steps	☑
1. Read the story, "Chicken and Millipede" to yourself before you read it to the children. Think about why we need to do this.	☐
2. Show children the front cover of the book.	☐
3. Read the title. Tell them every story has a name.	☐
4. Look at the picture on the cover. Talk about this, and ask the children what they think this book is about.	☐
5. Tell children you want them to listen very carefully.	☐
6. Make sure that you turn the book so that the children can see the words and pictures.	☐
7. Read the story slowly and with expression. Make sure that all the children can hear you.	☐
8. Talk about the story with them and ask questions.	☐
9. Ask children to guess what might happen next.	
10. Explain difficult words very simply. You can tell the children the meaning of these words before you start to read the story. This helps them to listen more carefully for these words.	☐
11. Talk about the meaning of words in other languages.	☐

2. Watch the Reading video again. While you are watching, tick ✓ or tap the steps for reading a story above that you see the teacher following.

3. Think about and discuss the reading steps. Think about how you will read with children in this way. Write down what preparation you need to do for reading a storybook with children.

Comment

You can see that there is some preparation to do before you read with children.

Our questions should always be questions that help children to think about the story. We want to make sure that they understand the story. We want to make sure the story has as much meaning as possible for the children.

These kinds of activities support children to understand stories in general. This will help them to one day understand stories that they read on their own.

In the next activity, we will do preparation for asking questions about our story “Chicken and Millipede”.

Activity 6: Asking and answering questions from a storybook

Time: 20 minutes

1. Read “Chicken and Millipede” out loud again.
2. While you are reading, think about and write down some questions you can ask children after the story.

My questions for “Chicken and Millipede”:

a.

b.

c.

d.

e.

3. Now that you have prepared some questions, let’s practise together.
4. Choose one person in your group to read the story “Chicken and Millipede”. They should follow the ‘steps for reading a story’, and ask questions they have prepared.
   a. Listen to this person reading.
   b. Use your tablet to take a video of them reading the story.

c. Do they follow the 'steps for reading a story'? Make notes on how they read the story. If you are alone, write down notes for yourself about how you read the story:

Cover and title:

Showing the children the pictures:

Reading slowly and with expression:

Explaining difficult words:

Asking and answering questions:

5. Give the reader feedback. Remember to be respectful and sensitive. Make some suggestions to the reader about how s/he could read it in a better way. Think about if the reader could ask better questions to get the children to think about what they have heard.

Comment

Here are some questions we thought about for children to answer:

1. Did you like this story?
2. Why did you like this story?
3. What didn't you like about this story?
4. Do you remember who was in the story?
5. Why did the chicken eat the millipede in this story?
6. Where were the animals in this story? How do you know? (the children can look at the pictures to help answer this question)
7. Which person/animal did you like the best in this story? Why?
8. What would you do if you were the millipede's mother in the story? 'If you were the millipede, how would you get out of the chicken's stomach?'

You can see the some of these questions are simple questions, and some are more difficult. With children you start with the simple ones and move to the more difficult ones. Give them time to think and then to answer the question. Give them some clues to help them to think about and remember the story. You can also try to ask the question in another way to help them understand better

Unit 4 Learning Group

Why you are here
To reflect on what we have learned about developing children's communication skills
To plan a variety of questions to ask when reading a storybook with children
To explore activities that prepare the children for reading and writing

Activity 1: Review

Time: 20 minutes

1. Choose one teacher from the group who read a storybook on video in the last session.
2. Share the video, and reflect together. Use these questions to guide your discussion:

a. Did the teacher look at the front cover and talk about it?
b. Did the teacher read the story slowly and carefully, and in an interesting way?
c. Did the teacher ask good questions about the story?

3. As a group, share with each other what you have learned from talking about the storybook activity.

We have used a story to ask and answer questions with children.

We can be clever with our questions and get children to think more carefully about a story, when we read it a second time.

Activity 2: More questions and answers

Time: 40 minutes

1. As a group, choose any of the storybooks that you have been given from the African Storybook.
2. Read the story to yourself.
3. Now think of five questions that you will ask the children the **second time** you read the story to them. Use this table to help you think about questions, and write your questions down.

Name of the story I have chosen:	
Kind of question	**My question for the story I have chosen is**
A question that asks the children to REMEMBER. Questions that begin with *who, what, where, how, when*. For example, in our "Chicken and Millipede" story, this question was "What animals were in this story?"	
A question that tells you if the children UNDERSTAND the story – a question that asks *why*. For example, in "Chicken and Millipede" the question 'Why did the chicken eat the millipede?'	
A question that asks the children to THINK MORE CAREFULLY about this story. This is a 'what would you do if…?' or a 'how would you solve the problem?' kind of a question. For example, in "Chicken and Millipede" the question is "What would you do if you were the millipede's mother in the story?" or "If you were the millipede, how would you have got out of the chicken's stomach?"	

We are preparing children for Grade 1. We are not teaching formal reading and writing, but we do need to think about **preparing** them for reading and writing.

There are simple questions which help children to remember. There are more complex and challenging question which help children understand and think more carefully about the story. You will remember in Unit 3 Activity 6 you started with the simple questions and moved to the more difficult ones. We can ask many simple questions, but we must always ask more complex questions as well. This is very important for children to understand what they are reading.

In the next activity, think about what other reading and writing preparation activities you can do for the story you have chosen.

Activity 3: Adding reading and writing preparation to story reading

Time: 40 minutes

1. We thought of these reading and writing ideas for the story “Chicken and Millipede”:

- Adding a reading preparation activity

Write the letter of a sound on a piece of paper. Put it up on the wall. Ask the children to come up and find that letter somewhere on the page of the book you have read to them. It can be in any word they choose.

- Adding a writing preparation activity to this story

Ask the children to draw one thing from the story. Then write the word of the thing each child drew on separate pieces of paper. Let the children copy the word for the thing they chose to draw on their drawing.

2. Use the same storybook you chose as a group in Activity 2.
3. As a group, discuss and write down two ideas to add a **reading preparation activity** to this story reading.

a. A reading preparation activity is

_____

_____

_____

_____

b. Another reading preparation activity is

_____

_____

_____

_____

4. As a group, discuss and write down two ideas to add a **writing preparation activity** to this story reading.

a. A writing preparation activity is

_____

_____

_____

_____

b. Another writing preparation activity is

Before you finish, do the Module Quiz together, and see what you remember about language development in young children.

Module 6: Cognitive domain (numeracy focus)

KNOW HOW
together for a GOOD START in education
A Saide Production

Introduction

Learning outcomes

By the end of this module, you will:

Understand what numeracy development is in the cognitive domain, for young children.

Give children time to be creative and explore in ways that help them to:

- experiment and solve problems
- understand number concepts (ideas) and mathematical symbols
- understand the physical world around us, and take responsibility for care of the earth
- participate in and express their ideas and feelings through arts and creative activities

You will remember the Cognitive domain is one of four child development domains. It is a very large domain because it includes milestones for literacy and numeracy. In this Module we will explore the milestones for numeracy. Remember, the domains, milestones and indicators are not called exactly the same in every country, in every curriculum.

The important milestones in the cognitive domain for numeracy development are:

- Sequencing (patterns and data)
- Visual spatial relationships (space and shape)
- Number sense
- Measurement
- Emergent financial literacy.

Cognitive domain

1. Visual perception
2. Auditory perception
3. Working memory
4. Self-concept
5. Language proficiency
6. Comprehension
7. Logical thinking
8. Approaches to learning
9. Critical thinking
10. Problem solving
11. Decision making
12. Imagination
13. Visual discrimination
14. Auditory discrimination
15. Sequencing
16. Visual closure
17. Visual spatial relationships
18. Print awareness
19. Number sense
20. Measurement
21. Emergent financial literacy

If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to numeracy development. The ChildSteps App is specific to your country. What milestones do you see for numeracy development? Can you match them to milestones in the diagram? Explore all the activities.

Unit 1

Why you are here
To understand creativity and exploration
To understand how creativity and exploration contribute to school readiness
To enjoy our own creativity by exploring problem solving

In this unit, you will explore numeracy with children. This area of children's development covers many things. Most of what children do is about creativity and exploration. They explore the world around them. They experiment and solve problems using numbers. They explore colours, shapes, sizes and spaces through art. They create patterns and sort things into categories. Your job as teachers is to give children meaningful and creative opportunities to explore and learn as part of their numeracy journey in the year before Grade 1.

Activity 1: What is creativity and exploration?

Time: 120 minutes

Creativity
Think of new and interesting ways to make or do something new

Explore
Find out about something new

Imagine
Have new or different ideas

Experts
People who know a lot about a subject

1. What do you understand by the word 'imagine'? Listen to the explanation of the word in your language.
2. What do you understand by the word 'creativity'? Listen to the explanation of the word in your language.
3. Write down your own ideas on creativity and imagination. Complete the two sentences below:

   a. Creativity is

   _____
   _____
   _____
   _____

   b. Imagination is

   _____
   _____
   _____
   _____

4. Check your ideas with each other. Do you agree on what these words mean?
5. Let's explore our own creativity! There are many ways to be creative. We will use three steps to help us be creative:
   > Step 1 – identify a problem
   > Step 2 – imagine different ideas on how to solve the problem
   > Step 3 – choose one idea and implement it (do it)

a. Follow the 3 steps in the table below. Read the example in the first column. Then write your own creative ideas in the second column.

Example to demonstrate the 3 steps	My creative ideas
Step 1 Identify a problem Annie is a teacher. Her problem is: "I need new shoes but I don't have enough money to buy shoes."	**Step 1 Identify a problem** My problem is …
Step 2 Imagine different ideas to solve the problem. Annie imagines and writes down five ideas on how to solve her problem: 1. Ask my brother to lend me money 2. Get a Saturday job 3. Talk to people about my problem 4. Bake and sell biscuits to make money 5. Fix my old shoes	**Step 2 Imagine different ideas to solve the problem** My ideas to solve my problem are …
Step 3 Choose one idea and implement it (do it) Annie decides that her best idea is 'Talk to people about my problem'. Annie puts her idea into action. Annie talks to her family, friends and some of her work colleagues about her problem.	**Step 3 Choose one idea and implement it (do it)** I choose …
Results Annie gets results! When Annie talked about her problem, her friend said, "I have some new shoes. They are too small for me. You can have them."	**Results**The results of my actions …(Put your chosen idea into action before you write in this block)

2. Write down one creative thing you would like to do this week and then do it! Here are some ideas to get you thinking:

- Make something different for supper
- Plan a trip
- Try new activities with children.

7. Do the following creative activity with your colleagues. If you are alone, do it by yourself.

a. Collect paper (any kind will do, e.g. newspaper, recycled paper).
b. Cut the paper into 15 to 20 triangles of different sizes and shapes. Spread the triangles out on the table. Put glue, pencils and scissors on the table ready for the activity.
c. Take 3 triangles and put them in front of you.
d. Explore what you can do with the 3 triangles by tearing, folding, rolling, balling, and cutting them for 5 minutes.
e. Now, take a sheet of blank paper (A4 size). Use the remaining triangles, glue, pencils and scissors, and make a picture of an animal.
f. After the activity, reflect on what happened.

i. What did you notice while you were doing the activity?

ii. What was challenging about the activity?

iii. What helped you?

iv. Could you do this activity with your children? What would you need to change or do differently?

v. What would the children learn if they did this activity?

8. Watch the Preparing Shapes and the Shapes Activity video. While you are watching, think about these questions, and make notes:

a. What did the children learn from doing this activity?

b. What resources did she use?

c. What did the pre-primary teacher do to prepare for the activity?

d. How did the pre-primary teacher prepare the children for the activity?

9. Now, use the Activity Plan to plan a shape activity with your children. We have added some questions to help you think and plan.

Activity Plan	
Purpose:	**Why are children doing this activity:** What concepts, skills, attitudes and values will my children learn? What milestones and indicators will this activity support children to achieve?
Time:	**When** can I do this activity with my children? (**day and time in the daily programme**)
Context:	
Resources:	What **resources** do I need? For example, newspaper or paper cut into different size and shape triangles, scissors, glue, blank A4 papers, pencils.

Activity Plan	
Preparation:	What do I need **to prepare** for the activity?
Procedure:	**How can I introduce the activity** to my children? For example, sing a song, say a rhyme, clap the word 'tri - an - gle'; read a story about shapes. **What open-ended questions can I ask my children after the activity?** Ask questions like 'What makes a triangle a triangle?";"What shapes can you see around you?" **How can I extend the activity for the rest of the week?** For example, put out different coloured paper triangles every day for the children to explore and be creative with.

Unit 2

Why you are here
To understand that play supports the development of creativity, curiosity, imagination, and problem-solving
To understand that exploring and being creative supports the development of school readiness concepts and skills
To identify opportunities for children to explore and be creative

Activity 1: Review

Time: 15 minutes

1. Reflect for 15 minutes on what you learned last week.

   a. Check the Activity Plan you planned in the previous session.

   On your tablet, tap the box next to each preparation activity that matches your preparation. There are no right or wrong answers. Just be honest with yourself.

Preparation activity	**I have not started yet**	**I am nearly ready**	**I have done it**
Set a date and time to do the activity with the children	☐	☐	☐
Collect and make resources for the activity, e.g. paper triangles, glue, scissors, pencils	☐	☐	☐
Plan an introduction to the activity, for example, read a story about shapes	☐	☐	☐
Decide what to say to the children that will help them to explore and be creative with shapes	☐	☐	☐
Prepare materials to extend the children's learning after the activity	☐	☐	☐

   b. If you have already done the activity, write down what happened when the children made animals from triangles.

   _____

   _____

   _____

   c. If you haven't done the activity yet, write down a date when you will implement the activity.

   _____

Activity 2: Why are exploration and creativity important?

Time: 105 minutes

	Empathy Able to understand other people's feelings	*Curiosity* Ask a lot of questions, want to know more

1. Children need lots of opportunities (chances) to explore and be creative. In the table, write **YES** next to the activities that encourage children to explore and be creative. Write **NO** next to the activities that do not encourage exploration and creativity. We have done the first two as examples.

2. Watch two videos.

   a. First watch the Play Video. While you are watching the video, notice what the children in the video learn when they are playing.
   b. Tick ✓ in the blank boxes (below) next to the knowledge or concepts (ideas) and skills you see the children learning.
   c. Now watch the Traditional Games video. While you are watching the video, notice what the children in the video learn when they are playing.
   d. Tick ✓ in the blank boxes (below) next to the knowledge or concepts (ideas) and skills you see the children learning.

   e. Talk about what you have marked in the table. Do you agree on what children learned through play?

   f. What domains and milestones do these concepts and skills fall under? Do they appear in your country curriculum?

   g. Now tap on the tablet in all the places where you have agreed to put a tick ✓.

3. Use the Activity Plan to plan a numeracy activity in your printed copy of the course or on the tablet. It does not have to be an activity about shape.

Activity Plan

Purpose:

Time:

Activity Plan

Context:

Resources:

Preparation:

Procedure:

Comment

Now you have a few new numeracy activities that you can use in your classrooms. You will notice that all the activities fall into more than one domain or milestone. That is because children don't only learn one thing at a time. When we give children opportunities to explore and be creative we support them to develop as a whole person.

4. Choose either the numeracy activity you planned in Unit 1, or the one you have just planned.
5. Prepare and try out the activity with a small group of children.
6. Observe one children carefully while they do the activity/game. Bring your observation notes to the next study session.

a. Write down what you see

b. Write down what you hear

c. Write down what you feel

d. Rate one child based on your observations. Use the rating scale you chose in Module 2 Unit 3 Activity 2, or use the rating scale in your curriculum or in the ChildSteps App on your tablet.

7. You will share these activities and report on your observations in Unit 3.

   a. Take photographs or a video of children doing the activities, using your tablet.

   b. Take photographs of your observation records and rating of children.

   c. Prepare to report on one child. You can use the same observation report as you have before.

8. Can you find more examples in the ChildSteps App?

   a. If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find a list item that relates to numeracy development. b. Explore all the activities. Choose an activity you think you can use to support children's numeracy development. c. Tap the arrow next to 'Continue Assessing Children'. You will see a plan for the activity. d. You can also use ChildSteps to assess and rate the children's listening and speaking skills. e. Explore other activities in ChildSteps to see if they support numeracy skills.

Comment

Children learn school readiness concepts and skills when they are exploring, imagining and making things.

Did you notice how many of the activities we talk about for creativity and exploration are **play** activities? Play offers children lots of opportunities to explore and be creative.

Unit 3

Why you are here
To reflect on last week's learning and implementation
To understand that teachers have different styles of teaching and each style impacts in different ways on children's school readiness

To reflect on our own style of teaching

Activity 1: Review

Time: 10 minutes

Reflect on what you learned in the last unit.

1. Complete this sentence.

Children need to explore and be creative because

2. Choose one or two teachers to share the activities they planned, prepared and did with children in Unit 2. You will not have enough time to share everyone's games.
3. Share the photographs or video that you took from Activity 2 in the previous unit.
4. Report to other teachers on your observation, and your ratings of one child you observed.
5. Take notes about other activities using the Activity Plan.

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

Procedure:

Activity Plan

In the next activity, you will read a case study. This will help you think about your style of teaching and how it prepares your children for Grade 1.

Activity 2: Teaching in exploring and creative ways

Time: 110 minutes (School- or Centre-based study)

Styles
Ways of doing something

Case study
A story that is not real, that makes you think and learn

Auditory perception
The ability to listen to sounds and tell the difference between different sounds in words and sentences

1. Read the case study. It is a story about two pre-primary teachers called Mrs Kwedhi and Mrs Shiimi. You can also listen to it on the tablet.

   Also, read the storybook that Mrs Shiimi uses in her lesson, "Counting Animals".

Mrs Kwedhi and Mrs Shiimi teach the 5-6 year old children in their pre-primary classes. The theme for next week is 'Animals'. Mrs Kwedhi and Mrs Shiimi have different ways of planning and teaching the children about 'Animals'.

Mrs Kwedhi	**Mrs Shiimi**
Teaching	**Teaching**
On Monday, Mrs Kwedhi shows the children the animal book from the library and tells the children the name of each animal. On Tuesday, Mrs Kwedhi tells the children about cows and then the children colour in the cow picture and copy the word 'cow'. On Wednesday, Mrs Kwedhi tells the children	On Monday, Mrs Shiimi writes the word for each thing the children have put on the table. Mrs Shiimi and the children look at and talk about the animal things and then read the words. Mrs Shiimi asks, 'What is the difference between wild and farm animals?' and 'How do we take care of animals?'. They all have a conversation. On Tuesday, Mrs Shiimi tells the story "Counting

about lions and then the children colour in the lion picture and copy the word 'lion'. On Thursday, Mrs Kwedhi tells the children about dogs and then the children colour in the dog picture and copy the word 'dog'. On Friday, Mrs Kwedhi asks the children to draw their favourite animal. Mrs Kwedhi chooses the best pictures and sticks them on the classroom wall.	Animals" and the children count the animals in the story. They play "I spy with my little eye an animal which has the sound … in it". On Wednesday, the children make animal masks and dramatise the story "Counting Animals". Afterwards they talk about which animals are small, big, tall, short, long, fast and slow. On Thursday, Mrs Shiimi puts 5 big pieces of cardboard on tables, as well as lots of different materials, scissors and glue. Small groups of children work together. Each group makes an animal poster. On Friday, the children draw their own animals. Mrs Shiimi writes the names of the animals and makes a book with all the drawings. Mrs Shiimi and the children read and discuss the book at story time.

2. Think about and discuss the case study. Use the following questions to guide you:

   a. What did you notice about the teaching of Mrs Kwedhi and Mrs Shiimi?

   b. How will Mrs Kwedhi's ways of teaching prepare her children for Grade 1?

   c. How will Mrs Shiimi's ways of teaching prepare her children for Grade 1?

3. Read the questions below. Put a tick ✓ under the name of the teacher who matches each sentence, or tap on the tablet under the correct teacher's name. We have done the first one as an example.

	Mrs Kwedhi	Mrs Shiimi
Which teacher taught the children about animals?	☑	☑
Which teacher asked the children open-ended questions to encourage thinking and talking?	☐	☐
Which teacher used group work so that the children learned how to work together?	☐	☐
Which teacher involved the parents and caregivers in the children's learning?	☐	☐
Which teacher taught maths using a storybook?	☐	☐
Which teacher introduced the children to writing and reading words?	☐	☐
Which teacher is giving children opportunities to develop their auditory perception skills?	☐	☐
Which teacher encouraged children to think independently and be creative by allowing the children to choose?	☐	☐

4. There are many ways of teaching. Mrs Kwedhi and Mrs Shiimi have shown us two ways of teaching children. Think about your own style of teaching.

   - What are your teaching strengths and challenges?
   - Do the same teaching approaches apply if you are a Grade 1 teacher?

Complete the sentences below:

a. I am very good at

_____

_____

_____

b. I would like to be better at

_____

_____

_____

_____

5. Think about some milestones in the Cognitive domain, or refer to your country curriculum for mathematics or numeracy. Use the Activity Plan to plan a mathematics activity for your children.
6. Choose one numeracy activity from the ones you have just planned.
7. Prepare and try out the game or activity with your children.
8. Observe one child carefully while they do the activity/game. Bring your observation notes to the next study session.

   a. Write down what you see

_____

b. Write down what you hear

c. Write down what you feel

d. Rate one child based on your observations. Use the rating scale you chose in Module 2 Unit 3 Activity 2, or use the rating scale in your curriculum or in the ChildSteps App on your tablet.

9. Remember to take photographs or a video of children doing the activities, and your observation records and ratings. You can share these with other teachers anytime to learn from each other.
10. Also, if you have ChildSteps on your tablet, you can explore and try out all the activities. You can also use ChildSteps to assess and rate the children's numeracy development.

Unit 4 Learning Group

Why you are here
To reflect on the last session's learning
To find ways to support children to be creative and explore in ways that help them to: • experiment and solve problems • understand number concepts (ideas) and mathematical symbols • understand the physical world around us, and take responsibility for care of the earth • participate in and express their ideas and feelings through arts and creative activities

Activity 1: Review

Time: 10 minutes

Review what you learned in Unit 3:

1. Write down 3 things that you learned in the last unit.

2. Read or listen to the case study about Mrs Kwedhi and Mrs Shiimi again. Remember how Mrs Shiimi used the storybook "Counting Animals" as a stimulus for teaching mathematics. Tap next to the mathematics concepts Mrs Shiimi's children learned.

Numbers – counting	☐
Measuring size (big and small)	☐
Pattern	☐
Measuring speed (fast and slow)	☐
Measuring length (tall, short and long)	☐
Measuring temperature (hot and cold)	☐
Sorting (into wild and domestic animals)	☐

In this unit, we will explore more about how to use storybooks for supporting the development of numeracy concepts and skills.

Activity 2: Using a storybook as a stimulus for teaching

Time: 60 minutes

1. We have written some examples of how to use a storybook as a stimulus for teaching. First, read the "Counting Animals" story to yourself. Then, read the three activities related to the storybook "Counting Animals".

Storybook Activity 1: Discussion:

The teacher shows the children the front cover of the book and asks the children open-ended questions about the animals on the cover.

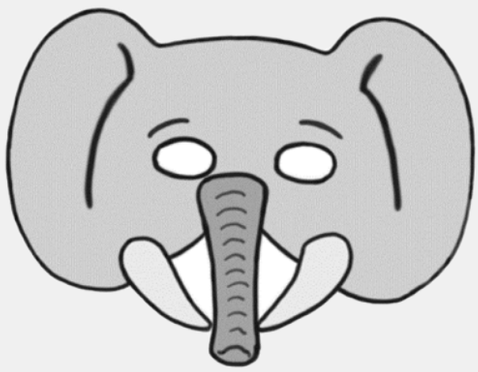
Questions the teacher can ask the children	What the children will learn when they do this activity

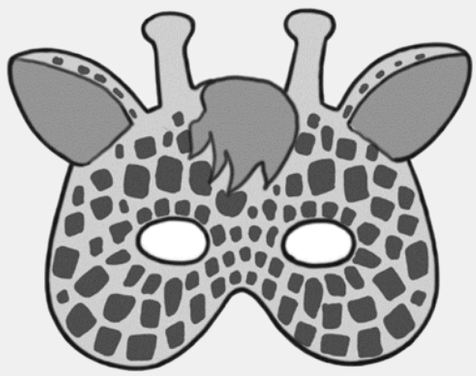
Questions the teacher can ask the children	What the children will learn when they do this activity
1. What do you see on this page? 2. How many animals can you see? Which number matches the number of animals (number cards 1-6)? 3. What is the difference between wild animals and the domestic animals on the farms and in our homes? 4. What would happen if there were no animals left in the world?	• Language – listening and sharing ideas with confidence • sequence –naming and grouping animals and understanding the difference between wild and domesticated animals • Number sense – counting and sorting • Visual discrimination – seeing differences • Environmental friendliness – taking responsibility for care of the earth and its animals.

You can see how this activity covers more than one domain or milestone.

Storybook Activity 2: Creative art

Making animal masks





Questions the teacher can ask the children	What the children will learn when they do this activity
1. How are animal faces similar (the same) to human faces?	• Physical (fine motor) – cutting and drawing Emotional – self-confidence • Visual spatial relationships – shape, position of ears, eyes, nose

Questions the teacher can ask the children	What the children will learn when they do this activity
2. How are animal faces different from human faces? 3. Why do zebras have stripes? 4. Where do you put the elephant's ears? 5. How many eyes do two lions have all together? 6. How can we re-use waste materials to make our masks?	• Measurement – size of the mask to fit a face • Logical thinking – understanding the concept 'same and different' • Environmental friendliness – taking responsibility for caring for the earth by recycling • Problem-solving and creativity – using different ways to make masks from waste materials.

When children play, explore and do creative things they develop many skills across all the domains.

Storybook Activity 3: Dramatisation:

The teacher says to the children, "Let's do a dramatisation of 'Counting Animals'." The teacher is the narrator (one who tells the story). The teacher and children decide on the sounds (animal noises, drum), roles (who is playing which animal), and props (things you will use, e.g. the animal masks). Ask someone to video the dramatisation.

Questions the teacher can ask the children	What the children will learn when they do this activity
1. What things do we need to do a dramatisation? 2. How can we make resources for the dramatisation? 3. How can we add sounds to our dramatisation? 4. How will each animal move in the dramatisation? 5. Who is first (second, next, last) in the dramatisation? 6. Who is in the front, middle and back?	• Emotional – self-confidence • Social – working together, taking turns • Physical – movement, balance, • Visual spatial relationships - sequence (order), direction (which way to go) and position (place) • Science – knowledge about animal movement • Language – listening and sharing ideas • Problem-solving and creativity – by trying different ways (experimenting) to make props and sounds.

2. Now you can practise using a different storybook as a stimulus for teaching some school readiness ideas and skills.

   a. Choose a storybook. Write down the name of the storybook you have chosen.

   _____

b. Read your storybook to yourself.

c. Think about some numeracy milestones in the Cognitive domain, or refer to your country curriculum for mathematics or numeracy. Write down some ideas for related activities.

d. Choose one of your ideas to implement with your children. Use the Activity Plan to plan your activity.

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

Procedure:

3. In your own time do the activity with children.

a. Remember to take photographs or a video of children doing the activities, and your observation records and ratings. You can share these with other teachers anytime to learn from each other.

b. Also, if you have ChildSteps on your tablet, you can explore and try out all the activities. You can also use ChildSteps to assess and rate the children's numeracy development.

In the next activity you will think about making numeracy activities at the right level for different children.

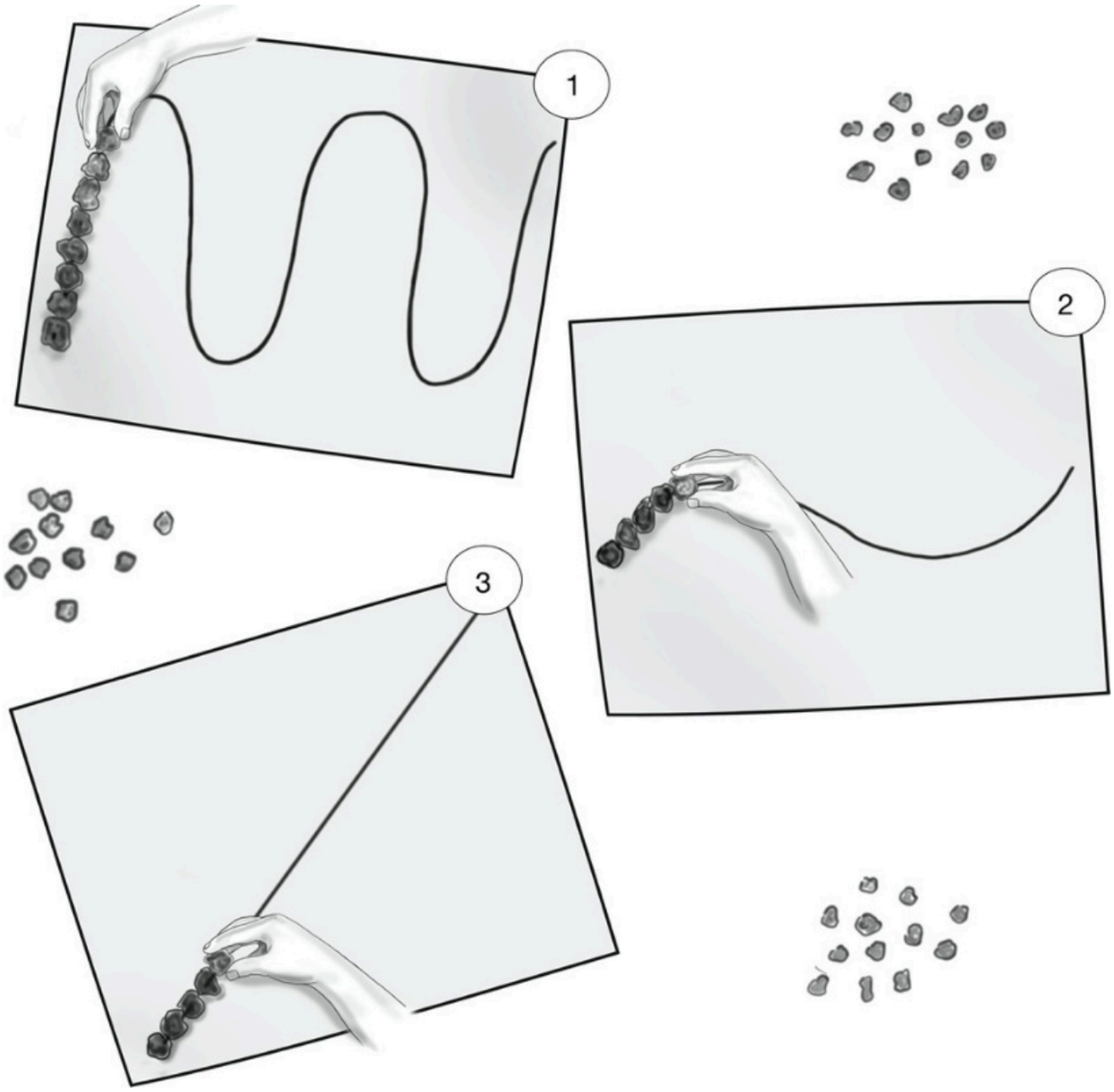
Do you remember the fine motor activity of putting stones on a line? It was in in Module 3 Unit 3 Activity 4.

Let’s explore how that activity can support numeracy development as well as fine motor development, at the right level for different children.

Activity 3: Making a numeracy activity at the right level for different children

Time: 35 minutes

1. These are the pictures of the stones game you saw in Module 3 Unit 3 Activity 4. The child takes the stones one by one and places them carefully on the line. Each stone must sit on the line. The child is practising fine motor skills picking up stones using two fingers. She also develops good hand-eye coordination, putting the stones on the line.



2. Think about the cognitive milestones of 'Number sense' and 'Sequence'.

   a. Write down one way that you can change this activity to support a child counting.

b. Write down one way that you can change this activity to support a child making a colourful pattern

Comment

You can change this activity to support 'Number sense' by asking the child to count each stone as she puts it on the line.

For a sequence activity you can use coloured beads, or painted stones. Ask the child to make a pattern when she puts the stones on the line. For example she can make a pattern of green, red, blue / green, red, blue / green, red, blue.

3. Now, think about how to plan your number sense and sequence activities at the right level for different children.

a. Write down one way to make your number sense activity easier.

b. Write down one way to make your number sense activity more challenging.

c. Write down one way to make your sequence activity easier.

d. Write down one way to make your sequence activity more challenging.

Comment

For a number activity if a child cannot yet count in sequence (1, 2, 3, 4, 5 …) he can count one, one, one for each stone. This helps him to learn one-to-one correspondence. If he can easily count from 1 to 5, you can give him more stones to challenge him to count to 10.

If the sequence activity is too difficult he can use only two colours. If it is easy you can add two more colours.

You can put counting and sequence together to make it even more challenge. Ask the child to make a pattern of three green, three red, three blue / three green, three red, three blue, and so on.

For all the activities you have planned in Module 3, 4, 5 and 6 remember to do them with children. Make sure they have a clear purpose, and are at the right level for different children.

a. Remember to take photographs or a video of children doing the activities, and your observation records and ratings. You can share these with other teachers anytime to learn from each other.

b. Also, if you have ChildSteps on your tablet, you can explore and try out all the activities. You can also use ChildSteps to assess and rate the children's numeracy development.

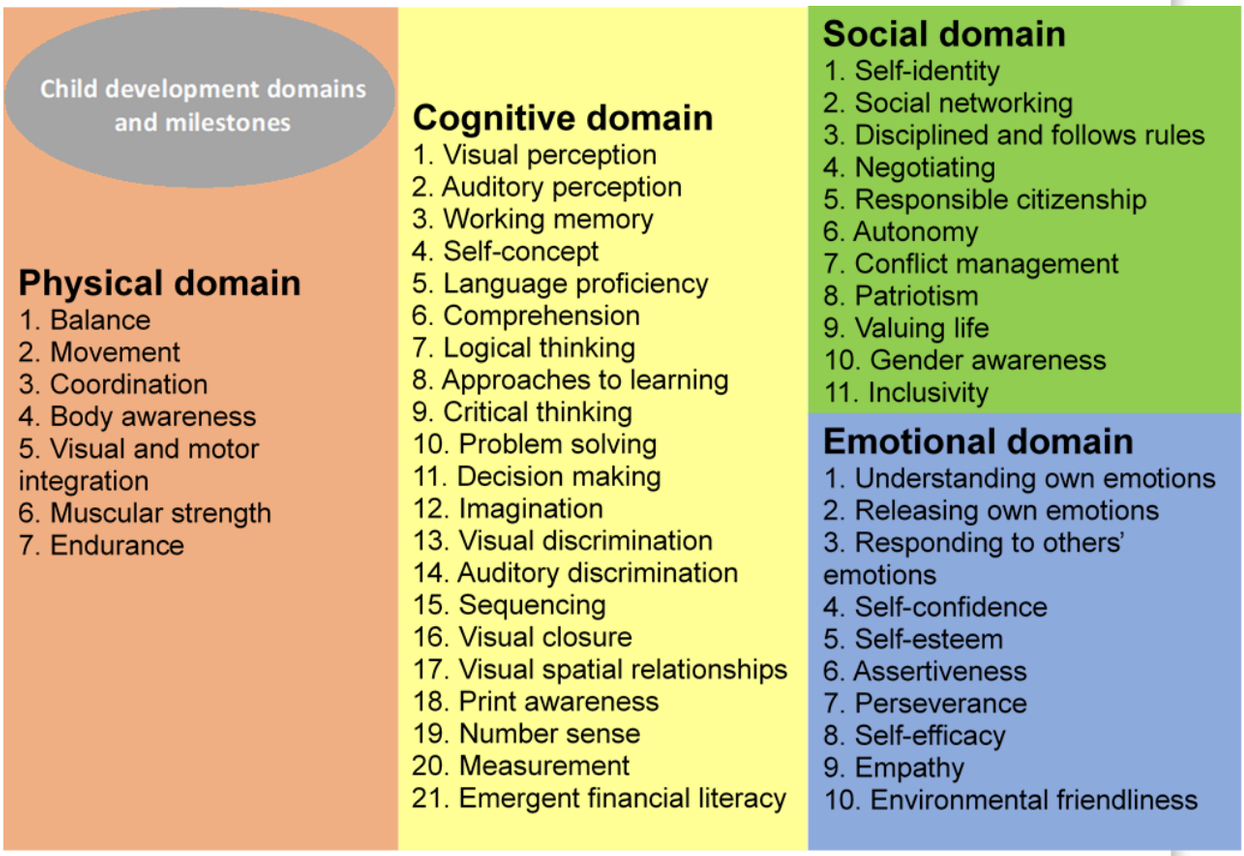
We hope you now have a big pile of Activity Plans that will help you to plan for each day and each week. You can add many more in your own time. You will plan enough activities to support children in all the domains and milestones from this course, or from your own country curriculum.

Before you leave, do the quiz for Module 6. You can do the quiz more than once to get a better score. Check with a colleague to see if you are correct!

Module 7: Creating an inclusive learning environment

Introduction

Learning outcomes
By the end of this module, you will:
Understand some important parts of a learning environment that support all children in the year before Grade 1
Explain how important play is for meaningful learning
Understand that children learn in different ways



Adapted from University of Zimbabwe, Mkoba Teachers' College (ECD Department), undated, Roger Federer Foundation

A learning environment is a place where children play and learn.

When you support children to be part of creating a learning environment and keeping it safe, clean and happy you are helping them to achieve some of the milestones on their development journey. What domains and milestones in the diagram do you think you are supporting?

Unit 1

Why you are here
To understand what an inclusive and supportive learning environment is
To identify elements that contribute to an inclusive and supportive learning environment
To understand how an inclusive and supportive ECD learning environment prepares children for Grade 1

Activity 1: A inclusive and supportive learning environment

Time: 60 minutes

Imagine
Have new or different ideas

Elements
Different pieces or parts of things

Stimulate
To encourage and motivate

Learning environment
The space where children work and play and learn, and the people who interact with children when they learn

Supportive
Do something in a helpful, caring and understanding way

1. Read and listen to the description of learning environment.
2. Read this next sentence, and underline the words that are important for a good quality learning environment.

> An inclusive and supportive learning environment is a safe and organised place where people engage with all children and provide opportunities for them to play and learn.

3. Think about the learning environment you were in when you were 5 or 6 years old. Write down your answers to the six questions below.

   a. Where was your learning environment – at home, a pre-school, a neighbour's playgroup, your grandmother's house or somewhere else?

   _____

   _____

   _____

   _____

   b. Who was part of your learning environment – pre-primary teacher, caregiver, grandparent, mother, father, sibling, other family members, church and community leaders, or someone else?

   _____

   _____

   _____

   _____

c. What resources were part of your learning environment – books, toys or something else?

d. How was your learning environment supportive? What or who made you feel happy, safe and stimulated?

e. What helped you learn or stopped you from learning?

f. How did your learning environment prepare you for Grade 1?

4. Watch the Learning environment video.

While you are watching, think about and discuss the following questions:

a. What do you notice in the video about space, people and resources as part of the learning environment?

b. What activities has Teacher Adele organised for her pre-primary children?

c. Why has Teacher Adele prepared different activities for each group?

d. What will the children learn?

e. Do you think the children feel safe, happy and stimulated? Why do you think so?

Comment

A learning environment is a space, but it is also people. There are many things that contribute to an inclusive and supportive learning environment.

Teacher Adele is an important part of the learning environment at her pre-school, because she is preparing a learning environment that will support children going into Grade 1. Adele's children are busy playing and learning. Each activity has a purpose, and Adele practices the activities to make sure they will work well for the children.

A good learning environment supports children to learn by:

- making sure the children are safe and happy
- providing lots of interesting play activities that stimulate (encourage and motivate) the children everyday

1. Now read Dikeledi's experiences when visiting a pre-primary classroom. Listen to the Learning Environment case study on the tablet.

As I got near the school, I heard the teacher shouting. The children were making a noise.

When I walked into the classroom, the teacher had one child in front of her and she was pulling his ears. "You're not listening! What are these ears for if you don't use them!"

The children were sitting in rows in front of her. Three children sat on a bench meant for two. There was only one chart on the wall, and a chalkboard with the date written on it.

"Now, Themba, you hand out the worksheets," the teacher said.

"Which ones, Teacher Patricia?"

"The ones you were doing yesterday, but didn't finish. Hand out the English worksheets too. You have 30 minutes before break, and you need to finish both worksheets and hand them in."

The children started filling in the worksheet. But two of the children didn't have pencils, so they didn't do anything. The teacher didn't notice.

One of the children was struggling to write because he was holding the pencil incorrectly.

The teacher said, "How many times have I told you to hold the pencil between your thumb and first two fingers! You'll never get to Grade 1 if you can't do this. Themba, you show him how."

a. Are the children in this classroom feeling safe, happy and stimulated?

b. What advice would you give the teacher?

Comment

Why do you think the children were noisy?

Often it is because they are bored. The learning environment isn't stimulating. This teacher organised only one kind of activity – worksheets, and one worksheet was from the day before.

The space in the classroom was a problem. If children are crowded into desks, they disturb each other and can't concentrate on their work.

The teacher also makes the children feel bad about themselves. They are not happy. She talks to them as if they have already failed.

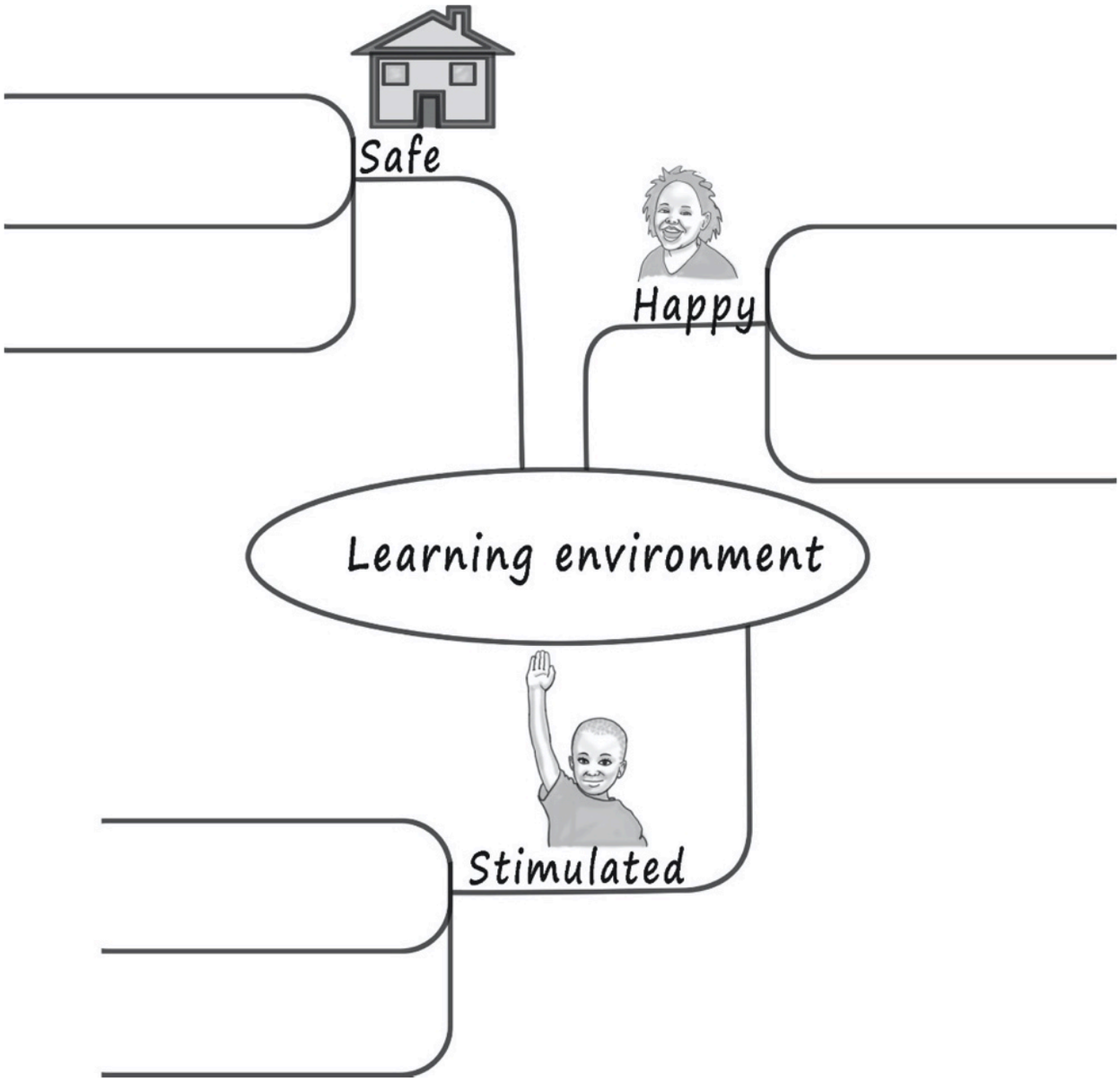
What other things did you notice?

We wondered whether the children are safe with a teacher that pulls their ears.

Activity 2: Create your own safe and inclusive learning environment

Time: 60 minutes

1. On the mind map in your printed copy of the course, write down some of the things you already do to make your learning environment safe, happy, and stimulating. Share your ideas with other teachers if you can.



2. Sit on your own for 5 minutes, think carefully and imagine an ideal (perfect or best) learning environment for the children you teach. Dream big and let your imagination fly.

Now, in your printed copy of the course, draw and write about your ideal learning environment under the heading 'My ideal learning environment' below. Include all the elements, including attitudes, resources and activities.

3. Look at your finished drawing and writing, and answer the following questions:

   a. Which 3 elements in your drawing will prepare children for Grade 1?

   b. How can you involve the parents and caregivers in your ideal learning environment?

4. Write down one thing you can do this week that will contribute to an ideal learning environment for your children.

Unit 2

Why you are here
To understand inclusion and diversity (many different kinds of animals, plants, humans and things)
To know that inclusion and diversity are central to a supportive learning environment
To identify the elements that support inclusion and diversity in the learning environment
To understand that school readiness prepares children for being part of a school community

Activity 1: What is inclusivity?

Time: 60 minutes

Inclusion
Including everyone and everything, being part of a group, feeling accepted and valued in the group

Segregation
Keeping some things or people separate apartheid

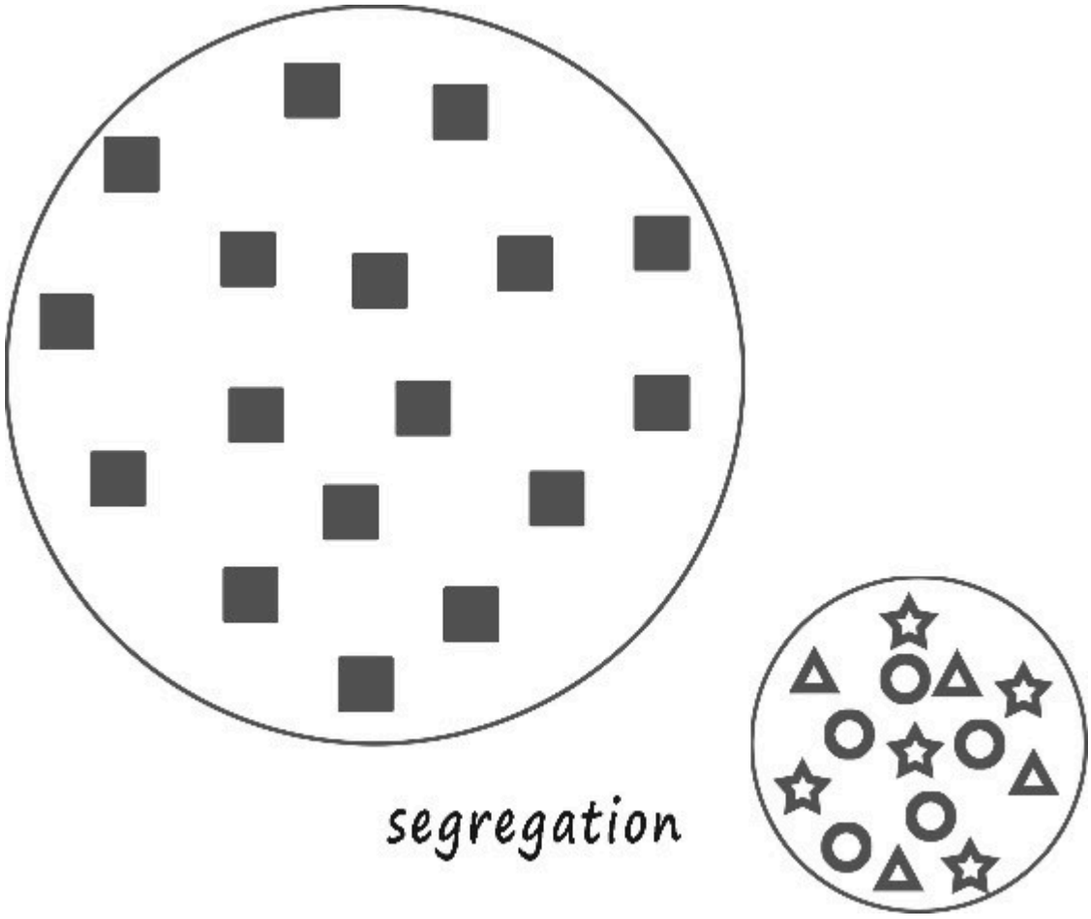
Exclusion
Leaving some people or some things out

Diversity
Many different kinds of animals, plants, humans and things

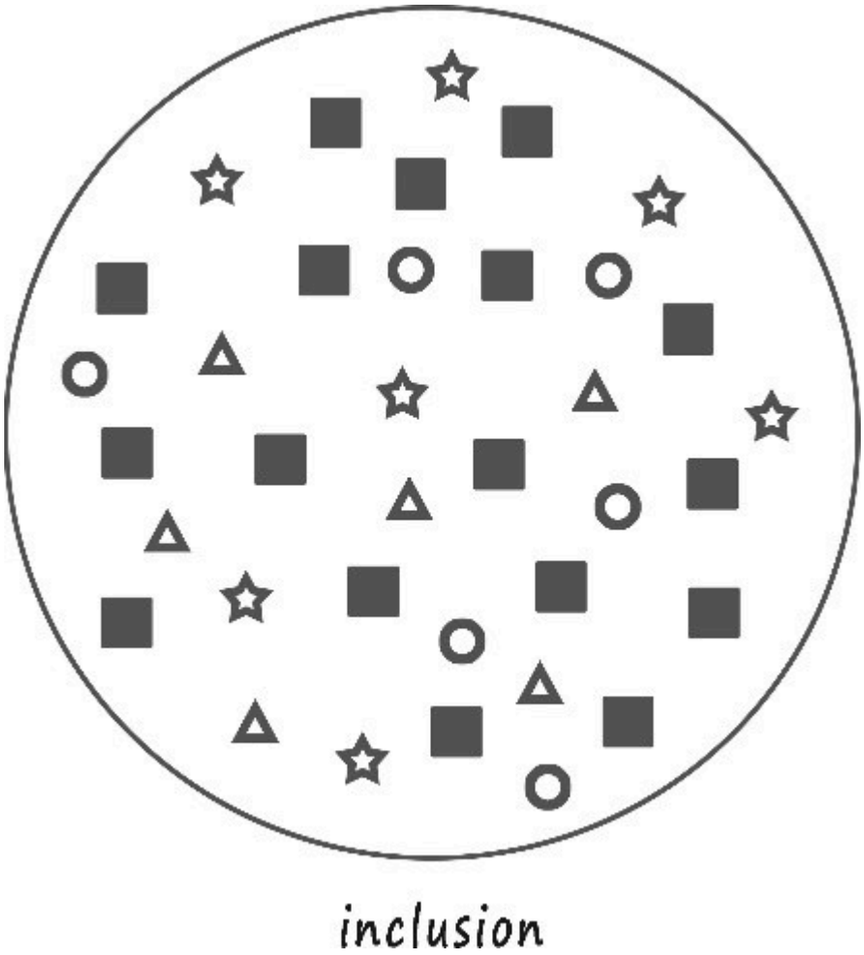
Diversity and inclusion are celebrated in the nations of Southern Africa. We come together as a nation by valuing diversity and working together to overcome barriers that exclude.

1. Look carefully at the following three pictures:

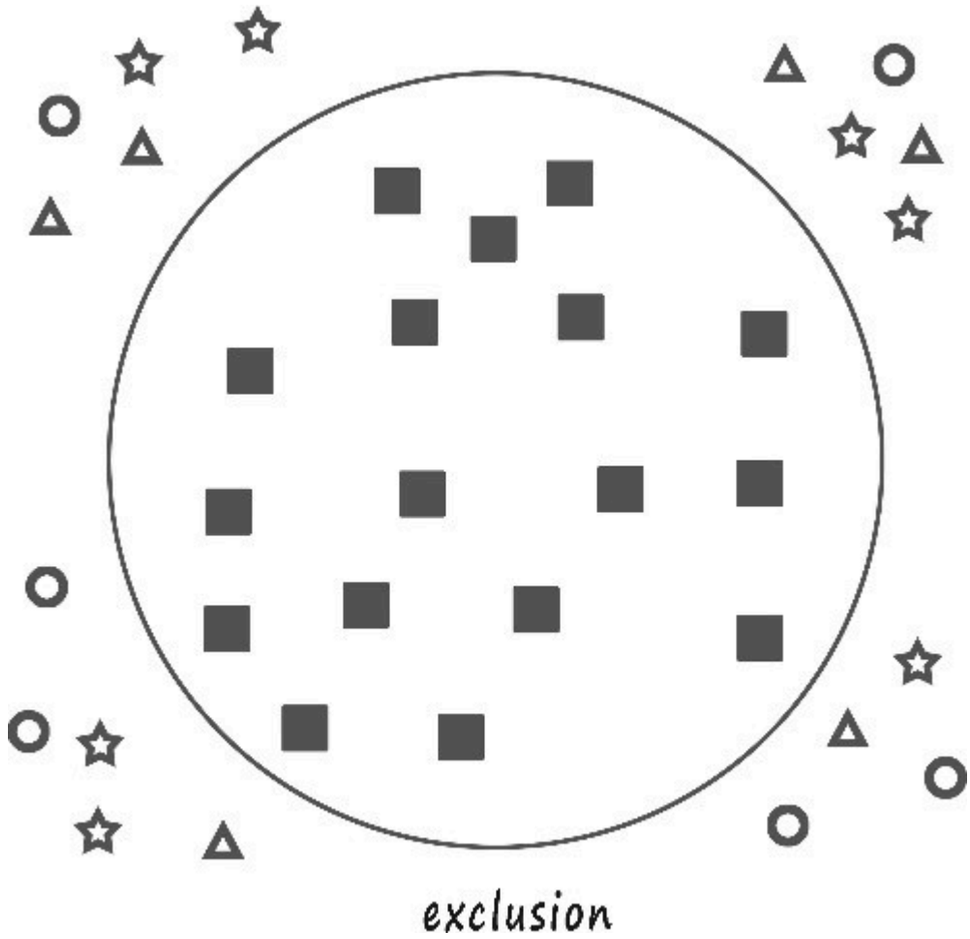
- Where are the squares?
- Where are the circles, stars and triangles?



Picture 1: segregation



Picture 2: inclusion (including everything or everybody)



Picture 3: exclusion

2. In your own words, write down the difference between exclusion and inclusion.

3. Read a storybook, “Disability is not inability”, on the tablet. Take turns to read it out loud and show the pictures. If you are on your own, read the storybook by yourself.

4. Agnes, Metobo, Moraa and Osero were children with disabilities before they became competent adults. What do you think supported and helped Agnes, Metobo, Moraa and Osero to be included when they were children?

5. Agnes, Metobo, Moraa and Osero are part of a community. They can develop their talents and make a contribution. Think about and write down in your printed copy of the course what group or groups you belong to (for example, family, sports group, study group, and so on).

a. I belong to (write down your groups):

b. When I am included in a group, I feel

c. When I am excluded from a group, I feel

Comment

There are many reasons why people are excluded or segregated.

Sometimes it is a law (like apartheid).

Sometimes it is because we are afraid to include people who are different from us.

There are also disabilities. Sometimes people are excluded because of a physical disability or an intellectual disability (of the brain).

There are emotional and social barriers that can stop a child learning properly.

If a child is hungry or angry, they will not be able to participate well.

If a child has not learned how to behave well, and hits people all the time, the other children will not want to include that child in their games.

Pre-primary teachers have a responsibility to help children learn how to behave, how to include others in their games, and how to work together. These are important skills for going to Grade 1.

If we include children equally and actively in the activities of the school or centre we will help them to feel safe and happy.

In our society, people are often excluded. Sometimes it is on purpose, and sometimes it is by mistake.

Stop and think! Be honest with yourself. Do you sometimes exclude children by mistake? Think about this more carefully in the next activity.

Activity 2: Diversity and inclusion in the learning environment

Time: 60 minutes

1. Read what your Department, or Ministry, of Education says about inclusion.

   This policy is aimed at ensuring that all LSEN shall participate in Lesotho school system that prepares them to function and live independently in the society and contribute positively in both social and economic development.

2. Sometimes we do not know we are excluding children. Think about these examples of barriers to learning. In your printed copy of the course, put a tick ✓ next to ones that might affect children in your school or centre.

Examples of barriers to learning	
Long distance from school or centre	☐
Hunger	☐
Poor eyesight	☐
Violence in the home	☐
TB (tuberculosis)	☐
Deafness	☐
Parents addicted to drugs or alcohol	☐
Different home language	☐
Child of a migrant or refugee	☐
Being a girl	☐
Tiredness	☐

3. Discuss and write down your ideas to complete these sentences:

   a. What do you think 'inclusive education' means?

   _____

   _____

   _____

   b. Which children are excluded at your school or centre? Why are they excluded?

   _____

   _____

   _____

   _____

c. Which children do other children sometimes exclude? Why?

4. Write down some ideas for how to include:

a. children whose parents come from another country

b. children who speak a different language from most children in the class

Comment

There are many ways to be inclusive. Most important is your attitude. You need to be a model for your children and show that you value each child in the class.

So when you sing songs in class, you can ask a child who speaks a different language to share a song in his language. You can tell stories that include people from different countries and show them in a positive light.

Inclusion is also about identifying children with special needs (like children with poor eyesight or hearing) and seeing that they are properly attended to.

So the school or centre should do regular health tests, particularly of eyesight and hearing. These tests should pick up children who have challenges.

But the main thing you can do is to make sure the other children don't tease children with disabilities. You also need to make sure they are part of all class activities.

Unit 3

Why you are here
To think about how to give opportunities for learning concepts in a variety of ways
To plan activities to support different ways of learning

Activity 1: Providing many different learning opportunities

Time: 60 minutes

Case study
A story that is not real, that makes you think and learn

Reflect
Think carefully about something in order to change or improve it

1. Read the following case study. It is a story about two teachers, Mrs Kwedhi and Mrs Shiimi. We hope it will help you to think about how to design lessons that give opportunities for learning concepts in a variety of ways. You can listen to the case study on the tablet.

Mrs Kwedhi and Mrs Shiimi are pre-primary teachers. They teach the two pre-primary classes at the local school. Mrs Kwedhi and Mrs Shiimi have different ways of teaching.

Read about how each teacher teaches the children the number 5.

Mrs Kwedhi	**Mrs Shiimi**
Mrs Kwedhi shows the children a number poster.She tells the children about number 5 by showing the children 5 blocks. She points to each block and the children count 1, 2, 3, 4, 5.She gives each child a worksheet with a big number 5 on it. She tells the children to colour in the number 5.She hands out a blank sheet of paper to each child and tells them to draw 5 things on the paper.	*Mrs Shiimi shows the children a number poster. The children stand up and sing the 'Number' song. Mrs Shiimi asks everyone to jump 5 times, to clap 5 times and to hop 5 times on each foot.She tells the children to sit down and gives each child 5 stones and number cards labelled 1, 2, 3, 4, 5. She asks the children to touch and count the stones. The children match stones to a number card.Mrs Shiimi asks each child to find a partner. The children work together in pairs playing number games, like 'Put your 5 stones together. How many stones have 2 people got?', and 'If you have 10 sweets and 5 friends, how many sweets for each friend?', and 'What will*

you do if you have 12 friends and only 10 sweets?'Mrs Shiimi also asks 'What words rhyme with 'five'?'She ends the learning activity by asking the children to paint 5 things.

2. Now do this quiz to check if you can see the different ways children engaged with the number 5. Read the sentence in the first column. Tap on True or False for each sentence.

	True	False
When Mrs Shiimi shows the children a number poster, she is helping children to see the number 5.	☐	☐
When Mrs Shiimi asks each child to find a partner to work with, she is helping children learn collaboratively.	☐	☐
When Mrs Shiimi asks the children to paint 5 things, she is helping children to think about how much five is.	☐	☐
When Mrs Shiimi asks the children to sing the 'Number Rumba' song, she is helping children to be creative.	☐	☐
When Mrs Shiimi lets the children use stones from the garden to match the number cards, she is helping children to think about one-to-one correspondence.	☐	☐
When Mrs Shiimi ends the activity by asking 'What words rhyme with five?', she is helping children to use the language of mathematics.	☐	☐
When Mrs Shiimi asks everyone to jump 5 times, kick 5 times and do 5 hops on each foot, she is helping children to use their bodies to learn.	☐	☐
When Mrs Shiimi says 'Put your 5 stones together. How many stones have 2 people got?' and 'If you have 10 sweets and 5 friends, how many sweets for each friend?', she is helping children to solve a problem.	☐	☐
When Mrs Shiimi asks 'What will you do if you have 12 friends and only 10 sweets?', she is helping children to solve a problem.	☐	☐

Comment

We hope that you marked 'True' for all of the above statements about Mrs Shiimi's lesson.

Mrs Shiimi is teaching the number 5. She gives opportunities to children to understand this in different ways – using their bodies, working together in groups, singing and painting and thinking about the word 'five'.

She also helps them to solve simple number problems.

But what about the problem of 12 friends and only 10 sweets? Is this only a number problem?

Or is it a social problem that the children have to solve?

Activity 2: Planning and implementing activities to support different ways of learning

Time: 60 minutes

Concept
An idea about something. Example: a triangle is a shape that has 3 straight sides and 3 corners

1. One of the concepts children have to learn is the difference between heavy and light.
   Watch the following video made by the South African early childhood development organisation, Ntataise.

2. As you watch it, tick ✓ or tap the ways in which the children are learning.

Ways of learning	
learn collaboratively	☐
asking questions	☐
solving a problem	☐
being creative	☐
learn by holding	☐
using language	☐
using their bodies	☐
learn by listening	☐

3. Were all the different ways of learning covered?

4. The video shows activities for very young children. Suggest what other ways of learning the teacher could use with older children.

Comment

We saw the children holding things, and listening to the teacher.

Another way to learn is by using language.

The children can say when they put the two dolls on the scale: This doll [name doll] is heavier than the other doll [name doll].

The children can also solve a problem, like “Find two objects that weigh almost the same.”

5. Think of a concept or skill children need to learn.
   Remember that children can learn a concept in many different ways.
   Use the table below to write down ideas for activities you can plan to help children to learn the concept or skill.
   Prepare to share your activities with others in your learning group in the next unit.

Concept or skill:	**Activity Date:**

Ways of learning	**Activity idea**
learn collaboratively	
asking questions	
solving a problem	
being creative	
learn by holding	
using language	
using their bodies	

learn by listening

Activity 3: Prepare for Unit 4

Time: In your own time

In Unit 4, we will look at how traditional games can prepare children for Grade 1.

Do the following preparation:

1. Find one or two objects (things) you played with when you were a child, e.g. sticks, stones, seeds, marbles, balls, rope/wool, tin cans, dice, etc.
2. Bring these items with you for your group work.

Also remember to bring your concept and list of activities with you to your group meeting.

Unit 4 Learning Group

Why you are here
To share our learning experiences
To understand how traditional games prepare children for Grade 1
To draw on and apply our own childhood play experiences to our teaching

Activity 1: Review

Time: 15 minutes

1. Listen to your colleagues sharing their activities from Unit 3.

   a. Give them feedback.

   b. Write down new ideas from other teachers for activities you would like to do with your children.

   c. In your own time, and when the children need them, you can use the Activity Plan to plan the activities for children to do.

Activity Plan

Purpose:

Time:

Context:

Resources:

Preparation:

Procedure:

Activity 2: Traditional games

Time: 90 minutes

Traditional
A custom, a long time accepted way of doing things

Traditional games
Games that were created and played by a community. Also called indigenous games

Concept
An idea about something. Example: a triangle is a shape that has 3 straight sides and 3 corners

We know that children learn by playing. In this Unit, we will explore how children learn school readiness concepts (ideas) and skills from traditional games.

1. Watch the video of children playing traditional games.
2. Discuss the video with your colleagues using the following questions as a guide:

   a. What did you notice?

   b. What did the children in the video learn by playing these games?

3. Children have always played games. Here are two that are common in Southern Africa.

Diketo (see below) is played in South Africa. In Lesotho, Liketo is spelled differently but pronounced the same way. It is called *Chukulu* or *Ndota* in Namibia and *Chiyato* or *Ichiyenge* in Zambia.

Two or more players sit in a circle around a wooden bowl or a hole in the ground filled with about 20 small stones or marbles.

The first player picks up a stone and throws it up in the air. Before it drops down, the player picks up as many other stones in the bowl as he or she can.

Once all players have had a chance, the stones are counted and the one who has collected the most is the winner.

The picture below is how to draw the 'board' for the game of *Morabaraba,* played in South Africa, Lesotho, and Botswana.

Morabaraba is a game for two players.

Each player needs 12 tokens or 'cows'. These could be stones, marbles or even bottle tops of the same or similar colour.

Players take turns to put a “cow” on one of the places where the lines join (the dots in the diagram).

The aim is to get three of your cows in a row. When you do this, you can take one of the other player’s cows.

The game ends when one player has removed all of their opponent’s cows.

4. Here are descriptions of two more games

Uma-dowa (Namibia), called Magusha in South Africa, or called Khati in Lesotho – skipping game

This game starts from the ankle, working all the way up to the neck. All you need is a long elastic or nylon pantihose tied together. The elastic is fitted around the ankles of the two players standing opposite each other. A third player jumps in the middle. The two players on each end stand very still while the third player jumps. Each time the person jumps, the elastic is lifted higher – to the shins, the knees, the thighs, the hips, the waist. When the elastic is too high for the player to jump over, it is the next player’s turn. A fourth player can also be introduced, which makes it more challenging.

Ou wolf ou wolf, hoe laat is dit? (Afrikaans), and Wolf, Wolf, what's the time? (English)

One child plays the wolf. The other children follow behind the 'wolf' and ask, 'Wolfie, Wolfie, what's the time?' The wolf replies, '8 o'clock'. The children and wolf repeat the question and answer over and over (with different times) until the wolf turns and says, 'It's dinner time', and chases everyone. The child that is caught for 'dinner' is the next one to play the wolf.

5. Work with one other teacher in the group. In the table in your printed copy of the course, put a tick ✓ next to the skill that is being developed in each game We have done one example.

	Diketo	Morabaraba	Uma-dowa	Wolf, wolf
Social skills:				
Sharing and taking turns	☐	☐	☐	☐
Working together	☐	☐	☐	☐
Emotional skills:				
Confidence	☐	☐	☐	☐
Physical skills:				
Muscle strength	☐	☐	☐	☐
Agility (bend and twist)	☐	☐	☐	☐
Fine motor development (fingers and hands)	☐	☐	☐	☐
Gross motor development (legs, body and arms)	☐	☐	☐	☐
Hand-eye co-ordination (throwing and catching)	☐	☐	☐	☐

	Diketo	Morabaraba	Uma-dowa	Wolf, wolf
Foot-eye co-ordination (kicking)	☐	☐	☐	☐
Cognitive skills (thinking):				
Maths (counting and adding)	☐	☐	☐	☐
Maths (measuring time, distance)	☐	☐	☐	☐
Listening	☐	☐	☐	☐
Following instructions	☐	☐	☐	☐
Making decisions alone	☐	☐	☐	☐

Comment

When children play games, they learn social, emotional, physical and cognitive (thinking) skills that prepare them for Grade 1.

When children play games, they are preparing for Grade 1 by learning to share, take turns, be part of a group, work together, listen with attention, follow instructions, obey rules, count, measure, sort, and focus on a task while developing their strength and co-ordination.

6. Teach your colleagues how to play one of your childhood games.

   a. Write down the name of the game.

   b. Use the things you brought with you (sticks, plastic bottle, seeds, ball, stones, marbles, etc.), and teach the game.

   c. Each person takes a turn for 5-10 minutes. Use the tablet to take photos and videos.

   Invite your colleagues to name the skills and concepts the children will learn when playing your game.

7. Decide on one new traditional game to play with your children.

   a. Use the Activity Plan to plan how and when you will do the activity with children.

Activity Plan
Purpose:
Time:
Context:

Activity Plan

Resources:

Preparation:

Procedure:

8. In your own time prepare and try out the activity with children.

   a. Observe one or two children carefully while they do the activity/game.

   b. Rate the children based on your observations. Use the rating scale you chose in Module 2 Unit 3 Activity 2, or use the rating scale in your curriculum or in the ChildSteps App on your tablet.

   c. Remember to take photographs or a video of children doing the activities, and your observation records and ratings. You can share these with other teachers anytime to learn from each other.

   d. Also, if you have ChildSteps on your tablet, you can explore and try out all the activities. You can also use ChildSteps to assess and rate the children's numeracy development.

To end off Module 7 do the Module Quiz.

Module 8: Making the classroom work well

Introduction

Learning outcomes
By the end of this module, you will:
Understand that it is against the law to discipline a child through physical punishment.
Understand what discipline means.
Talk about why we discipline children.
Explore other ways to encourage good behaviour in children.
Organise and manage the classroom in a way that supports children to behave well.

Making the classroom work well involves children and teacher, and even the parents and caregivers. It is about how people behave. We want to encourage good behaviour in children too. This means there are things they need to learn to support their development in the social and emotional domains.

You will remember the Social and Emotional domains are part of our four child development domains and milestones. Which milestones do you support by helping children to behave well?

If you have ChildSteps on your tablet, tap on it to open it. Tap on Dashboard and find one or more list items that will help to support the development of good behavior in children. Explore all the activities

Social domain

1. Self-identity
2. Social networking
3. Disciplined and follows rules
4. Negotiating
5. Responsible citizenship
6. Autonomy
7. Conflict management
8. Patriotism
9. Valuing life
10. Gender awareness
11. Inclusivity

Emotional domain

1. Understanding own emotions
2. Releasing own emotions
3. Responding to others' emotions
4. Self-confidence
5. Self-esteem
6. Assertiveness
7. Perseverance
8. Self-efficacy
9. Empathy
10. Environmental friendliness

Unit 1

Why you are here
To think about what discipline means to a child
To understand what the purpose of discipline is
To think about the kinds of behaviour in children that we do and don't want to see in our classrooms

To think about what we can do in our classes to encourage children to behave well

Activity 1: Our own experience of discipline

Time: 40 minutes

Corporal punishment
Using physical ways, like beating, to punish someone

The way we work with children often comes from how teachers and other adults behaved when we were children. Many teachers think that corporal punishment is the only way to discipline children.

Let us go back a little in time, and think about corporal punishment.

1. Think about one time that an adult disciplined you as a child. Write down your answers to the following questions:

   a. What was the reason for the discipline? Did you understand the reason?

   b. Who disciplined you?

   c. What did the person do to you?

2. How did you feel about the punishment? Choose from the list in the table. Tick ✓ in your printed copy of the course, or tap on the tablet next to the words that say how you felt. You can tick ✓ more than one box. Write down why you felt this way. We have done the first one as an example.

I felt	Tick here	Say why you felt this way
Frustrated	☐	Because I thought I was not doing anything wrong
Proud of myself	☐	

I felt	Tick here	Say why you felt this way
Bad about myself	☐	
Angry	☐	
Scared	☐	
That I was a bad person	☐	
Good about myself	☐	
Sad	☐	
Stupid	☐	
Clever	☐	

2. Think about how this punishment helped you or not. In your printed copy of the course or on your tablet, write YES or NO next to each sentence.

   If you write YES, explain how the punishment helped you.

   If you write NO, say why the punishment did not help you.

We have done an example.

My punishment…	Yes	No	My punishment helped … Or My punishment did not help …
Example: My punishment showed me that I had done something wrong.	☑	☐	It did not help me to know what to do right.
My punishment helped me understand what I did wrong.	☐	☐	
My punishment made me feel bad.	☐	☐	
My punishment made me scared of my teacher.	☐	☐	
My punishment helped me to think for myself about my own behaviour.	☐	☐	
My punishment made me feel I could control my own behaviour.	☐	☐	
My punishment taught me how to do better next time.	☐	☐	
My punishment made me want to stay at home.	☐	☐	
My punishment made me cry.	☐	☐	

4. Write down another way the adult could have disciplined you.

5. Write down why you think this other way is better.

Activity 2: The purpose of discipline

Time: 40 minutes

1. Read this statement about discipline

> Discipline is meant to teach a child the difference between right and wrong.

2. Write down why you agree or you do not agree with this statement.

3. What kind of discipline do you think teaches children the difference between right and wrong? Write down one idea here.

4. Write down one or two traditional ways of disciplining children in your country/culture that you know of and that work.

When young children are together in a school or centre it is important that they learn how to behave in a good way.

"We can help children to behave well and work nicely together without beating or hurting them.
There are many ways we can do that."

Activity 3: Encouraging good behaviour

Time: 40 minutes

1. Read this list of why learning good behaviour is important.

   Learning good behaviour:
   - Helps children to learn
   - Shows respect for the teacher
   - Shows respect for their classmates
   - Helps us to keep the learning environment safe, clean, happy and working well for everybody
2. Write down some more reasons why good behaviour is important for pre-primary children.

3. Think about what behaviour you do **not** like from your children and complete the following table.

   a. On the left hand side, write down three kinds of behaviour you do **not** like.

   b. Next to it, write down how you will discipline a child who behaved in this way (without using **corporal punishment**).

   c. Then write how this will help you to teach the child the difference between right and wrong.

   We have done an example.

I do not like it when …	**I will discipline the child by …**	**How does this discipline help the child learn right from wrong?**
… children throw a ball inside the classroom	… taking the ball away. I will sit with all the children and ask them if throwing the ball inside is a good idea. I will explain my own reasons to them. I will ask children to make a poster about 'What happens if I throw a ball inside'.	It gives children the chance to think about the problem themselves first. Then they will be prepared to listen to my reason. They will understand that there is a good reason to not throw a ball in class. Making a poster will help them to think deeply, and will give them something to remind themselves about balls inside.

I do not like it when …	I will discipline the child by …	How does this discipline help the child learn right from wrong?

4. In the next table, write down three examples of **good** behaviour that you **do** like to see. What can you do to encourage good behaviour?

a. In the first column, write down good behaviour that you do want to see.

b. In the second column, write down how you can encourage this good behaviour.

We have done an example.

I like it when …	I encourage this by …
… children speak kindly to each other	1. speaking kindly myself 2. telling children that I am happy when they say something kind to another child 3. asking children to say something kind to their partner

Unit 2

Why you are here
To share ideas about how we discipline children
To talk and think about different kinds of punishment, including corporal punishment
To explore how we can support children in different ways to behave well
To think about how we can manage our learning environment to support good behaviour

Activity 1: Thinking about corporal punishment

Time: 30 minutes

Code of conduct
Rules for how we must behave the way teachers must behave

Consequences
Something that follows on from something else

Frustrated
Angry about not being able to do something

As a teacher, you can discipline children in whichever way you think is correct.

But certain ways of punishing children are against the law.

1. Read what the law in your country says about corporal punishment.

The (Education) Bill abolishes corporal punishment at schools in accordance with section 8 of the Constitution which provides that a person shall not be subjected to torture or to inhuman or degrading punishment.

2. Listen to the audio on the tablet of three teachers talking about discipline. You can also read it. If you are working in a group of teachers from your school or centre, choose one person to read Teacher 1, another person to read Teacher 2, and a third person to read Teacher 3.

A discipline conversation role-play

Teacher 1: I have some very difficult children in my class.

Teacher 2: Me too!

Teacher 1: When they are naughty, I beat them with a big stick.

Teacher 2: That is a good way of disciplining a child.

Teacher 3: Hitting children makes them afraid. Our school policy says we should not hit children.

Teacher 2: But I was hit when I was a child. I don't see what is wrong with it.

Teacher 3: When we hit children, they might stop what they are doing, because they are afraid. But hitting children will not change their behaviour. And it can be harmful!

Teacher 2: They have to learn the difference between right and wrong.

Teacher 3: We can learn ways of disciplining children to teach them right from wrong, and many other things too.

Teacher 1: They are still too young. We have to control children.

Teacher 3: We can teach them how to control their own behaviour.

Teacher 2: Well, how do we do that?

Teacher 3: It begins with me. I can control myself as a teacher, and show the children how to control themselves. Young children watch and listen, and copy other people.

Teacher 2: But how are they learning control?

Teacher 3: I can explain. For example, Meke hits Sisi because Sisi wants to take Meke's toy away. I can say to Meke, "I don't like it when you hit Sisi. It makes me feel angry or upset. Let's think of another way to tell Sisi." I can talk to Meke to teach her something.

Teacher 1: What can you teach her?

Teacher 3: I can teach her another way to deal with conflict. I can say, "Meke, tell Sisi with your words and not with your hands."

Teacher 2: What if Meke doesn't know what to say?

Teacher 3: I can help her with the words. I can say, "Meke, say to Sisi,"Please don't take my toy. I don't like it when you take my toy."

Teacher 1: You are teaching her words she can use to tell other children what she wants.

Teacher 3: Yes. I can also teach Meke to think about other children.

Teacher 2: How can you do that?

Teacher 3: I can talk to both children together. I can say "Sisi how did you feel when Meke hit you?" Meke can hear from Sisi how she feels when she is hit.

Teacher 2: She learns that other children have feelings too.

Teacher 3: Yes. I can teach Sisi something too.

Teacher 2: Like what?

Teacher 3: I can say, "Sisi, do you like it when someone takes your toy away?"

Teacher 1: And Sisi thinks about what it feels like for Meke to have her toy taken away.

Teacher 3: Exactly. I have taught Meke how to behave differently. And I have taught both children how to express their feelings, and how to think from another person's point of view.

Teacher 2: I will try that next time. We might need time to get used to doing things differently.

3. After you have listened to or read the conversation, think about and discuss these questions. Write down your ideas in your printed copy of the course.

   a. Why do Teacher 1 and Teacher 2 in the role-play use corporal punishment?

   _____

   _____

   _____

   _____

   b. What does Teacher 3 want children to learn?

   _____

c. Write down three things Teacher 3 suggests we can do to encourage good behaviour.

Comment

Teachers can choose how to discipline a child, but they also have to pay attention to the law. Corporal punishment is against the law in most Southern African countries.

Teacher 3 in the role-play says we can teach children how to control their own behaviour. We can help them to express their feelings, and think about how the other person feels.

Teacher 3 says that we can control our own behaviour and be a model for children. We can talk to children, give them words to say, and encourage them to talk to each other.

There can be consequences for children who behave badly, such as taking something away from the child. Sometimes a child might need to spend some time alone to think about a better way to behave.

Activity 2: Finding other ways to discipline children

Time: 60 minutes

1. What kind of rules do you think will help children to behave well? Write down some ideas.

2. Sometimes as teachers, we can feel frustrated, or upset, or angry with children. When we feel that way, we can 'Stop and Think'. Write down what you can 'Stop and Think' about.

3. There are many reasons for bad behaviour. Discuss and write down some reasons why children behave badly.

4. Discuss and write down how you can communicate with children about good behaviour.

Comment

Always it comes back to the teacher. How does the teacher express her feelings? How does the teacher behave? How does the teacher communicate and discipline children. Children will copy what we do as teachers. We need to be good role models. Look closely at the following steps. Is this a good model for children? How can we involve children in these steps?

If we follow this process, and involve children so it becomes part of the culture of the classroom learning environment, we will be supporting children to develop socially and emotionally through building self-confidence, negotiating, being inclusive, managing conflict, expressing emotions and understanding and responding to other children's emotions

Step One – Make Rules

Set clear rules of behaviour for your class. Do it together with the children so that they know exactly what you expect.

Step Two – Stop and Think

Take a step back and think before you hit or discipline a child. Slow down and try to be calm.

Step Three – Understand why

Try to find the reason for the child's behaviour. There is always a reason. If you can understand the reason, you can usually find a good way to discipline the child. Sometimes the reason is something in the classroom, or something that we as teachers do.

Let's look at some reasons:

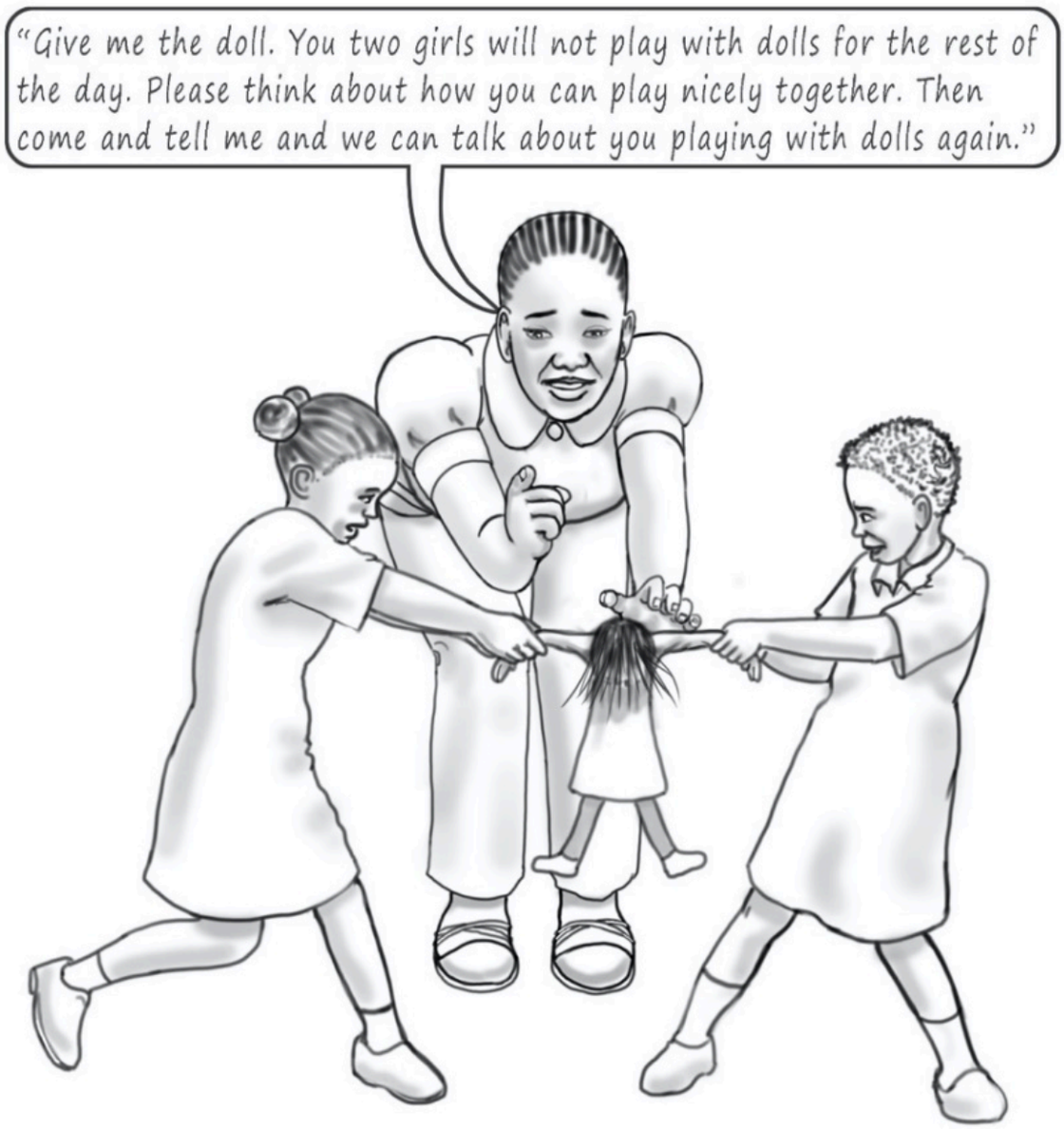
- A child does not know or understand what to do and does the wrong thing.
- A child is bored and starts to play around.
- A child does not know how to manage their feelings, such as anger.
- A child is copying behaviour from adults or other children at home or at school.

Step Four – Communicate

Think of a way to help children understand why some kinds of behaviour are not right. To do that, we need to communicate clearly and kindly with children.

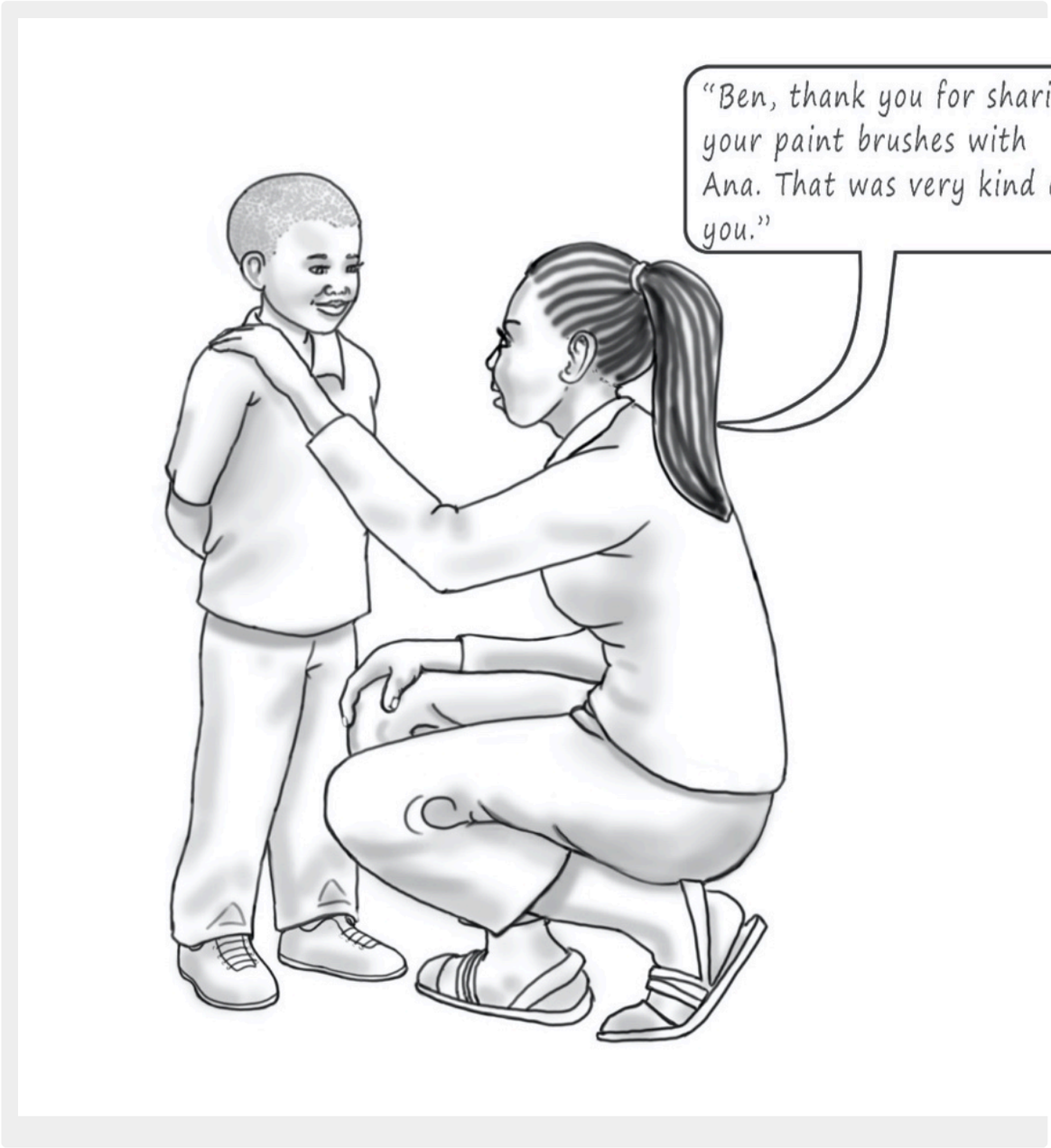
Step Five – Have consequences

- Make sure you do what you say you are going to do. This will help children learn that you mean what you say.
- Try to talk to children and discipline them as soon as possible after they have behaved badly. If you leave it too long, the children will forget what their behaviour was.
- Try to think of a consequence that fits the bad behaviour.



Praise children for good behaviour. If you let children know when you are happy with their behaviour, they will think about behaving in a good way again.

It is also helpful to ask children to put themselves in the place of the other person: What would you feel like if someone broke your doll?



Children always behave the way they do for a reason. In STEP THREE, you saw some possible reasons for children's bad behaviour. There is always something the teacher can do to encourage good behaviour.

It is also very important to share with parents your ways of disciplining.

If there is a difference between what happens at home and what happens at school, your methods of discipline may not work.

Now that you have seen the Five Steps for other ways of disciplining children, go back to Unit 1 Activity 3 and see if you are happy with what you wrote in your tables, or if you want to change something.

Activity 3: Using folktales and storybooks to encourage good behaviour

Time: 30 minutes

One of the best ways to support good behaviour is through sharing folktales and storybooks with children. Read the “Punishment” storybook together.

1. In this story, does the mother punish Rahim?

2. What do you think Rahim learns from his experience? Do you think that he will do the same thing again?

3. What do you think that Rahim’s brother and sister learned from this experience?

4. If you read this storybook with children, what questions would you ask the children?

Comment

As parents or teachers, we do not always have to punish a child for bad behaviour. Sometimes we can simply draw attention to the consequences of bad behaviour.

Everybody saw the consequence for Rahim when he ate too much fruit. He got very sick!

When we read a story like this, we can ask children questions like “Have you eaten too much of a delicious thing, and felt very sick afterwards?” This helps children relate to the character in the story.

We can also ask questions like “Why was Rahim’s mother angry?” and “What do you think Rahim learns from his experience?” and “Do you think he will do it again?”

Another title for this story is *Greed.* Do you think this is a better title? Perhaps you could ask the children in your class what they think.

Unit 3

Why you are here
To think about supporting behaviour that leads to good health; in particular, the importance of washing hands
To create opportunities for children to ask questions so that they understand the reasons for the healthy behaviour you are encouraging

Activity 1: Making a poster about hand-washing

Time: 30 minutes

Remember the Daily Programme for pre-primary you used for planning and observation in Module 1 and Module 2? There were two times for handwashing – one before snack time in the morning, and one after outdoor play.

1. Below is a poster that encourages regular hand-washing. Do you agree with all the statements on the poster? If not, what would you like to change, and how?

2. Should the poster be in English, or in the language that the children understand best? Why?

3. Make your own poster based on this one. Could you get the children to help you make the poster? How?

4. Which milestones do you support by helping children to:

   a. follow good hygiene, and

   b. work together to make a hygiene poster?

Comment

Perhaps you thought that expecting children to cough into their arms, rather than their hands, was a little strange? Would you expect this? Why do you think it says this?

We think children could participate in making this poster.

- They could make hands in different colours by painting or colouring in outlines of hands.
- They could take the words and put them in the correct sequence on the poster.

We are sure you will have many other ideas!

We think when children make this poster together they are developing towards the milestones of being disciplined and following rules, negotiating, being responsible citizens, valuing life and self-confidence.

Please have your new poster ready for the group meeting in Unit 4.

Activity 2: Asking questions about healthy behaviour

Time: 30 minutes

Supporting good behaviour also means encouraging good habits that promote healthy living.

Washing hands is one habit that promotes good health. There are more.

1. Look at the list of healthy habits in the table on the next page.

   a. Do you agree with this list? Can you suggest changes?

   b. Are there any other habits you would like to add?

2. Children may ask why they should do these things.

   What answers would you give? Write your answers under the column 'Good Results'.

Healthy habits	Good
Children wash their hands with soap and water before eating food and after using the toilet	
Children wash their bodies daily	
Children wear clean clothes every day	
Children brush their teeth morning and evening	
Children have a time to rest during the day	

Healthy habits	Good
Children eat nutritious meals – all six food groups (grains, proteins, vegetables, fruit, oils, dairy)	

Comment

We say that regular hand-washing and bathing is important because children get very dirty when they are always active, inside and outside. Germs live on dirty skin and cause colds, coughs and flu.

If children do not wash their hands regularly, they will carry the dirt and germs and other bacteria onto their food they eat and into their eyes and mouth. This is likely to make them sick.

Also when we eat the right food and get enough rest, we will be healthy. Enough of the right kind of food and plenty of rest also give children energy to play and learn from their play.

So children can learn the reason for good, healthy behaviour. The important thing for the children to do is not only to give the right answers. It is also important for them to ask questions.

If we encourage children to ask questions and then help them to find the answers to their questions, they will learn well.

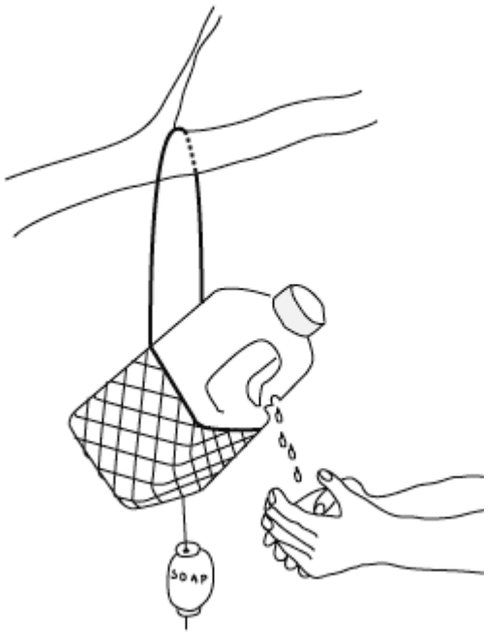
Activity 3: A story about hand-washing

Time: 30 minutes

1. Read this storybook “Kariza’s questions” from Rwanda. It was originally written by a teacher in the main language of Rwanda, Kinyarwanda.
2. Is it a storybook about washing hands, or is it a storybook about asking questions? What do you think?

3. If you read this storybook with children, what words and concepts will you need to explain?

4. In the storybook, the girl’s father makes a hand-washing tool – called a ‘Step up and wash tool’. In Malawi, they make a Tippy-Tap (see the picture below). What do you use for handwashing in your school or centre?



Comment

We think that the storybook is actually about three things: why you need to wash your hands (the science about germs), how to make a simple and cheap hand-washing tool, and also the importance of asking questions.

We can start this story by asking the class “Are my hands clean or dirty?” and “How do you know?” Don’t tell children the answer if they don’t know. Just read the story.

When the story is finished, ask the two questions again, and see how the children answer.

Through this story, you introduce the concept that some things in the world, like germs or bacteria, are too small for us to see without using a tool like a microscope. Our hands can be dirty even if they look quite clean.

Remember to give children a chance to ask questions at the end of the story.

Activity 4: Preparing for your group meeting

Time: 30 minutes

1. Think about a story or folktale that you were told when you were a child to encourage you to behave well or stop behaving badly.
2. Write the story/folktale down here.

3. Prepare to tell the story/folktale to your group.

Unit 4 Learning Group

Why you are here
To share hand-washing posters with each other
To share stories/folktales with each other, and discuss how they can be used to encourage good behaviour

Activity 1: Sharing hand-washing posters

Time: 30 minutes

1. Share your hand-washing posters with each other.
2. Explain how you made them.
3. Watch the video Eating Time in an ECD centre in Malawi

4. Read the questions below, and watch the video again. While you are watching the video, think about the questions. You can make notes while you are watching:

   a. Where do you think the children are going with their dishes?

   b. What rules do you think the ECD centre has about washing dishes?

   c. What rules do you have for washing children's dishes?

   d. What kind of rules can you put in place that will help children to feel a sense of belonging and independence?

Comment

A hand-washing poster is a fun thing to do with children, and is a good way to introduce a conversation with children about how they can look after themselves.

In Module 5 Unit 2 you discussed setting clear positive rules that help children to behave well. You also looked at how we can encourage good habits that promote healthy living. In the video Eating Time we think the children are going to put away or wash their dishes. This can give children a positive sense of purpose and belonging. It can also promote the idea of children taking care of themselves and their environment independently, and as part of a group. In this case all the children can be part of the rule of ‘helping hands’ in the ECD centre.

Activity 2: Sharing folktales

Time: 60 minutes

1. Tell your folktales or stories to each other.
2. After each folktale or story, discuss the behaviour it is encouraging or discouraging.
3. Also discuss whether or not you agree with the message of the story.
4. Choose the best story, and use your tablet to take a video of the teacher telling the story (consult the guide to using the tablet if you don't know how to take a video). Write the title of the story here:

_____

5. Watch the video that you have taken, and write down the main points of the story, so that you can use the story in your own classroom.

_____

_____

_____

_____

To end off Module 8 do the Module Quiz.

Module 9: Building a team around the child

Introduction

Learning outcomes
By the end of this module, you will:
Know how to build meaningful relationships with parents and caregivers.
Know how to build meaningful relationships with Grade 1 teachers.

Unit 1

Why you are here
To talk about what a team is
To talk about what the team might look like
Decide who can be on the team and what each person can do to make the team work well

Relationships are important in everybody's lives. They are especially important in young children's lives. When children have good relationships with those around them, this can help them to grow and learn in a good way.

Activity 1: Starting to build a team

Time: 30 minutes

1. Read a storybook, “Sun, Moon, Rain and Wind” together on your tablet. Think about these questions as you read.

   a. What is the story really about?
   b. What were “Sun, Moon, Rain and Wind” taking care of?
   c. How did they come to their agreement?

Comment

What does the story say? The Sun, The Moon, The Rain and The Wind could not agree at first. But then they agreed to work together to care for the earth.

So the story is about team work! They had a common goal – looking after the earth. We also noticed that they listened carefully to each other. Listening is very important if you are going to understand each other and work together.

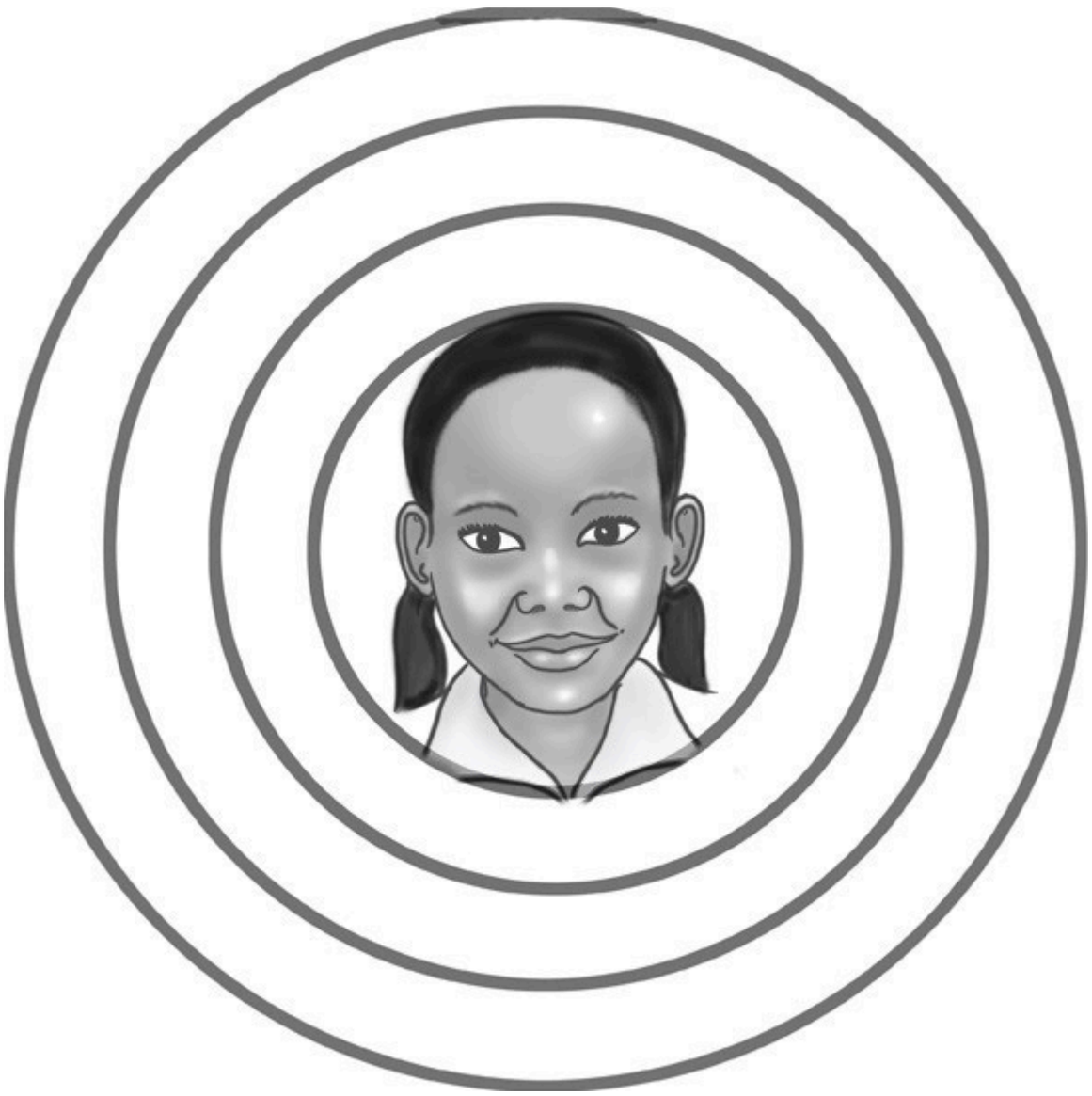
We can learn from this story. The Sun, The Moon, The Rain and The Wind built a relationship between themselves that was good for the earth. In the same way, building good relationships between people who take care of children can lead to good things for the child.

"In the same way that the sun, moon, rain and wind take care of the earth, so caring for the child is the work of adults in that child's life".

Activity 2: How can we build a team in our ECD Centre or School?

Time: 90 minutes

1. Look at this picture:



2. You can see the child in the centre of a circle.

   a. Who do you think should be in the first circle around the child?

   b. Write your name in the second circle around the child.

   c. In the next circles around the child, write which other people you think can be part of the team around the child.

3. What part do you think the child can play in the team? For example, the child can co-operate to make sure that s/he gets to school on time, and not play on the way.

4. Share your answers with your group.
5. Think about the team you might like to build in your school or centre.
6. Look back at your circle drawing.

   a. In the first column of the table below, write down the people who you have decided you need on the team. We have done the first one for you.

   b. Then write down why it is important that they are on the team. We have done the first one for you.

   c. Then write down what you think they can do to support the child.

Unit 2

Why you are here
To think about the importance of having parents/caregivers as part of your team
To decide exactly how you want to work with parents/caregivers in your school or centre
To think about some activities that you can do with parents/caregivers

Parents or caregivers are the child's first teachers. That is why the parents or caregivers and family is in the first circle around the child. A strong relationship between home and school can have many benefits for the child, for the teacher and for the school or centre. Because the child's relationship with family is an important one, we need as teachers to try to work with parents or caregivers and older siblings to support the child.

Activity 1: Relationship with parents/caregivers

Time: 30 minutes

1. Think back to the story "Sun, Moon, Rain and Wind". How did they start working as a team?

2. In order for teachers to build a good relationship with parents or caregivers, there needs to be a common goal. What do you think the common goal is?

3. There are many things that will help achieve this common goal. Tick ✓ in your printed copy of the course or tap on the tablet which of the following are the responsibility of the teacher and which are the responsibility of the parent or caregiver

	Responsibilities	Parent or caregiver	Teacher
a.	See that the children have been fed and are clean when they come to school.	☐	☐
b.	Ensure that the children are safe as they go to and from school.	☐	☐
c.	Tell or read stories to children.	☐	☐
d.	Help their child develop healthy routines – like cleaning their teeth morning and evening.	☐	☐
e.	Help the children take turns without fighting.	☐	☐
f.	Help the children look after their belongings.	☐	☐
g.	Decide when the children are ready to go to the next grade.	☐	☐
h.	Teach children to count on their fingers.	☐	☐
i.	Help the children recognise signs on packets or in streets.	☐	☐

	Responsibilities	Parent or caregiver	Teacher
j.	Make sure children get enough sleep so they are fresh when they come to school in the morning.	☐	☐
		☐	☐
		☐	☐

Can you think of more responsibilities to add to the list?

Comment

We think the common goal for parents/caregivers and teachers is the good of the children.

But what does that actually mean?

There has to be lots of talking and listening about this – parents and teachers need to agree on what they understand by 'the good of the children'.

You can look back at the discussion in Module 1, where you talked about your vision for the children in your class. You and the parents/caregivers have a lot to talk about!

Perhaps the list of responsibilities is a good place to start. Did you find that you ticked both parents and teachers for many of the responsibilities?

Activity 2: A two-way street

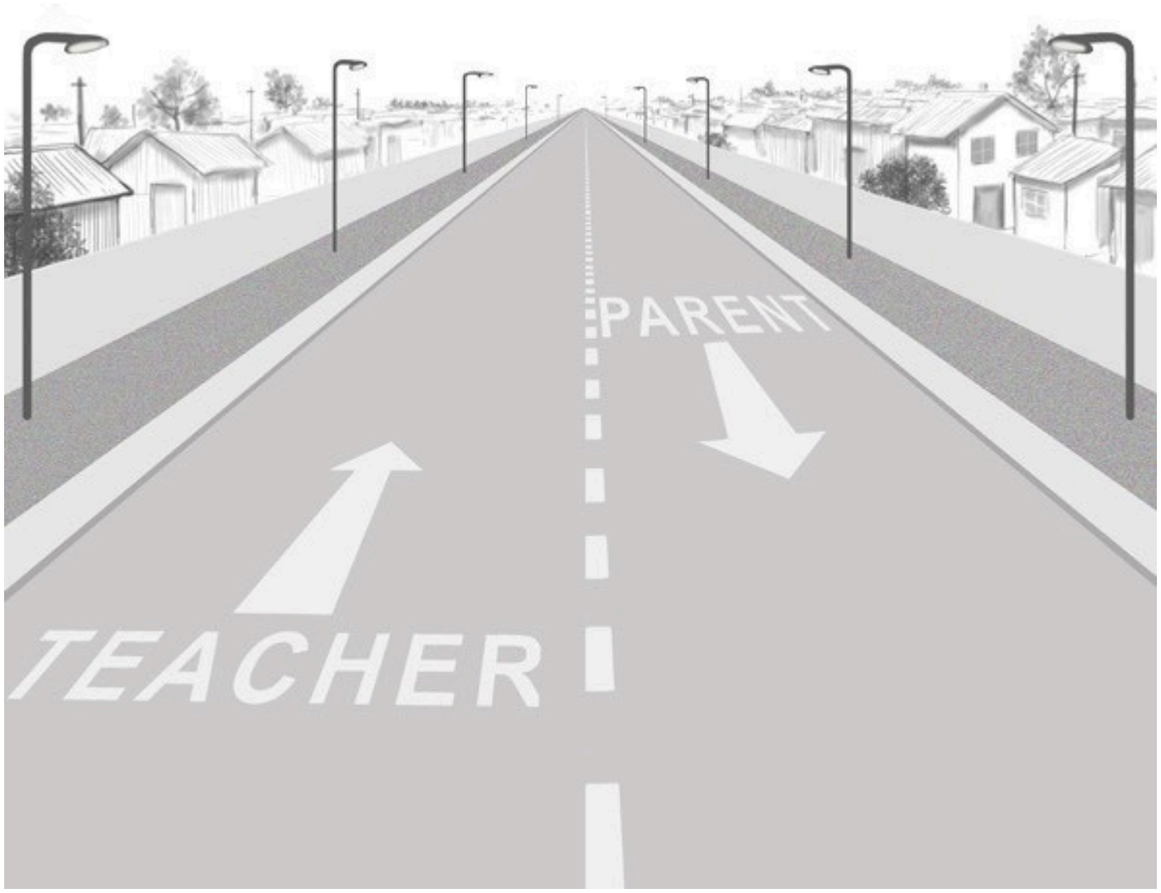
Time: 30 minutes

Journey
Travelling from one place to another usually taking a long time

Two way street
An equal relationship where ideas are shared in a supportive, cooperative and respectful way

Think about the road a child is on, a child's journey. The parents or caregivers are on one side, and the teacher is on the other side. It is a two-way street.

1. Look at this picture of a two-way street. The teacher and the parent are on different sides of the street moving towards each other.
2. Talk about what benefits there are for parents or caregivers and teachers to work together to support the child on their journey.



3. Write some ideas on each side of the road in your printed copy of the course.

a. On the left-hand side, write ways in which the teacher can benefit from a good relationship with a parent or caregiver.

b. On the right-hand side, write ways in which parents or caregivers can benefit from a good relationship with a teacher.

4. Parents sometimes resist co-operating with teachers. Why is this, and what can you as a teacher do about it?

Comment

We think that it is important to keep this two-way street between teachers and parents open and clear. Why is this?

For the teacher, a relationship and clear communication with parents gives an insight into the family of the child. You understand what the parents are doing. You can build from this as you work with the children in your class.

What are the benefits for parents?

Discussions with the teacher can help parents understand what their children are learning, and what difficulties they are having. So they don't feel alone. They can talk to someone who understands their children. And the road to learning for the child will be easier.

Sometimes parents don't like to co-operate with teachers. It may be because they feel uneducated in comparison to the teachers. But perhaps parents think the school or centre is responsible for the education of their children.

So what can we do to help these parents see that they are an important part of a team in the education of their children?

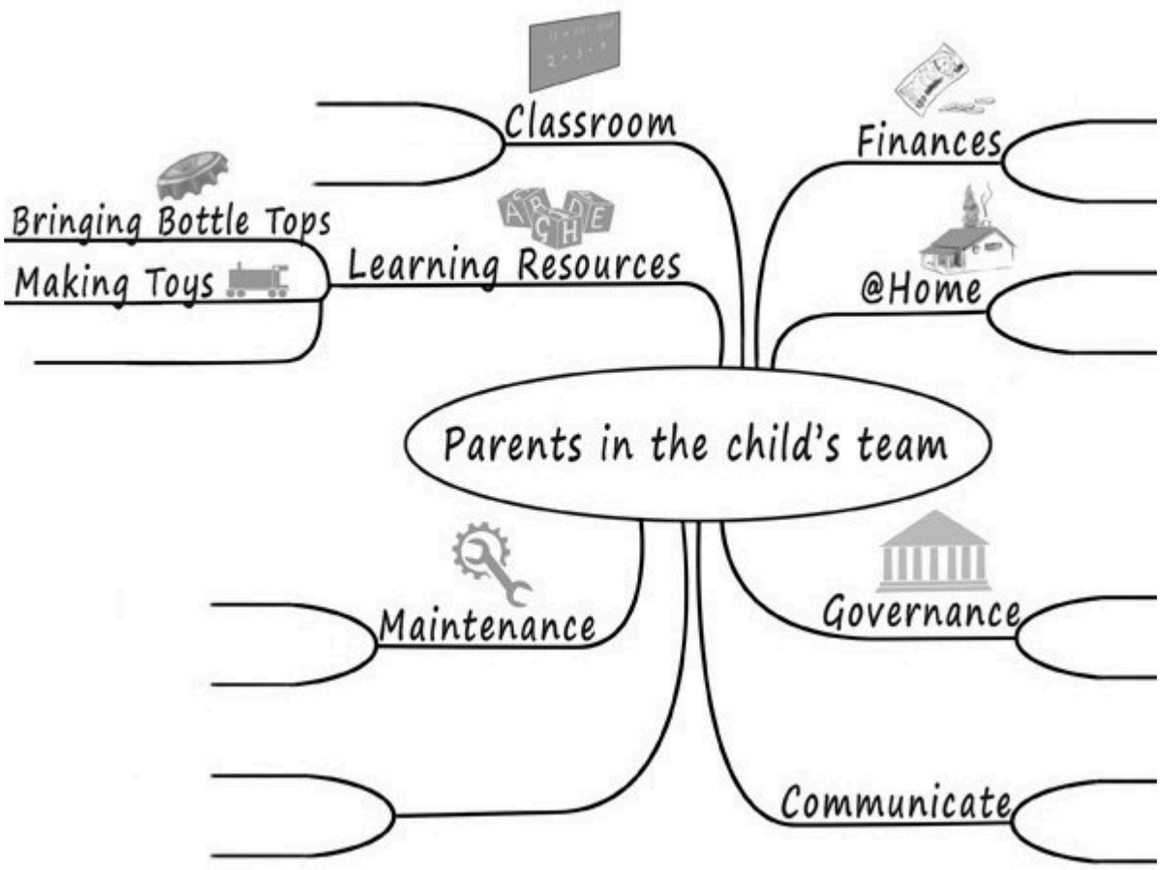
Maybe we can say that 'it takes a village to raise a child'. Every adult shares responsibility for children – and each has a particular role to play.

Activity 3: Including parents and caregivers in the team

Time: 30 minutes

1. What ideas do you have about how to help the parents or caregivers to feel part of your team? You probably have more than you think. You know your parents or caregivers very well.

2. In your printed copy of the course, write some ideas on the mind map below. We have done one as an example: parents can help with learning resources, sending bottle tops for counting and sorting, and making other toys. Add a new branch if you think of something you want to add:



Comment

There are many things happening on your mind map. For example, you communicate with your parents/caregivers. This helps parents to

1. feel welcome in your school or centre,
2. give something to the life of your school or centre in different ways,
3. understand the progress of their child.

At home, parents can work with their children and build a strong relationship between them. Parents and caregivers can do activities in the school or centre too.

They can do things like:

1. help with the care and maintenance of the school or centre. For example, do a big clean of the classroom once a term, or help with the school or centre garden.
2. help to make some of the toys that you need (or make some toys to take home and play with the children).
3. bring things to school to work with, such as bottle tops for counting activities, cloths for wiping hands, pieces of wood for building toy houses with, and so on.

If you like these ideas, add them to your mind map, on a relevant branch or a new branch.

Let’s think more about the communication branch in the mind map.

Activity 4: Communicating with parents, caregivers and families

Time: 30 minutes

1. Look at the communication ideas in your mind map. If you have not written anything on the communication branch, stop and think. Write one or two ideas here about WHAT you can communicate with parents/caregivers about.

2. Write down two ideas about HOW you can communicate with your caregivers/parents.

3. Write down one thing you really need help with in your school or centre.

4. Write down how you will ask parents to help you.

5. Write down when you will do it.

6. Where did you write down 'reporting on child's progress'? Maybe you wrote it under communication or maybe you wrote it on a separate branch. If you didn't write it in the mind map, write it now.

Comment

Reporting on children's progress is an important part of communicating with parents, caregivers and families.

You have practiced sharing your observation reports with other teachers in some of the modules in this course.

This will help you to think about how you can report to parents, caregivers and families about your observations of children too.

Even if you keep your observation records in English, you should talk about the child with parents and families in a language they speak at home if you can. It is important they understand well what you are saying.

Working with parents/caregivers is a lot of hard work. But it can be fun too!

And it will help you with your work, and help the children with their work as well.

Unit 3

Before you begin Unit 3, think about what you learned in the previous units.

Why you are here
To reflect on what you have learned in Unit 1 and Unit 2
To talk about how a good relationship between pre-primary and Grade 1 teachers can benefit the both the teachers and the children
To find ways to build a good relationship between pre-primary and Grade 1 teachers

Activity 1: Review

Time: 30 minutes

1. In Unit 1 and Unit 2, you started to build your team around the child. You made a list of who you need as part of your team.

   a. Who did you manage to invite onto your team? Write down their name or names.

   b. What important role can they play?

2. You also spoke about communicating with parents.

   a. Did you manage to communicate with parents? Write down one thing you communicated with parents in the last week. Also write down how you communicated with them.

   b. What is your plan to communicate with parents? Write down how you will communicate in the future, and what you will say.

3. It can be difficult to get people onto your team.

   a. Who can help you to get people onto your team? Write down their name.

   b. Think about and share new ways of inviting people onto your team.

c. Discuss and write down one creative way to get parents on the team.

Other teachers are also an important part of the team around the child.

Let’s think about why relationships between pre-primary and Grade 1 teachers are important.

Activity 2: Relationships between pre-primary and Grade 1 teachers

Time: 45 minutes

Speech bubble
Part of a picture that shows someone speaking

1. Look at the following picture.
2. Think about what is happening in the picture. What is the pre-primary teacher saying? What is the Grade 1 teacher saying? What are the children saying or thinking?
3. In your printed copy of the course, complete the sentence in each speech bubble in the picture.
4. If you are working in a group, talk about what each person thinks about this picture. Share what each person wrote in the speech bubbles.

5. Think of some ways in which the pre-primary and Grade 1 teacher can build a good relationship and work together just as in the story. In your printed copy of the course, write in the table below. We have done one as an example.

Pre-primary teacher	**How will this help build a good relationship**	**Grade 1 teacher**	**How will this help build a good relationship**
Visiting the Grade 1 teacher	This teacher will know who I am. She will know that I am working with the children who will be in the teacher's class next year.	Paying a visit to the pre-primary class while the children are there one day	This helps me to see what the children are doing. Then I can think about how I can help the children make the change into my Grade 1 class.

Pre-primary teacher	How will this help build a good relationship	Grade 1 teacher	How will this help build a good relationship

6. Share what you have written. Then you can write your answers into the table on the tablet.

Comment

Both Grade 1 and pre-primary teachers working together can help to build a good relationship.

This is often not easy to do! In most education systems, teachers who teach the older children have a higher status.

We believe that every teacher has an equally important task whatever the age of the children they teach.

One way to build relationships between teachers is to visit each other, and discuss your teaching and the needs of the children. This builds a relationship that can help you as well as the children.

Activity 3: Similarities and differences between pre-primary and Grade 1 classrooms

Time: 45 minutes

1. In Module 1 and Module 2 you looked at a pre-primary daily programme. Look at the daily programme again. Also look at the example of a Grade 1 Daily programme or timetable.

   a. What is the same?

   b. What is different?

Daily programme (timetable) for Grade 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:50-8:00	Assembly		Assembly		
08:00-8:30	Reading	Reading	Reading	Reading	
08:30-9:00	Mathematics	E-FAL	Phy-Education	Beg. Know	Home Language
09:00-9:30					
09:30-10:00	Mathematics	E-FAL	Phy-Education	Phy-Education	Home Language
10:00-10:30	Mathematics	Mathematics	Home Language	Phy-Education	Home Language
10:30-11:00	Creative Arts	Mathematics	Home Language	Phy-Education	Home Language
11:00-11:30	Beg. Knowledge	Beg. Knowledge	Mathematics	Home Language	Home Language
11:30-12:00	Home Language	Creative Arts	Mathematics	Home Language	Mathematics
12:00-12:30	Home Language	Creative Arts	Mathematics	Home Language	Mathematics
12:30-12:45					
12:45-13:15	Home Language	Home Language	E-FAL	Mathematics	Beg. Know
13:45-14:15	E-FAL	Home Language		Mathematics	Creative Arts
14:15-14:30		Home Language		Mathematics	
14:30-15:30			Cleaning		
	Marking and preparation				

Daily programme for pre-primary

7:30	Arrival at school
7:45	Health check, birthdays, register, weather chart, news
8:15	Morning circle (new concepts or skills)
8:45	Work time (group activities)
9:30	Tidy up and handwashing
9:45	Snack time
10:15	Music and movement
10:45	Outdoor play and tidy up
11:30	Hand washing and toilet time
11:45	Story time
12:15	Rest and home time

2. What is your daily programme for pre-primary or Grade 1? Does it look the same or different to these ones?

   a. Bring a copy of your daily programme with you to your learning group meeting.

   b. You will share it with your fellow teachers and talk more about visiting each other's classrooms.

Comment

There are some important differences between pre-primary and Grade 1 daily programmes. For example, there is no toilet time written in the Grade 1 programme, or time for hand washing.

Another big difference is that Grade 1 has subjects like Mathematics, Beginning Knowledge (Beg Know) and EFAL (English First Additional Language).

Also, the school day ends later for Grade 1, 2, and 3 children. New Grade 1 children will have to get used to this.

We can help to prepare children for these differences if we know about them.

Unit 4 Learning Group

Why you are here
To review what you have learned in this module
To think further about similarities and differences between pre-primary and Grade 1 classrooms
To explore what you can learn from visiting each other's classrooms
To decide what you will do on the visits

Activity 1: Review

Time: 15 minutes

1. In the last three units, we:

   a. Talked about how good relationships are important for children and teachers.

   b. Talked about how parents or caregivers are an important part of children's lives and how we can include them in our team.

   c. Talked about how to start building good relationships between ourselves as Grade 1 and pre-primary teachers.

2. Reflect for 15 minutes on what you learned last week by doing the following:
   Look back at the table you completed in Unit 3 about building the relationship between pre-primary teachers and Grade 1 teachers. Do you think you will be able to build a strong team?

   a. Write down one thing you would like to add to your table. Why do you want to add it?

   b. Think about one thing that might stop you building a strong team.

Comment

Let's remind ourselves why building a relationship between ourselves as Grade 1 and pre-primary teachers is important:

1. It helps the children to know the Grade 1 teacher and to build their own good relationships with the Grade 1 teacher.
2. It helps the Grade 1 teacher to know what has been done in pre-primary so that s/he can prepare properly for those children next year.
3. It helps the pre-primary teacher to understand what the Grade 1 teacher expects the new children to do.

What obstacles did you discuss that might stop you building a strong team? How could you overcome these obstacles?

Activity 2: More similarities and differences

Time: 45 minutes

1. Share your daily programmes with each other.

   a. What are the differences between the daily programmes of the pre-primary and Grade 1 teachers in the study group?

   b. Do you think pre-primary children will struggle with the change in the programme? Why? Why not?

   c. What can the Grade 1 teacher do to help the children adjust to the timetable in primary school?

   d. What can the pre-primary teacher do to prepare children for a new timetable?

Comment

We all know 'big' school can be frightening for pre-primary children. Pre-primary children are used to being told to wash their hands, or to go to the toilet. There are often more children in a primary school than in pre-primary.

Of course, a Grade 1 teacher will make the children feel welcome and safe. Perhaps a Grade 1 teacher can give children their own space to play in for the first few weeks?

The day can also be tiring. Maybe the timetable could end earlier for the new Grade 1s in the first few weeks?

The pre-primary teacher can read stories about going to Grade 1. This can lead to conversations about what will be new and what will be the same. The most important thing is to talk with children about their feelings and their ideas about Grade 1.

You will remember in Module 1 Unit 4 Activity 2 you spoke about things that will give children a good emotional foundation for moving to Grade 1. This list included children who:

- Are confident
- Can persevere with difficult tasks
- Can communicate emotions
- Can follow rules
- Have good listening skills
- Are attentive
- Can describe the time of day
- Have good personal hygiene
- Have good self-esteem
- Can speak for themselves
- Are beginning to think and act independently
- Can take some responsibility, and
- Can solve some problems.

You can see how a child who is confident and can persevere with difficult tasks will manage better with a long school day. Or a child who can communicate her emotions will be able to more easily ask for help.

Your job as a pre-primary teacher is to help the child to build a strong foundation to move into Grade 1.

Your job as a Grade 1 teacher is to continue to build on whatever foundation the child brings, to improve their listening skills, to take more responsibility, and solve more challenging problems.

2. Watch a video about the Learning Environment, in which Teacher Adele is preparing her pre-primary classroom for group activities.

a. Notice and write down what is in Teacher Adele's pre-primary classroom.

b. Then write down what is in your classroom.

If you are a Grade 1 teacher, write in the Grade 1 column.

c. If you are a pre-primary teacher, write in the pre-primary column.

Then share your notes with each other.

Comment

How big are the differences between Grade 1 and pre-primary classes?

You probably found that your classrooms have similar posters on the walls, but perhaps a different way of organising the furniture.

We think that Grade 1 teachers can often learn from pre-primary teachers.

Teacher Adele plans different activities for each group, and organises the furniture so children can work together in groups.

Does this happen in Grade 1 classes?

Maybe the differences between Grade 1 and pre-primary classes don't need to be as big as they sometimes are!

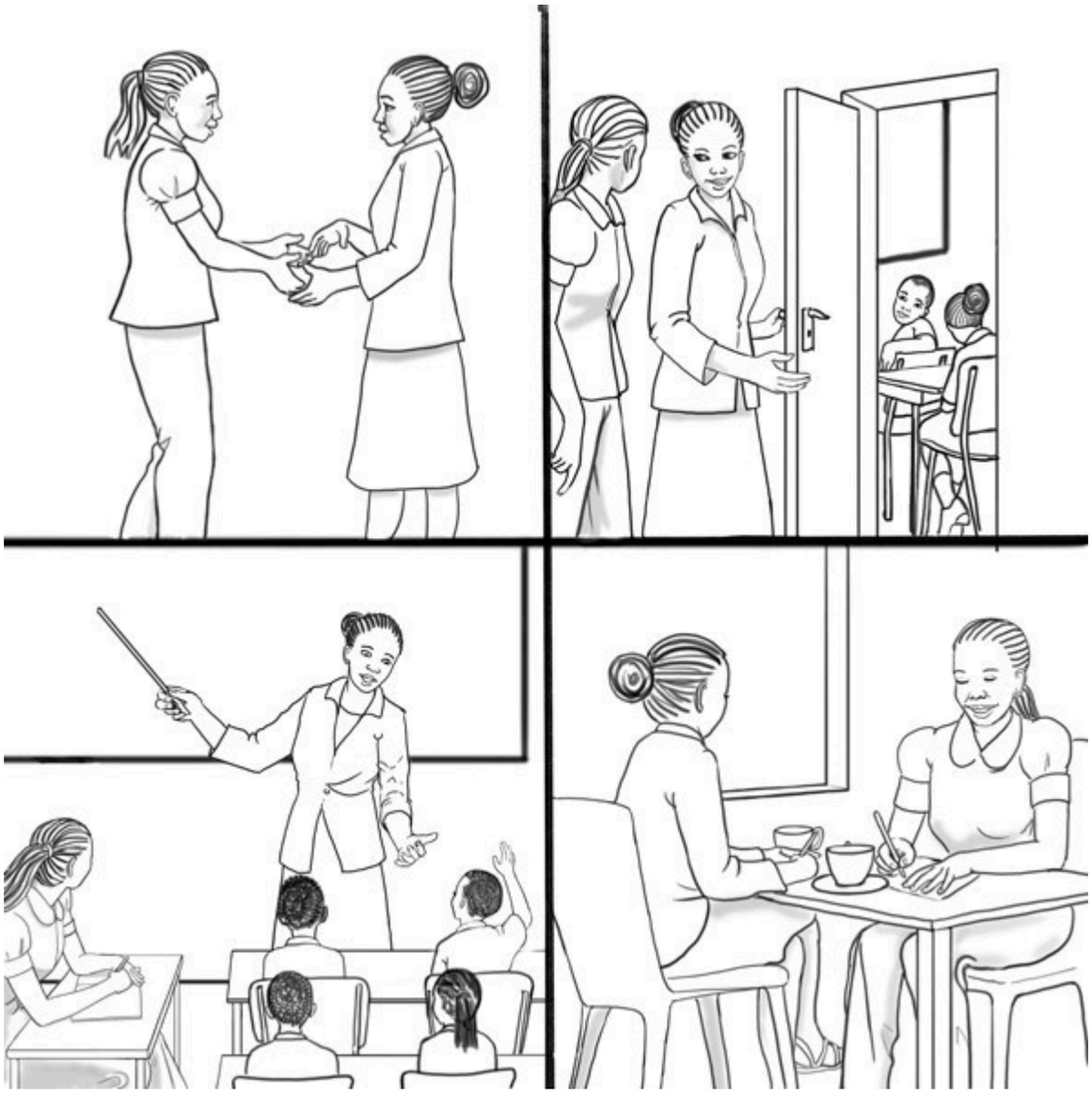
That's another reason for the Grade 1 teacher to visit the pre-primary teacher's class.

Let's think about how a visit to the Grade 1 teacher's class can help to build a team and support children moving to Grade 1.

Activity 3: Planning a visit to a Grade 1 classroom

Time: 45 minutes

1. In this picture, a pre-primary teacher is visiting a Grade 1 teacher's class.
   Discuss what you see happening in this picture.



2. Write down how this visit can help the **pre-primary teacher**.

3. In your group, think together about the kind of information that the pre-primary teacher can give the Grade 1 teacher when she visits the primary school.
   Write your ideas here:

4. Write down how a visit can help the **Grade 1 teacher**:

5. In your group, think together about the kind of information that the Grade 1 teacher can give the pre-primary teacher. Write your ideas here:

6. Think about pre-primary **children** visiting a Grade 1 class:

   a. Write down how visiting a Grade 1 class can help the children.

   b. Write down how this can help the pre-primary teacher and the Grade 1 teacher.

Comment

The pre-primary teacher needs to think about what she wants to find out.

Here are some ideas:

The Grade 1 teacher can show the pre-primary teacher her classroom. What does the Grade 1 classroom look like? What other spaces and things do the pre-primary children need to know about? For example, is there a special toilet for the grade 1, 2 and 3 children?

The pre-primary teacher can observe the teaching in the Grade 1 class. How does the Grade 1 teacher manage the class? How does she expect the children to behave? What kind of work are the children doing?

She can use this information to prepare the pre-primary children for Grade 1.

When you take a group of pre-primary children to visit a Grade 1 class they will be able to see for themselves what it looks like and feels like. They will get an idea of what it is like. This will help the children to feel less worried, and more excited about going to Grade 1.

You will be able to have conversations with the pre-primary children about what they saw and how they feel about going to Grade.

If you take the children in small groups, make sure all the children get a chance to visit.

What kind of information does the Grade 1 teacher need to know to support the pre-primary children coming into her Grade 1 class?

In a two-way street, the Grade 1 teacher will also visit the pre-primary class!

When can you arrange these visits?

To end off Module 9 do the Module Quiz.

Module 10: Next steps

Introduction

Learning outcomes
By the end of this module, you will: Reflect on your learning and think about how you will apply what you have learned.
Find the activities you have not yet finished and create a plan to complete them.
Reflect on how you have successfully supported each child to build a strong foundation before Grade 1 by: • giving them time to play in ways that help them develop physically, cognitively, socially and emotionally. • observing them carefully, monitoring their progress, and supporting them to achieve new milestones and indicators over time • creating an inclusive and supportive learning environment • finding creative ways to support good behaviour • building a supportive team around the child Think carefully about changes you will make for next year's group of pre-primary children.

Unit 1

Why you are here
To think back over the KnowHow Early Learning course
To think about whether you have learned what you wanted to learn
To think about whether your children have a good foundation for Grade 1

Over the next four units, you will look back and reflect on your learning journey. You will also look ahead to the future and plan the way forward.

Activity 1: Looking back at your learning journey

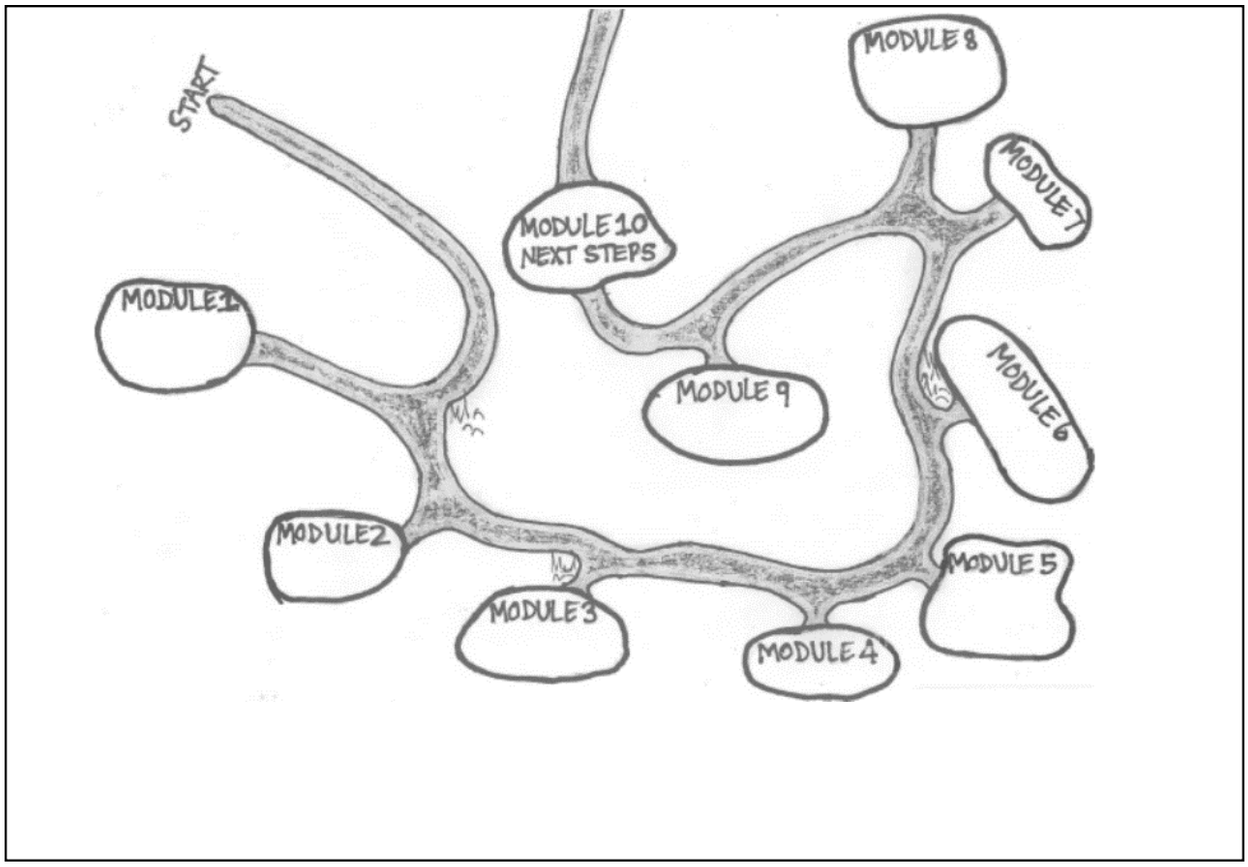
Time: 120 minutes

Journey
Travelling from one place to another usually taking a long time

Transition
Changing and moving from one place to another over time

This learning journey for you is coming to an end. You have travelled a long way together learning, sharing and trying things out in your classrooms. You now know how to support your children to build a strong foundation for a happy and confident start to Grade 1.

Make a learning journey map, from the beginning of Module 1 to the end of Module 9. Use a big A4 piece of paper. You will use your learning journey map again in Unit 2 and Unit 3. You can copy this one, or make your own:



1. Think about and discuss your learning journey. If you are alone, make some notes on your thoughts in your printed copy of the course or on the tablet. Use the questions in the table to guide you:

Questions	Answers
Which module did I enjoy the most? Why?	

Which module was the most difficult to understand and work with? Why was it difficult?

What were the three most important things I learned from this course?

What is the most important change I made?

What can I do well or better now?

What things did I not finish in my learning journey?

What things do I still not understand? What things are still difficult to do?

Let's think about the success of our learning journey.

2. These are the outcomes of this course. In your printed copy of the course write YES or NO next to each outcome. Write YES if you feel you have achieved the outcome. Write NO if you feel you have not yet achieved the outcome.

Outcomes of this course	**YES**	**No**
Now I have finished the course I:	☐	☐
• *Can think and talk about what school readiness means*	☐	☐
• *Understand my role in supporting every child to develop a strong foundation in the year before Grade 1*	☐	☐
• *Can observe children well to monitor their development*	☐	☐
• *Work with children in meaningful ways to develop their full potential in each of four development areas: social, emotional, cognitive and physical development*	☐	☐

Outcomes of this course	YES	No
• *Understand the importance of a play-based learning environment for pre-primary children*	☐	☐
• *Can use different ways of supporting children to behave well*	☐	☐
• *Understand my role in building a support team of adults around the child*	☐	☐

3. Read and listen to the word 'transition'. How do you feel about your ability to support children to transition into Grade 1? Complete one or both of these sentences:

   I feel ready to prepare children to transition into Grade 1 because

   _____
   _____
   _____
   _____

   I do not feel ready to prepare children to transition into Grade 1 because

   _____
   _____
   _____
   _____

4. If you do not yet feel ready, what can you do to become more ready to prepare children for Grade 1? Complete the sentence below:

   I can become more ready if I

   _____
   _____
   _____
   _____

5. In this course you have looked at child development as an early learning journey. You thought about four developmental domains to support children on their journey: the physical domain, the social domain, the emotional domain and the cognitive (thinking) domain. You have used a diagram to think about the four domains and milestones for each domain. Here is the diagram to remind you.

Child development domains and milestones

Physical domain
1. Balance
2. Movement
3. Coordination
4. Body awareness
5. Visual and motor integration
6. Muscular strength
7. Endurance

Cognitive domain
1. Visual perception
2. Auditory perception
3. Working memory
4. Self-concept
5. Language proficiency
6. Comprehension
7. Logical thinking
8. Approaches to learning
9. Critical thinking
10. Problem solving
11. Decision making
12. Imagination
13. Visual discrimination
14. Auditory discrimination
15. Sequencing
16. Visual closure
17. Visual spatial relationships
18. Print awareness
19. Number sense
20. Measurement
21. Emergent financial literacy

Social domain
1. Self-identity
2. Social networking
3. Disciplined and follows rules
4. Negotiating
5. Responsible citizenship
6. Autonomy
7. Conflict management
8. Patriotism
9. Valuing life
10. Gender awareness
11. Inclusivity

Emotional domain
1. Understanding own emotions
2. Releasing own emotions
3. Responding to others' emotions
4. Self-confidence
5. Self-esteem
6. Assertiveness
7. Perseverance
8. Self-efficacy
9. Empathy
10. Environmental friendliness

Adapted from University of Zimbabwe, Mkoba Teachers' College (ECD Department), undated, Roger Federer Foundation

6. You also saw examples of indicators in this course. For example, '**balance a bean bag on her head**', is an **indicator** for the milestone *balance*.

   a. Here is a list of indicators that are important for children in the year before Grade 1 and during Grade 1. Read each indicator and discuss with a colleague which domain and milestone the indicator matches with.

   b. When you agree, tap next to the indicator on your tablet, or put a tick ✓ in your printed copy of the course.

A child has a good foundation for Grade 1 when she or he:	
Knows how to turn the pages of a book	☐
Recognises simple shapes like circles, squares and rectangles	☐
Recognises some letter sounds	☐
Tells a simple story and remembers events in sequence	☐
Follows simple two-step instructions, e.g. Pick up the pencil and put it on the table	☐
Recognises his or her own name and is learning to write it	☐
Has a good pencil grip	☐
Shows gross motor development, e.g. running, skipping, standing on one leg	☐
Enjoys listening to stories and joining in discussions about the story	☐
Understands concepts like big/small, up/down, under/over	☐

A child has a good foundation for Grade 1 when she or he:	
Is aware of numbers (at least 1-5)	☐
Sorts objects to make groups	☐
Shares with others	☐
Takes care of him/herself in an age appropriate way, e.g. manages to go to the toilet	☐
Plays with friends	☐
Tells someone when she/ he is feeling sad or angry	☐
Completes simple patterns of numbers of colours or shapes	☐

7. Choose one of the indicators in the list above. Think of a new activity for children and write an Activity Plan for it. Use the indicator as the purpose for your activity.

Activity Plan
Purpose:
Time:
Context:
Resources:
Preparation:
Procedure:

Unit 2

Why you are here
To understand the concept of ‘reflection’
To understand that trying out and doing things, observation and reflection are important to learning
To reflect on what we have learned in Modules 1 to 4
To identify the gaps in our learning
To find ways to do something about the gaps (bits we have not finished) in our learning

Activity 1: What is reflection (as a learning tool)?

Time: 20 minutes

1. Read the case study of Mrs Shiimi below. Start with the first box and follow the numbers.

1. Mrs Shiimi learns something new:
'Children learn best by playing.'

2. Mrs Shiimi implements what she has learned.
She teaches numbers 1 - 8 by playng a hopscotch game with all the children

3. Mrs Shiimi observes what happens.
She notices children having fun learning numbers.
She also notices some children fighting because they have to wait a long time for their turn.

4. Mrs Shiimi reflects on what she has observed.
She thinks playing games is a good way to teach mathematics, but waiting for a long time is not good. Mrs Shiimi decides she will play the game differently.

5. Mrs Shiimi makes changes.
She plans a hopscotch game but this time only six children will play the game.

6. Mrs Shiimi implements her new planning.
This time the game works well. The six children have fun while learning. They take turns without fighting.

2. Read the case study again. In your printed copy of the course, underline or circle what Mrs Shiimi **does**. For example, in Step 1, Mrs Shiimi **learns something new**.

Comment

Look at how Mrs Shiimi goes from one step to another in her learning:

- In Step 1, she learns something new.
- In Step 2, she implements what she has learned.
- In Step 3, she observes what happens during implementation.
- In Step 4, she reflects on what she has observed.
- In Step 5, she plans changes.
- In Step 6, she implements those changes.

This is a learning cycle. Learning takes time and effort. Don't get upset if something new does not work the first time. Reflect on what happened and try again. Keep trying and you will get to where you want to be.

Let's reflect on what we learned in Modules 1, 2, 3 and 4.

Activity 2: Reflecting on Module 1: An early learning journey

Time: 20 minutes

1. Answer these questions about Module 1. You can go back to Module 1 in your printed copy of the course to see what you wrote and what activities you did with your children.

   a. What is the relationship between each child's early learning journey and the developmental domains, milestones and indicators? Write down your ideas, or draw a picture on a separate piece of paper of what a child's journey looks like.

   b. Write down two ways in which your practice has changed because of this course.

2. Watch the What is play video

   a. Write down one new thing you learned from watching the video.

   b. How will you practice what you have learned?

   c. You planned some play activities using an Activity Plan. How does the Activity Plan help you to think about what support a child needs? How does the Activity Plan relate to the developmental domains, milestones and indicators? How does the Activity Plan help you to be better organised? Write down your answers.

Activity 4: Reflecting on Module 2: Observation and monitoring with a purpose

Time: 20 minutes

1. Watch the video of *Observing writing*, of a child trying to write his name.

   Think about these questions:
   a. What can you see the writing child doing?
   b. What can you see the other child doing?
   c. What can you see the teacher doing?
   d. What can you hear the child saying?
   e. What can you hear the teacher saying?
   f. How do you feel about the writing child?
   g. Write down some ideas for an activity you will give the writing child to develop writing skills.
   h. Find an activity in ChildSteps that you think will be good for the writing children to do to develop writing skills.

2. And now, answer these questions about Module 2. You can go back to Module 2 in your printed copy of the course to see what you wrote and what activities you did with your children.

   a. How do the child development domains, milestones and indicators help you to observe with a purpose?

   b. What have you changed in how you observe your children?

   b. Write down how you keep records of your observations? Tell us what you do.

   c. Have your observations helped you to make a change in your teaching? Complete this sentence to give an example:

   In the past I used to …

… but now I

Activity 3: Reflecting on Module 3: Physical domain

Time: 20 minutes

Answer these questions about Module 3. You can go back to your printed copy of the course to see what you wrote and what activities you did with your children.

a. What activities have you done to help children develop their gross motor skills? Take a photograph or a video, and write down one example of how you did this.

b. What activities have you done to help children develop their fine motor skills? Take a photograph or a video, and write down one example of how you did this.

c. What activities have you done to help children take care of themselves? Take a photograph or a video, and write down one example of how you did this.

Activity 2: Reflecting on Module 4: Social and emotional domains

Time: 20 minutes

Answer these questions about Module 4. You can go back to your printed copy of the course to see what you wrote and what activities you did with your children.

a. What activities have you done to help children manage the new things they will find in Grade 1? Write down one example of how you did this.

b. What activities have you done with the children to encourage and make them feel good about the different mother tongue languages they speak? Write down the different mother tongue languages that children in your class speak.

c. How do you make sure these languages are used every day in your school or centre?

Now **let's summarise all our reflections** for Modules 1, 2, 3 and 4.

Activity 6: Next steps

Time: 20 minutes

1. Write down the 4 most important things you learned from Modules 1, 2, 3 and 4.

2. What will you do differently next year for children in the year before Grade 1?

3. Think about Module 1.

   a. Is there something you feel you have not learned or understood well? Write it down next to Module 1 on the learning journey map you drew in Module 10 Activity 1.

   b. Is there an activity have you not finished yet in Module 1? Write it down next to Module 1 on your learning journey map.

4. Think about Modules 2, 3 and 4, and write on your learning journey map.

It is important to finish all the activities in this course in order to make sure you have understood and learned as much as you can from this course.

Complete the sentence below by filling in the date:

I plan to finish the activities I have not yet done in Modules 1, 2, 3, and 4 by:

Unit 3

Why you are here
To look back at what we learned at the last study session
To reflect on what we have learned in Modules 5 to 9
To find the gaps in our learning and what we tried out
To find ways to work with gaps and challenges in our learning

Activity 4: Reflecting on Module 5: Cognitive domain: early language focus

Time: 20 minutes

1. Watch the Read Aloud video.

   Now think about these questions:

   a. Do you think the teacher is enjoying reading with the children? Why do you think that?

   b. Do you think the children are enjoying the story? Why do you think that?

   c. Do you think the children understand and follow the story? Why do you think that?

   d. Write down one thing you learned from the video.

   _____

   _____

   e. Write down one thing you will do differently next time you read a story with children.

   _____

   _____

2. Answer these questions about Module 5. You can go back to your printed copy of the course to see what you wrote and what activities you did with your children.

   a. What activities have you done to help children listen to instructions and follow the instructions? Write down one example of an activity you did.

   _____

   _____

   _____

   b. What game have you played to help children listen carefully to the sounds of language? What language or languages did children use? Please write down one game.

   _____

   _____

   _____

   c. Write down the name of two activities you have planned to give children the chance to develop early reading and early writing skills?

   _____

   _____

   _____

   d. Find an activity in ChildSteps that you think will be good to develop early reading skills.

d. Write down the title of one of the books you have read with children. Choose one that you and they really liked.

Activity 5: Reflecting on Module 6: Cognitive domain: numeracy focus

Time: 20 minutes

Answer these questions about Module 6 Unit 2. You can go back to your printed copy of the course to see what you wrote and what activities you did with your children.

a. Write down the name of one activity you planned in Module 6 Unit 2 Activity 2.

b. Write down how you can make this activity easier for a child who rates *not yet achieved* on the rating scale.

Easier:

c. Write down how you make this activity more challenging for a child who rates *achieved* on the rating scale.

More challenging:

Activity 5: Reflecting on Module 7: An inclusive learning environment

Time: 20 minutes

Answer these questions about Module 7. You can go back to Module 7 in your printed copy of the course to see what you wrote and what activities you did with your children.

a. How have you changed your learning environment to make it more exciting and interesting for your children? Use your tablet to take 3 photos of the changes. Save them on your tablet.

b. Write down what makes your learning environment safe for children.

c. Write down one thing you will do tomorrow to make your learning environment even safer than it is now.

Activity 1: Reflecting on Module 8: Making the classroom work well

Time: 20 minutes

Answer these questions about Module 8. You can go back to Module 8 in your printed copy of the course to see what you wrote and what activities you did with your children.

a. Are your ideas on disciplining children different from when you first started this course? Give an example of how your ideas on discipline have changed:

I started the course thinking I needed to discipline the child in this way…

Now I think I need to…

b. What did you do to encourage positive (good) behaviour in the children at your school or centre? Tell us about something you did with one child/group of children to encourage good behaviour.

c. What was the impact (result) of the changes you made? How are the children and teachers behaving differently?

d. Did you manage to use a storybook or a poster in an activity about healthy behaviour? Write down the children's response to an activity about healthy habits.

Activity 3: Reflecting on Module 9: Building a team around the child

Time: 20 minutes

Answer these questions about Module 9. You can go back to Module 9 in your printed copy of the course to see what you wrote and what activities you did with your children.

a. How have you communicated with your children's parents/caregivers? What did you communicate about?

b. Have you built a good working team with your colleagues? Give an example of how working together as the pre-primary and Grade 1 teachers has helped you and the children.

c. What else can you do to make your team stronger?

Activity 6: Next steps

Time: 20 minutes

1. Write down the 5 most important things you learned from Modules 5, 6, 7, 8 and 9.

2. What will you do differently next year for children in the year before Grade 1?

3. Think about Module 5.

   a. Is there something you feel you have not learned or understood well? Write it down next to Module 5 on the learning journey map you drew in Module 10 Activity 1.

   b. Is there an activity have you not finished yet in Module 5? Write it down next to Module 5 on your learning journey map.

4. Think about Modules 6, 7, 8 and 9, and write on your learning journey map.

It is important to finish all the activities in this course in order to make sure you have understood and learned as much as you can from this course.

Complete the sentence below by filling in the date:

I plan to finish the activities I have not yet done in Modules 5, 6, 7, 8 and 9 by:

Planning a celebration

The next unit is the final unit of the course! End the next unit with a special event to celebrate. Together with your pre-primary and Grade 1 colleagues, plan how to celebrate, and what to eat and drink during the last 30 minutes of the next session.

Unit 4 Learning Group

Why you are here
To reflect on the role of the school or centre in helping children get a good start in Grade 1
To plan the next step in your professional development
To appreciate the role your colleagues played in your learning
To celebrate the end of the early learning course

In Activity 1, you will see how you can make a fresh start with what you have learned on your learning journey, and you will write a letter to your colleagues.

In Activity 2, you will do a post-course self-assessment. This is a final quiz. You will do it on the tablet. Each person will take a turn to do the quiz. The quiz will be about some of the main ideas in the whole course. Remember to send the code to the SMS number.

Learning is a lifelong process. We are never too old or too wise to stop learning. Now that you have completed your early learning course, think about the next step in your professional development journey.

What will you do to support the learning journey of your new pre-primary children?

What will you do to support your own learning journey?

Activity 1: Continuing your learning journey

Time: 40 minutes

1. Go back to the learning journey map in Unit 1, at the beginning of this Module. Put your finger on the map at the beginning of your journey. Follow the road to the end where it says MODULE 10 NEXT STEPS.

   a. What happens next? Think about all the things you need to do as a teacher to support children in the year before Grade 1 and as they transition into Grade 1. Create an Annual Plan that you can use to remind you. Copy this example of an Annual Plan into a notebook or on a piece of paper. Discuss each item with your colleagues. On your Annual Plan write who is responsible for each item. Also write the date or month in which you need to do something. We have done a couple of examples for you. Add your own ideas in the blank rows.

Annual Plan for	**Responsible people**	**Month**
Host pre-primary children at the primary school the year before they start attending.		
Receive a written or verbal report from each parent and teacher about the child coming into your pre-primary or Grade 1 class.	Parent or family; Pre-primary teacher; Grade 1 teacher	
Give a transition report to each parent and teacher about each child moving into Grade 1.		
Understand the domains and milestones you will use to think about each child's developmental journey.		January
Create observation sheets and observation record templates for each child.		
Observe each child at the beginning of the year to understand where they are on their journey.	Pre-primary teacher; Grade 1 teacher	
Know what to do if you have concerns about a child's progress		Every month
Understand what children will be able to do when they are ready for Grade 1.		
Know what is expected of children at the start of Grade 1.		
Set transition meetings with parents in preparation for Grade 1 to discuss: enrolment, supplies, finding support if needed, family's responsibilities, school's responsibilities, and so on.		
Arrange for pre-primary children to visit the Grade 1 class and teacher.		

   b. Now, begin your new learning journey. On the back of your learning journey map in Activity 1, draw or write down your plans for yourself, for the **future**.

2. On a piece of paper, write a letter to one or more of your colleagues. Tell them what you have learned from their friendship and support during your learning journey. Thank them for helping you, and for being your partner during the school readiness course.
3. Give and receive your letters, to take with you.

Activity 2: Final quiz / post-course self-assessment

Time: 50 minutes

1. On your tablet, in the main menu, find the post-course self-assessment. It is the same as your pre-course self-assessment, so we hope that you will get a higher score this time.
2. One-by-one in your group, complete the post-course self-assessment. You can work together, but everyone must EACH complete the post-course self-assessment to show that you have finished the course.
3. Remember to send the code from your post-course self-assessment to the SMS number.

You have arrived at the end of this learning journey on how to prepare children for a good start to Grade 1. We know that next year you will be able to support the new group of children going into Grade 1. You have worked very hard and learned many things together with your colleagues on this course. It is time to be proud of yourselves about how far you have come, what you have learned, and all the things you have tried out and managed to change in your classroom.

Well done everyone!

Celebrate together!

Glossary

Sesotho

Key word	English	Sesotho
Auditory perception	The ability to listen to sounds and tell the difference between different sounds in words and sentences	**Temoho ea kutlo -** Bokhoni ba ho mamela melumo le ho tseba phapang lipakeng tsa melumo e fapaneng ea mantsoe le lipolelo
Belonging	To feel accepted and included by others; to know that you are an important part of the group	**Ho ba karolo** - Ho ikutloa u amohelehile hape u le karolo ea ba bang, ho tseba hore u karolo e bohlokoa ea sehlopha
Benefits	Things that are helpful	**Melemo** – Lintho tse thusang
Case study	a story that is not real, that makes you think and learn	**Phuputso e ikhethileng -** pale eo e seng ea ‘nete, e etsang hore o nahane le ho ithuta
Clue	Something that helps somebody to find something	**Leseli** - Ntho e 'ngoe e thusang motho e mong ho fumana ntho e ’ngoe.
Code of Conduct	Rules for how we must behave; the way teachers must behave	**Molao oa Boits’oaro -** Melao ea hore na re tlameha ho itšoara joang; tsela eo matichere a tlamehang ho itšoara ka eona
Competencies	The things we know and can do well	**Bokhoni -** Lintho tseo re li tsebang ebile re ka li etsa hantle
Competent	Be able to do something well.	**Ho ba le bokhoni -** Ho khona ho etsa ho hong hantle.
Concept	An idea about something. Example: a triangle is a shape that has 3 straight sides and 3 corners	**Khopolo -** Maikutlo ka ho hong. Mohlala: khutlo-tharo ke sebopeho se nang le mahlakore a mararo a otlolohileng le likhutlo tse 3
Consequences	Something that follows on from something else	**Litla-morao** - Ntho e 'ngoe e latelang, ho tsoa ho e ’ngoe.
Co-operate	Work together with other people to achieve a goal	**Ho sebelisana** - Ho sebetsa ‘moho le batho ba bang ho fihlella sepheo
Corporal punishment	Using physical ways, like beating, to punish someone	**Ho otla** - Ho sebelisa matla a ‘mele joalo ka ho shapa, ho fumants'a motho kotlo.
Creativity	Think of new and interesting ways to make or do something new	**Boqapi** – Ho nahana ka litsela tse ncha le tse khahlisang tsa ho etsa ntho e ncha
Curiosity	Ask a lot of questions, want to know more	**Tjantjello** – Ho botsa lipotso tse ngata, ho batla ho tseba haholoanyane.
Development	How something changes and gets better with time	**Ntlafalo** – Hore na ntho e ’ngoe e fetoha joang le ho ba betere joang ha nako e ntse e tsamaea.
Distracted	To take your attention away from your work	**Ho ferekana** - Ho tlosa tlhokomelo ea hau mosebetsing oa hau
Disturb	interrupt you and make it more difficult	**Ho ferekanya** – Ho sitisa le ho thatafalletsa
Diversity	Many different kinds of animals, plants, humans and things	**Mefuta-futa ea lintho** - Mefuta e mengata e fapaneng ea liphoofolo, limela, batho le lintho
Elements	Different pieces or parts of things	**Likarolo** - Likotoana tse fapaneng kapa likarolo tsa lintho

Key word	English	Sesotho
Embarrassed	uncomfortable, not happy	**Ho hlajoa ke lihlong** – Ho se phutholohe, ho se thabe
Empathy	Able to understand other people's feelings	**Kutloelo-bohloko** – Ho khona ho utloisisa maikutlo a batho ba bang
Exclusion	Leaving some people or some things out	**Ho qheleloa ka thoko** – Ho siea batho ba bang kapa lintho tse ling kantle
Experts	People who know a lot about a subject	**Litsebi** - Batho ba tsebang haholo ka taba
Explore	Find out about something new	**Ho batlisisa** – Ho batla ka ntho e ‘ngoe e ncha
Fine motor	Small muscles of the body such as hands and finger muscles, feet and toe muscles	**Ho sisinyeha ha mesifa e menyane** – Mesifa e menyenyane ea 'mele joalo ka mesifa ea matsoho le menoana ea matsoho, maoto le menoana ea maoto
Frustrated	Angry about not being able to do something	**Ho tsieleha** – Ho koatela ho se khone ho etsa ntho e ‘ngoe
Games with rules	Learning to follow rules and take turns by playing with friends and family.	**Lipapali tse nang le melao** – Ho ithuta ho latela melao le ho chenchana ka ho bapala le metsoalle le ba lelapa.
Gross motor	Big muscles of the body such as legs, arms, hips, as well as body strength	**Ho sisinyeha ha mesifa e meholo** – Mesifa e meholo ea ‘mele joalo ka litlhafu, liphaka, linoka, hammoho le matla a ‘mele
Human right	A freedom that belongs to every person whoever they are.	**Tokelo ea botho** – Tokoloho eo e leng ea motho e mong le e mong.
Identity	Who or what you are; the main things that you believe and think; how you behave; how you feel about yourself	**Boitsebahatso** – Hore na u mang kapa seo u leng sona; lintho tsa bohlokoa tseo u li lumelang le ho li nahana; kamoo u itšoarang kateng; tsela eo u ikutloang ka eona
Imagine	Have new or different ideas	**Ho nahana** – Ho ba le maikutlo a macha kapa a fapaneng
Inclusion	Including everyone and everything, being part of a group, feeling accepted and valued in the group	**Ho kenyelletsoa** – Ho kenyelletsa motho e mong le e mong le ntho e ‘ngoe le e ‘ngoe, ho ba karolo ea sehlopha, ho ikutloa u amoheleha le ho ananeloa sehlopheng
Independently	Without needing help	**Ka boikemelo** – Ntle le ho hloka thuso
Journey	Travelling from one place to another; usually taking a long time	**Leeto** – Ho tsamaea ho tloha sebakeng se seng ho ea ho se seng; hangata ho nkang nako e telele
Judgement	Make a decision	**Kahlolo** – Ho etsa qeto
Learning environment	The space where children work and play and learn, and the people who interact with children when they learn	**Tikoloho ea ho ithuta** – Sebaka seo bana ba sebetsang le ho bapala le ho ithuta ho sona, le batho ba sebelisanang le bana ha ba ithuta
Mother tongue	The first language you grow up with from childhood; the language/s the child and family use at home	**Puo ea lapeng** – Puo eo u holang le eona ho tloha bongoaneng; puo/lipuo eo/tseo ngoana le lelapa ba li sebelisang lapeng

Key word	English	Sesotho
Nurture	Encourage and support something or someone	**Holisa** – Ho khothaletsa le ho ts'ehetsa ntho e ‘ngoe kapa motho e mong
Observe	Watch something carefully to try and understand what is happening, what the reason is, and what you can do to help	**Ho shebella** – Ho shebella ho hong ka hloko, ho leka ho utloisisa hore na ho etsahalang, hore na lebaka ke le feng, le hore na u ka etsa joang hore o thuse
Open-ended questions	Questions that can’t be answered with a yes or no answer	**Lipotso tse bulehileng** – Lipotso tse ke keng tsa arajoa ka ‘e’ kapa ‘che’
Patience	Being able to wait for a child, understanding that the child needs time	**Mamello** – Ho khona ho emela ngoana, ka kutloisiso ea hore ngoana o hloka nako
Pay attention	Concentrate very well	**Ho hlokomela** – Ho tsepamisa maikutlo hantle haholo
Perform	To be able to do something, or to show that you can do something	**Ho etsa** – Ho khona ho etsa nthoe e ’ngoe, kapa ho bonts'a hore u ka etsa ntho e ’ngoe
Physical play	Building strong large and small muscles, using hands and eyes together (hand-eye co-ordination)	**Papali ea ‘mele** – Ho aha mesifa e matla e meholo le e menyane, ka ts’ebeliso ea matsoho le mahlo hammoho (khokahano ea mahlo le matsoho)
Play	Children do activities freely for fun.	**Ho bapala** – Bana ba etsa mesebetsi ka bolokolohi bakeng sa boithabiso.
Play with objects	Exploring different kinds of objects to build thinking skills, and to solve problems	**Ho bapala ka lintho** - Ho batlisisa ka mefuta e fapaneng ea lintho ho aha tsebo ea ho nahana, le ho rarolla mathata
Preferences	The things we like most	**Likhetho** – Lintho tseo re li ratang haholo
Preparatory writing	The first steps in writing, the beginning of writing	**Ho ngola ha boitokiso** – Mehato ea pele ea ho ngola, qalo ea ho ngola
Pretence play	Building social skills and thinking skills by acting out real and imaginary (pretend or made-up) things	**Papali ea ho ikhakanya** – Ho aha litsebo tsa phelisano le litsebo tsa ho nahana ka ho etsa lintho tsa 'nete le tse inahanetsoeng lintho tsa (ho ikhakanya kapa tse iqapetsoeng)
Record	To write down	**Ho tlaleha** – Ho ngola fats’e
Reflect	Think carefully about something in order to change or improve it	**Ho nahana** – Ho nahana ka hloko ka ntho e ‘ngoe e le ho e fetola kapa ho e ntlafatsa
Review	Think about something carefully to decide what is good and what needs to change	**Ho hlahloba** – Ho nahana ka ntho e ‘ngoe ka hloko, ho tsa qeto ea se setle le se lokelang ho fetoha
School readiness	When a child is ready to succeed (do well) emotionally, socially, physically and intellectually (thinking) in Grade 1	**Ho lokela sekolo** – Ha ngoana a loketse ho atleha (ho sebetsa hantle) maikutlong, phelisanong le ba bang, 'meleng le kelellong (ho nahana) Sehlopheng sa bo 1
Segregation	Keeping some things or people separate; apartheid	**Khethollo** – Ho boloka lintho tse ling kapa batho ba arohane; khethollo ea morabe
Sensitive	To pay good attention to, to be respectful of the child	**Ho nahanela** – Ho ela hloko hantle, ho hlompha ngoana
Speech bubble	Part of a picture that shows someone speaking	**Sebopeho se sebilikoe se emetseng puo** – Karolo ea sets'oants'o e bont'sang motho ea buang

Key word	English	Sesotho
Stimulate	To encourage and motivate	**Ho susumetsa** – Ho khothaletsa le ho khothatsa
Structured play	Play activities organised by the ECD educator to help children learn concepts and skills	**Papali e hlophisitsoeng** – Mesebetsi ea papali e hlophisitsoeng ke morupeli oa ECD ho thusa bana ho ithuta likhopolo le litsebo
Styles	Ways of doing something	**Mekhoa** – Litsela tsa ho etsa ho hong
Supportive	Do something in a helpful, caring and understanding way	**Ho ts'ehetsa** – Ho etsa ntho e 'ngoe ka tsela e thusang, e tsotellang le e utloisisang
Symbolic play	Expressing feelings and ideas using language, painting, drawing, numbers, music, dance and so on	**Papali ea tšoantšetso** – Ho hlahisa maikutlo le mehopolo ka ho sebelisa puo, ho penta, ho taka, linomoro, 'mino, motjeko joalo-joalo
Tool	Something that helps us to do the job, or makes our work easier	**Sesebelisoa** – Ntho e re thusang ho etsa mosebetsi, kapa e etsang hore mosebetsi oa rona o be bonolo
Traditional	A custom, a long time accepted way of doing things	**Ea moetlo** - Tloaelo, tsela e amohetsoeng ka nako e telele ea ho etsa lintho
Traditional games	Games that were created and played by a community. Also called indigenous games	**Lipapali tsa moetlo** – Lipapali tse entsoeng le ho bapaloa ke sechaba. Li boetse li bitsoa lipapali tsa matsoalloa a sebaka
Transition	Changing and moving from one place to another over time	**Phetoho** – Ho fetoha le ho tloha sebakeng se seng ho ea ho se seng ha nako e ntse e tsamaea
Two-way street	An equal relationship where ideas are shared in a supportive, cooperative and respectful way	**Seterata se litsela li peli** – Kamano e lekanang moo maikutlo a arolelanoang ka tsela ea ts'ehetso, tšebelisano 'moho le tlhompho
Vision	A dream or an idea about something in the future	**Pono** – Toro kapa maikutlo ka ntho e itseng nakong e tlang
Vocabulary	Words of a language	**Tlotlontsoe** – Mantsoe a puo