



<https://webstockreview.net/explore/daycare-clipart-preschool/>

## Early Childhood Development



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



<https://za.pinterest.com/pin/656751558146260696/>

## Year 1

## LEARNER GUIDE

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- **We would like to thank all the ECD teachers from various LSEN schools for sharing their work and knowledge.**
- **We would like to thank GDE for sharing your expertise**
- **We would also like to thank all the schools in different districts and their principles that shared their teachers to compile this Guides.**

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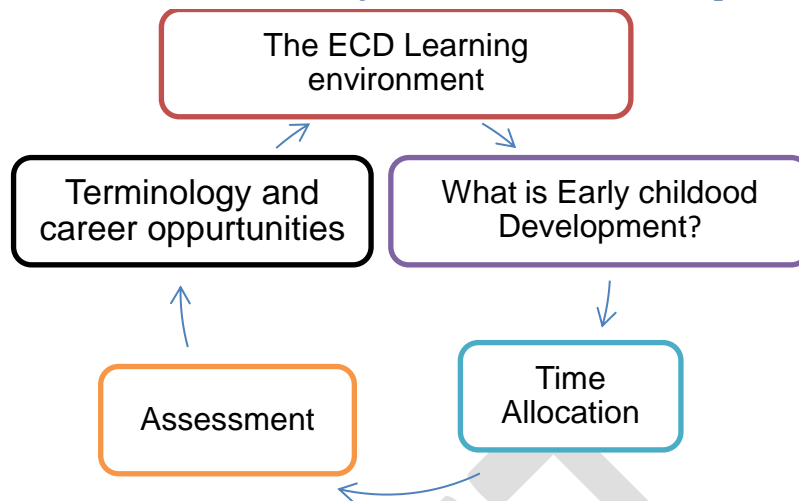
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## Topic 1: The ECD Learning environment:

### Chapter 1: Introduction to Early Childhood Development



### **Unit 1: Knowledge and understanding of Early childhood development as a skill**

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

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

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

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

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

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

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

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

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

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

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

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

- 1.5.1** The Early Learning Development Areas (ELDAs)
- 1.5.2** The NCF has six ELDAs which help adults to organise development and learning opportunities activities for babies, toddlers and young children.
- 1.5.3** Each of the ELDAs is closely related to the Desired Results identified in the NELDS.
- 1.5.4** Although the ELDAs are dealt with separately in this document but, are integrated during implementation.
- 1.5.5** The six ELDAs are as follows
  - Well-being;
  - Identity and belonging;
  - Communication;
  - Exploring mathematics;
  - Creativity; and
  - Knowledge and understanding of the world.
- 1.5.6** The ELDAs are naturally combined in most routines and activities through their aims.

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

#### a) Well- being

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

#### b) Identity and belonging

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

#### c) Communication ☐ Speaking and listening

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

#### d) Exploring mathematics

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

#### e) Creativity

- Solve problems by designing
- Painting, singing and dancing

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

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



### 1.5.8 Arrangement of ELDAs

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

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

- Aims for development and learning.

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

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

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

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

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

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

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

## **1.7 Time allocation Year 1**

- 1.7.1** Year 1 13 ½ hours per week per term 1
- 1.7.2** Year 2-4 13 ½ hours per week per term 1-4



# EARLY CHILDHOOD DEVELOPMENT

## Practical Lesson 1

### DESIGN A COVER FOR PRACTICAL FILE

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

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

- Create a cover for your Practical file by making a collage of a fish or any other simple picture.

#### **YOU NEED:**

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

<https://www.facebook.com/PrarambhPreSchool/videos/creating-elephant-with-bits-of-paper-tearing-and-pasting-activity-pre-nursery-e/1230727563964415/>



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

- Draw a fish or any other simple picture from a colouring in book.
- Make use of any type of off-cut paper or magazines.
- Tear pages into small pieces with fingers.
- Paste the different pieces to cover your picture.
- Be creative

Assessment		Level	
<b>Appearance of activity</b>		<b>5</b>	
<b>Make use of any type of off.-cut – paper to colour the picture</b>		<b>5</b>	
<b>Paper is torn into Small pieces and paste neatly</b>		<b>5</b>	
<b>Creativity</b>		<b>5</b>	
<b>File is covered neatly and index is inserted.</b>		<b>5</b>	
		<b>25</b>	
<b><u>Assessment Criteria</u></b>			
Rating	Competence		
0-1	<b>Unacceptable Does not meet the criteria</b>		
2	<b>Poor Meet some criteria</b>		
3	<b>Average Meets most criteria</b>		
4	<b>Good Meet the requirements</b>		
5	<b>Excellent Exceed all requirements</b>		

## 2 Terminology and career opportunities

- Different terms and terminology used in an ECD centre

### 4.1.1 Baby

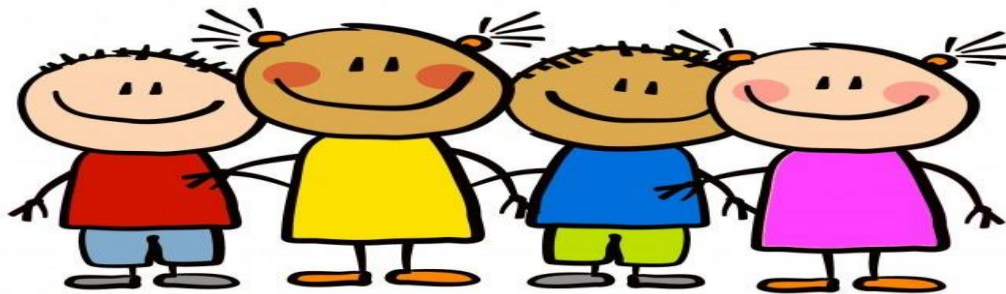
An infant or small child from birth till age of one

### 4.1.2 Toddler

A young child age one year to three years' old



<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F383439355748003578%2F&psig=AOvVaw0YrBMaVEus1zsT2hG2r947&ust=1613812372147000&source=images&cd=vfe&ved=2ahUKEwj2NbzfXuAhXUIRoKHWjhAKsQr4kDegUIARDWAQ>



[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F481111172675676880%2F&psig=AOvVaw2hEV88gP2mJHXg4suzUiRq&ust=1613813725806000&source=images&cd=vfe&ved=2ahUKEwjtVJPg0vXuAhUB\\_RoKHQwPAz](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F481111172675676880%2F&psig=AOvVaw2hEV88gP2mJHXg4suzUiRq&ust=1613813725806000&source=images&cd=vfe&ved=2ahUKEwjtVJPg0vXuAhUB_RoKHQwPAz)

### 4.1.4 Pre-Primary child

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

### 4.1.5 Child

A young boy or girl



#### **4.1.6 Child Care Worker or Child minder**

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

#### **4.1.7 Edu carer**

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

#### **4.1.8 Assistant Edu carer**

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

#### **4.1.9 Day Mother**

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

#### **4.1.10 Day Care**

The care for children away from their own homes



[https://blogs.glowscotland.org.uk/ea/greenmillprimaryandecmain2017/sample-page/early-childhood-centre/6f5d14e1541d128a450e310198a66dd6\\_clip-art-preschool-clipart-kid-4-clipartingcom-preschool-kids-playing-clipart\\_1305-1024/](https://blogs.glowscotland.org.uk/ea/greenmillprimaryandecmain2017/sample-page/early-childhood-centre/6f5d14e1541d128a450e310198a66dd6_clip-art-preschool-clipart-kid-4-clipartingcom-preschool-kids-playing-clipart_1305-1024/)

#### **4.1.10 Ad Hoc Care**

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

#### **4.1.12 Day Care Centre**

A building or premises for the protection and education of children.

Some of the staff has training

#### **4.1.13 Play group**

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

DRAFT

#### 4.1.14 Nursery School

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

#### 4.1.15 Pre-Primary School

A school with a departmental program for pre-school children



<https://za.pinterest.com/pin/376895062549089966/>

#### 4.1.16 After School Centre

A centre who care for pre-school and school going children after school till they are picked up by them parents.

##### Activity 2

Instruction to Learner:

Complete a worksheet.

## EARLY CHILDHOOD DEVELOPMENT

### Terminology Year 1

#### Activity 2

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

- A) Choose the correct answer from column B to match column A.  
Write the number of B next to Column A (10)

A		B
	Baby	1 Caring for kids at shopping centre
	Edu carer	2 An untrained person caring for kids
	Toddler	3 Birth to one year old
	Child	4 A child in the year before primary school
	Ad-hoc care	5 School with registration certificate
	Pre-schooler	6 Centre caring for children after school
	Day mother	7 Has a N3 certificate
	Child minder	8 Caring for children at your own house
	Nursery school	9 One year to 3 years old
	After Care	10 Any young boy or girl

- B) Make use of a magazine and look for a picture of each of the following:  
A baby, A toddler and a Young child. (3)

## Topic 2: Health and safe environment



<https://www.dreamstime.com/illustration/afri-can-teacher.html>


### **Topic 2 Health and safe environment**

#### **Personal environmental safety and hygiene**

#### **The importance of personal Hygiene when working with children**

### Chapter 1 : Personal and environmental safety and hygiene

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

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

#### **1.1 Personal Hygiene**

- Take a daily bath or shower to ensure that you are always clean.
- Keep fingernails always short, long nails can scratch a child.
- Do not wear any rings or jewelry on your fingers and arms that can harm the child. They can also transmit germs to children.
- Wear gloves to protect your hands from blood and chemicals.

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

### **Activity 1**

#### **Instruction to learner**

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



## Early childhood Development

### Health and safe environment

#### Activity 1

Name: .....

Date: .....

Create a picture of a healthy, clean and comfortable teacher.

<https://za.pinterest.com/pin/838443655600865851/>

#### You Need:

- Magazines
- Scissor
- Glue
- Pencil
- Coloring pencil
- 
- Paper



#### Instruction:

- Cut or draw a picture of a healthy, clean and comfortable teacher.
- Label the teacher physical signs of health.
- Be creative and use your initiative

Assessment		Level	
Neatness of activity		5	
Creativity		5	
Labelling of pictures		5	
		15	
<b>Assessment Criteria</b>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## 1.2 HOW TO WASH YOUR HANDS?

### 1.2.1 Techniques and steps

- a) Use enough water and soap
- b) Rub palm against palm
- c) Place the palm of one hand over palm of other hand
- d) Rub the back of your hands against your palm.
- e) Interlace fingers.
- f) Wash the thumb with other hand, then change around.
- g) Rinse thorough
- h) Dry hands with paper towel



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

### 1.2.2 When should the ECD practitioners/ learners wash their hands?

- a) Whenever dirty
- b) After being to the toilet
- c) After blowing own nose, or the nose of a child
- d) Before meals are prepared
- e) Before giving food to children
- f) Before making bottles
- g) Before changing nappies
- h) After changing of nappies
- i) Before and after touching different babies
- j) After being in contact with blood

#### Activity 2

##### Instruction to the learner.

- Complete a questionnaire on health and safe environment.

**Early childhood Development**  
**Health and safe environment. Year 1**

**Activity 2**

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

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

.....

.....

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

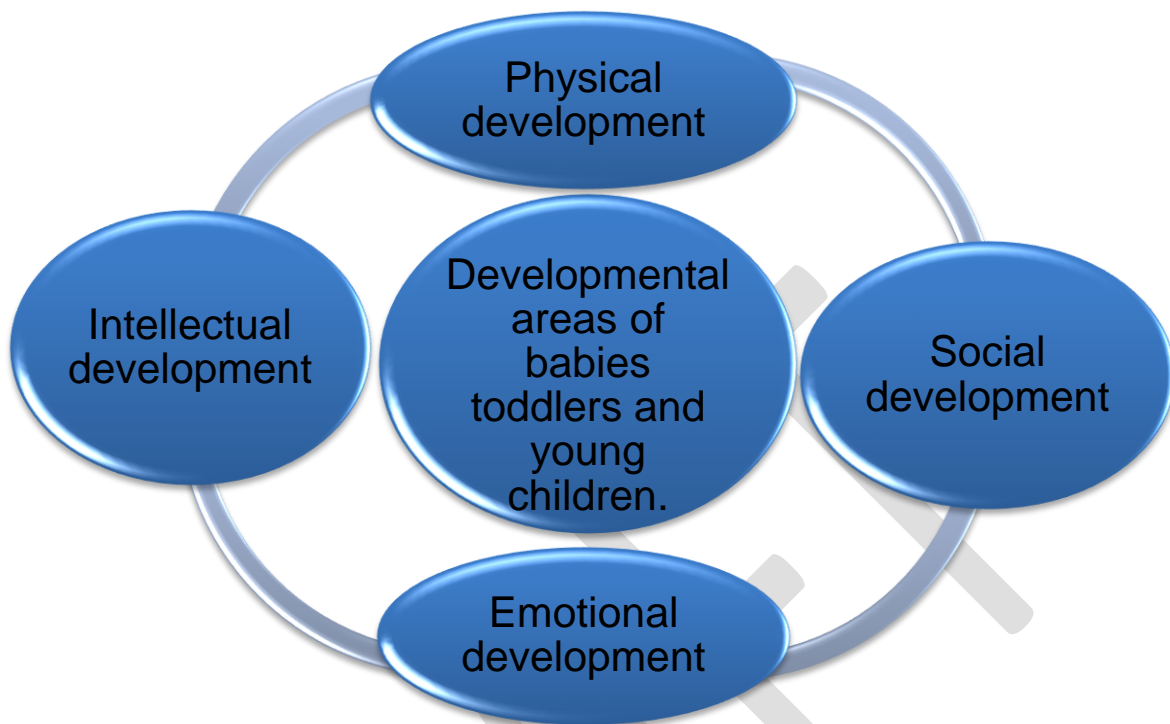


<https://www.dettolarabia.com/en/common-infections/healthy-hands/you-need-to-know-these-hand-washing-steps-for-a-healthy-you>

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

**/ 10**

### Topic 3: Developmental areas of babies, toddlers and young children.



#### Unit 1: Areas of development

Terminology				
Physical Development	Emotional Birth	Social muscles	Intellectual relationship	Growth

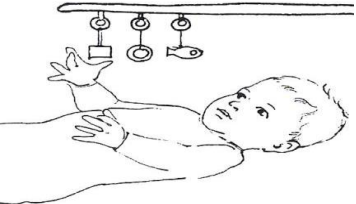
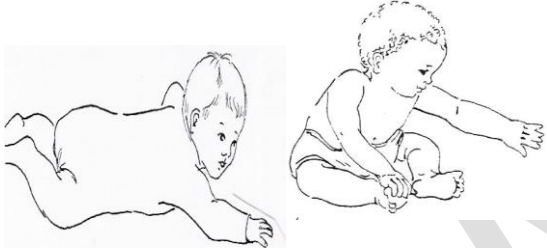

#### GROWTH AND DEVELOPING OF BABIES

**Holistic approach: All aspects of a child must be developed.**

- 1. Emotional development: The child's feelings about him/herself**
- 2. Social development: The child's feelings about others**
- 3. Physical development: The child's body and functions of the body**
- 4. Intellectual development: The development of the brain**

## 1.1 Physical development: (body and muscles)

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

<p>From Birth</p> 	<ul style="list-style-type: none"><li>a) Aware of own bodies</li><li>b) Sucks fingers</li><li>c) Waving and kicking with arms and legs</li><li>d) Reaching out to touch things with both arms</li><li>e) Follows movement with their eyes</li><li>f) Raise and turn their heads</li></ul>
<p>8 months</p> 	<ul style="list-style-type: none"><li>a) Sitting</li><li>b) Rolling over</li><li>c) Begins to crawl</li><li>d) Handle and move objects</li><li>e) Banging, shaking, squeezing, throwing objects</li><li>f) Tasting objects</li></ul>
<p>12 months</p> 	<ul style="list-style-type: none"><li>a) Pulling themselves up</li><li>b) Standing</li><li>c) Walking with some support</li></ul>

## 1.2 SOCIAL DEVELOPMENT: (relationship with people)

Even though all children are different, they all have the same need for love and security.

Our goal is:

1. A child must trust us
2. A child must get along with others

### Stage 1

Babies learn to trust people or learn not to trust people. Babies learn about people from the way their parents treat them.

From Birth

<https://www.istockphoto.com/illustrations/baby-talking>



- a) Looks at a face
- b) Follow movement
- c) Response to touch and voice
- d) Enjoy attention

4-8months

<https://www.istockphoto.com/illustrations/baby-talking>



- a) Cooperate in being picked up
- b) React when attended
- c) React when fed
- d) Imitate some actions and sounds

12 months

<https://sites.google.com/site/the8stagesofhumandevelopment/home/early-childhood/social-emotional-development>



- a) Shows affection for people they know
- b) Unhappiness when being separated
- c) Show an interest in other children

## Social and Emotional Learning



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






### 1.3 Emotional development

- Children must feel proud of what they have accomplished.
- Self confidence in themselves and what they can do.

#### Stage 1

- Babies get excited and happy if they learn something new e.g., they can stand on their own.
- Babies' mother is also happy and motivates the baby to feel they have accomplished something by praising them.
- They start feeling proud.

<p>From birth</p>  <p><a href="https://www.hiclipart.com/search?clipart=emotional+Development">https://www.hiclipart.com/search?clipart=emotional+Development</a></p>	<p>a) Calm themselves by sucking b) Smiles</p>
<p>4-8 month</p>  <p><a href="https://za.pinterest.com/pin/457748749598494711/">https://za.pinterest.com/pin/457748749598494711/</a></p>	<p>a) Friendly with strangers b) Curious, wanting to see, taste and touch c) Stops crying when you talk to them</p>
<p>12 month</p>  <p><a href="https://www.canr.msu.edu/news/goals_of_misbehavior_part_1_attention">https://www.canr.msu.edu/news/goals_of_misbehavior_part_1_attention</a></p>	<p>a) Achieving goals b) Frustration and anger c) Anxiety</p>

## 1.4 Intellectual development

- This is how children learn to understand the world they live in and how to handle it.
- Children learn through playing.
  - While playing they: investigate, do, discover, experiment with their eyes, hands, feet, nose, and mouth.
  - To discover things and learn how to use them.
  - Some things are nice to eat.
  - Some things are soft to touch.
  - Some things you can climb into.

From birth



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

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

5 months



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

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



8-12 months



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

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



<https://webstockreview.net/explore/infant-clipart-baby-tummy-time/>

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

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

## EARLY CHILDHOOD DEVELOPMENT

### Development of babies, toddlers and young children

#### Activity 1

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

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

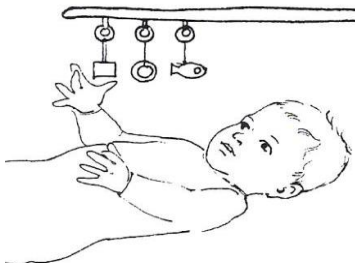
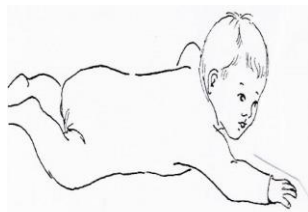


#### Question 1:

Write down the developmental stages of a child as illustrated in the table below. (8)

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

## **Question 2: Physical development**

**Complete the table.**

<p>From birth</p> 	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<p>8 months</p>  	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<p>12 months</p> 	<div></div> <div></div> <div></div> <div></div>

## **Question 3: Underline the correct answer.**

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

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

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

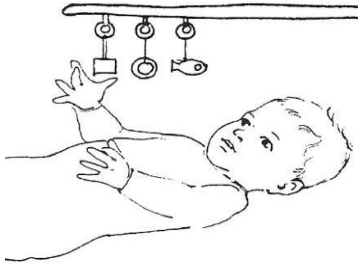
**Question 5: Fill in the missing words**

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

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

Underline the correct answers.

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

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

<https://www.vecteezy.com/vector-art/413871-two-toddlers-and-cute-dog>



## EARLY CHILDHOOD DEVELOPMENT

### Development of babies, toddlers and young children

#### Activity 2

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

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

**Create a poster to illustrate all different aspects of developmental stages of babies.**

**For example: Emotional, Social, Physical and Intellectual.**

#### **YOU NEED:**

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

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

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



Download from  
**Dreamstime.com**

This watermarked comp image is for previewing purposes only.



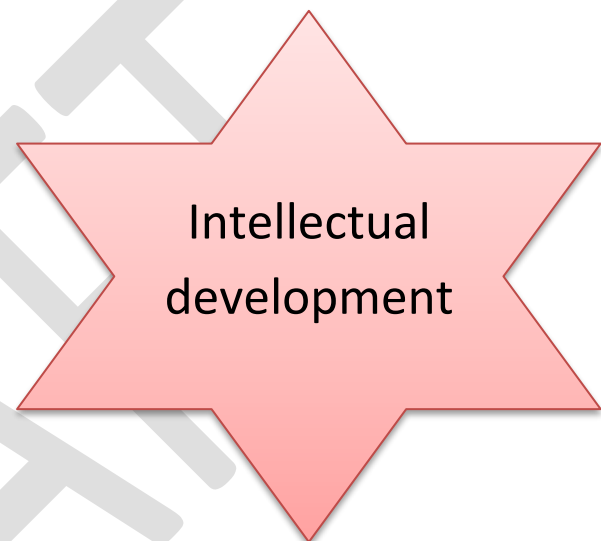
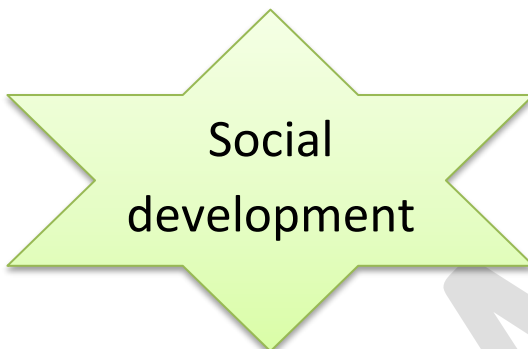
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Artinspiring | Dreamstime.com

# Development stages of babies

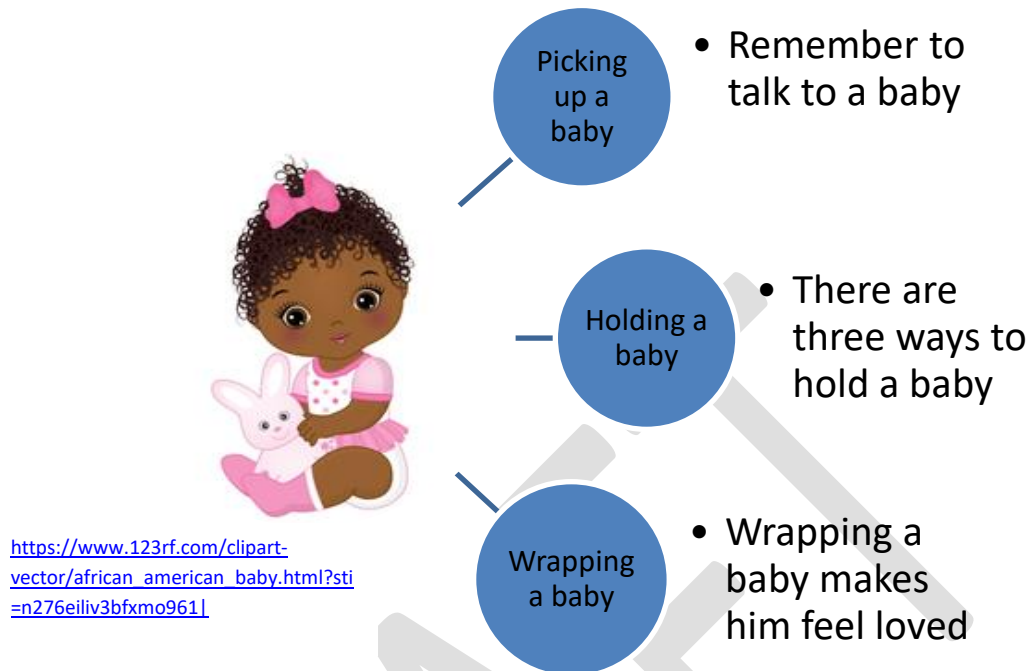
<https://www.verywellfamily.com/2-year-old-developmental-milestones-2631964>



Assessment		Level	
Neatness of activity		5	
Does the picture correlate with the heading		5	
Different developmental stages is indicated		5	
		15	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Topic 4: Caring for babies, toddlers and young children.

### Chapter1: Providing safe physical care for babies



### Unit 1: The safe and correct way of caring for babies physical needs.

#### Terminology

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

#### 1.1. Picking up a baby

- A new baby is very delicate, but as long as you take care **not to frighten him**, and lift him gently, but confidently, there is nothing to worry about.
- Always take care to **support his neck**, he will not be able to do so till he is at least three months old.
- Keep in mind that, although a baby will not break when you handle him, his muscles and bones are very fragile and have not had time to develop and become strong to withstand pressure or pulling.
- One should therefore always remember to **support the baby's body** and head when handling him in any way.
- **NEVER pick up a baby by one arm only**, or by arms altogether. His can easily dislocate limbs.



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

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

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

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

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

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

#### **Activity 1**

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

**Complete a short questionnaire and cut and paste pictures of different ways of holding a baby**

DRAFT

## EARLY CHILDHOOD DEVELOPMENT

### Caring for babies

#### Activity 1

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

#### Question 1

Answer TRUE or FALSE to the following statements (4)

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

#### Question 2

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

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

#### Question 3

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

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

#### Question 4

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

### 1.2.1. Ways to hold a baby

<https://www.youtube.com/watch?v=pmJSKIMG5Bs>

#### a) Baby held to the shoulder

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



#### b) Baby cradled in the arms.

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



<https://raisingchildren.net.au/newborns/health-daily-care/holding-newborns/how-to-hold-your-newborn>

#### c) One arm free

- Support baby's back and head with your right hand.
- He is held over your right hip, face up, under your arm.
- <https://www.dreamstime.com/illustration/holding-baby.html>



### **1.3 The correct way to wrap a baby with a blanket**

<https://www.youtube.com/watch?v=ikBYRi5f32>

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



**STEP 1**

Lay the swaddle in a diamond shape and fold the top corner down to form a triangle. Place your baby in the center of the folded area with their head just above the fold of the swaddle. Ensure that your baby's shoulders are still below the fold.



**STEP 2**

Place your baby's right arm slightly bent at the elbow flat against their body. Take the left side of the swaddle and bring it across your baby's chest. Ensure their arm is securely under the fabric. Tuck the edge of the swaddle under their body to ensure a secure swaddle.



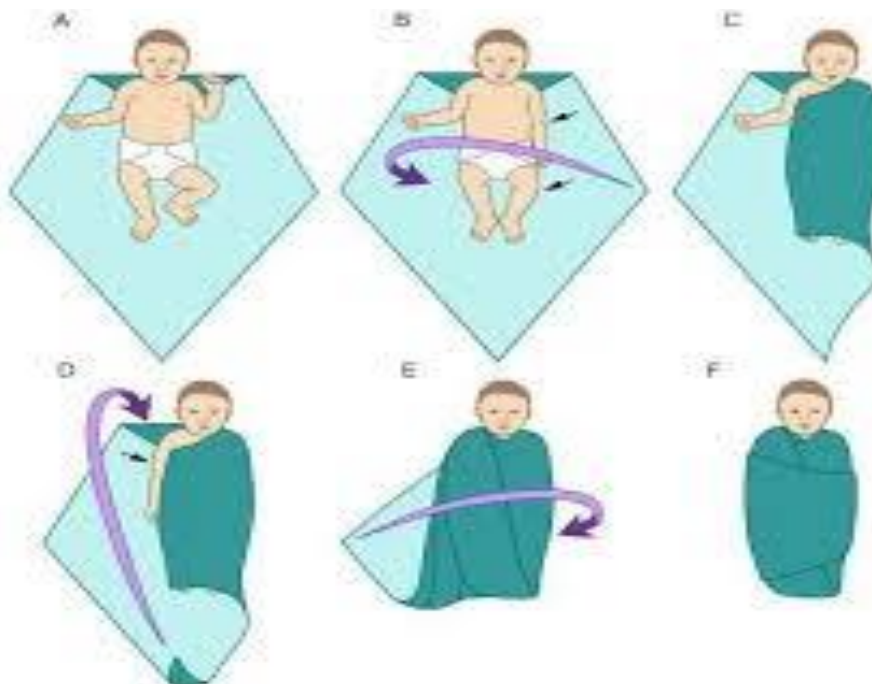
**STEP 3**

Fold the bottom of the swaddle up & over your baby's feet.



**STEP 4**

Finally, place your baby's left arm slightly bent at the elbow against their body, take the right side of the swaddle & bring it across your baby's chest. Tuck the excess fabric underneath your baby to secure the swaddle.



***How to swaddle/wrap your baby***

#### **Activity 2**

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

**Design a blanket on paper for a baby boy or girl.**

**Be Creative**

## EARLY CHILDHOOD DEVELOPMENT

### Caring for babies

#### Activity 2

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

Draw a blanket on A4 paper for a boy or a girl

#### You need:

- Paper
- Pencils
- Colouring pencils or any other medium

#### Instruction to the learner

- Make use of any medium and draw a blanket for a boy or a girl on a paper.
- Be creative with your drawing
- Colour it.

Assessment	Level	
Neatness of activity	5	
Colourful and eye catching	5	
Distinguish if it is for a boy or a girl.	5	
	15	

#### Assessment Criteria

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



<https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=baby+blanket>

## EARLY CHILDHOOD DEVELOPMENT

### Caring for babies' toddlers and young children

#### Practical Lesson 2

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

**Demonstrate how to pick up, hold and wrap a baby**

#### Needs:

- A baby doll
- Baby Blanket

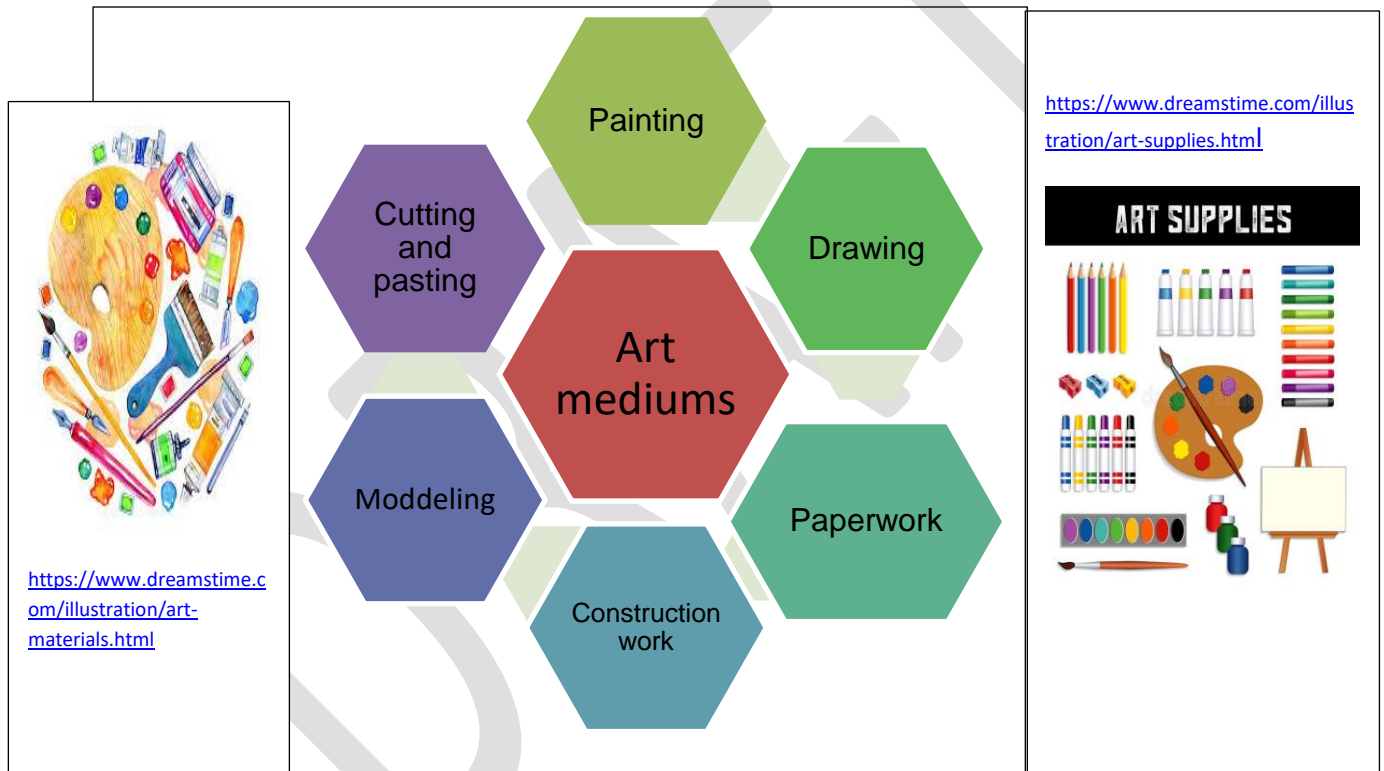
#### Instruction to the learner.

- **DEMONSTRATE** how you will pick up a baby.
- Name three ways to **HOLD** a baby
- Follow the steps to **Wrap** the baby
- Make sure to follow the correct safety steps.

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

## Topic 5: Creative activities

**Chapter1: Introducing a variety of creative activities and mediums in an ECD Centre to learners.**



### Terminology

Paint    Colouring pencils    Cut    Draw    Collage    glue  
Magazines    snipping    shapes    picture    Play dough    tearing



## **Unit1: Knowledge and understanding of different art activities and mediums in an ECD Centre.**

**When children are creative it means that they are thinking and planning and choosing for themselves – not only copying others or only following instruction. They enjoy the process of making a picture or model even more than having the finished product.**

- **These activities should be set out invitingly on low or on the floor.**
- **Children use materials freely.**

DRAFT

### 1.1 Creative art mediums:

Every day we try to have activities for the children to choose from. Some of these could be.

- Painting
- Drawing
- Paperwork
- Construction work
- Modeling
- Cutting and pasting



<https://www.istockphoto.com/search/2/image?phrase=art+and+craft>

#### Activity 1

##### Instruction to the learner

Create a paper linked object

Make use of coloured paper

## EARLY CHILDHOOD DEVELOPMENT

### Creative Activities

#### Activity 1

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

#### Create a Paper Linked Object:

#### You need:

- Coloured Paper
- Scissors
- Pencil

#### Instruction to the learner

- Fold a sheet of paper that is horizontally long.
- Draw a simple object so that you do not cut it out from the 'folded' edge- this will help create a link between the identical objects.
- Draw any pictures on the paper and cut it out on the closed side.
- Use coloured papers



Image: Shutterstock These linked objects are easy to make and will get your kid all buzzing with energy over his creations \

Assessment		Level	
Neatness of activity		5	
A simple picture drawn and the link is Colourful and neat		5	
Cutting of the picture		5	
		15	
<b>Assessment Criteria</b>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## 1. In the art corner you must provide for the following different art activities:

### 1.1. Painting

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

#### b) Stages of painting

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

#### c) Different paint activities

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

#### d) Material to paint on:

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

<https://www.istockphoto.com/search/2/image?phrase=art+and+craft>



<https://www.istockphoto.com/search/2/image?phrase=art+and+craft>



## 1.2. Drawing

### a) Stages of drawing

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

### b) Different drawing activities

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

### c) Material to draw on

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



## 1.3. Tearing and Pasting

Develops small muscles movement and creativity

### a) Practical activity

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

### b) Material

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



<https://www.youtube.com/watch?v=rq82MUsCbOE>

## 1.4. Cutting and Pasting

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

### a) Stages of cutting

- Random snipping
- Cutting on a broad/narrow straight line

- Cutting on curved line
- Cutting out art shape / picture

**b) Different cutting / tearing activities**

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

**c) Material**

- Blunt nose scissors
- Glue
- Magazines
- Photo copy picture / activities



**1.5 Clay or Play dough**

Use salt dough or clay

**1.5.1 Different clay / dough activities**

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

**1.5.2 Material**

- Cooking cutters
- Plastic knives
- Roller pin



<https://webstockreview.net/explore/playdough-clipart-preschool/>

**Activity 2**

Instruction to the learner

Cut out any shapes and create a picture

# **EARLY CHILDHOOD DEVELOPMENT** **Creative Activities** **Activity 2**

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

Make use of different shapes to create a picture of your choice.

Needs:

- Paper, white and coloured
- Pritt,
- Scissors
- Colouring pencils
- Any other art mediums needed.

**Instruction to the learner:**

- Cut out any shapes and create a picture
- Colour in your background



Assessment		Level	
Neatness of activity		5	
Cutting of different shapes		5	
The picture is clearly indicated.		5	
Total		15	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		



Different pictures that was created with shapes.



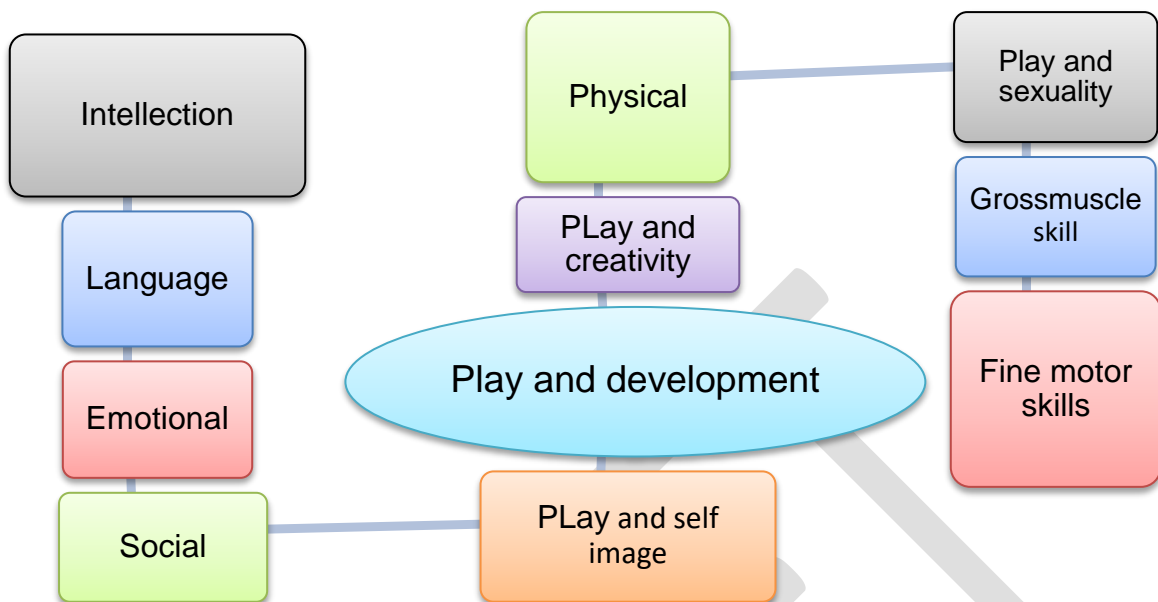
<https://www.firstpalette.com/craft/many-shapes-picture.html>



<https://www.firstpalette.com/craft/many-shapes-picture.html>



## Topic 6: Play in ECD



### Chapter 1 The value of play in ECD

#### TERMINOLOGY

development

concentrate

respect

movement

shapes

communicate

group

games

quantity

feelings

balance

friendship

#### Activity 1

#### Instruction to the learner

Make use of the words to complete a word box

- play
- quantity
- ball
- creative
- games
- \* success
- \* balance
- \* movement
- \* puzzles
- \* friendship

<https://www.kindpng.com/free/children-playing/>



## EARLY CHILDHOOD DEVELOPMENT

### Play in ECD

#### Activity 1

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

#### Question 1

#### WORDSEARCH

Search the following words and colour them in different colours (10)

- play
- quantity
- ball
- creative
- games
- \* success
- \* balance
- \* movement
- \* puzzles
- \* friendship

u	c	k	e	c	n	a	l	a	b
f	r	i	e	n	d	s	h	i	p
t	e	d	n	g	p	b	p	o	u
n	a	p	l	a	y	e	i	g	z
e	t	z	z	m	p	q	a	p	z
m	i	s	s	e	c	c	u	s	l
e	v	u	l	s	x	z	t	u	e
v	e	n	l	f	s	a	u	s	s
o	q	u	a	n	t	i	t	y	l
m	l	f	b	a	n	t	d	c	o



<https://www.kindpng.com/free/children-playing/>

## Unit 1 Play and Development

- Play is important for the total development of the child.
- By observing a child while playing, one can learn a lot from the child. A child's whole being is visible in his/her play.

### 1.1 Why is play important for the development of a child?

#### a) For intellectual development

- To learn quantities.
- To learn shapes.
- To concentrate
- To make decisions.

<https://webstockreview.net/explore/toddler-clipart-block-area/>



#### b) For language development

- **Communicate with friends** while playing.
- Learn new words
- Learn how to use the language.

<https://www.pngaaa.com/detail/1517015>



#### c) For emotional development

- To **express feelings**
- To learn how to **respect others**.
- To experience pleasure
- Learn how to deal with tension.
- To develop a self-image

#### d) For social development

- Acceptable / unacceptable behaviour
- To be able to **play in a group**.
- To learn about taking turns.
- To learn how to make decisions

<https://www.shutterstock.com/search/play+children+clipart>



#### e) For physical development

- For eye-hand coordination
- To learn about **left and right**.
- To learn about **balance and movement**

#### f) Play and creativity

- Children can be **creative** through play.
- They can create their **own games**

<http://clipart-library.com/kids-playing-clipart.html>



### **g) Play and self-image**

- Through play children **master success**.
- They get **confidence** when they succeed.

### **h) Play and sexuality**

- The children learn about different sexes through play.
- 

## **Unit 2 Importance of Gross motor activities**

**2.1 Gross motor activities are the activities where the larger muscles of the body are used.**

**Examples are:**

- Walk
- Run
- Jump
- Crawl
- Roll
- Ball games
- Beanbags
- Hoops

### **Activity 2 Instruction to the learner**

**DEMONSTRATE TWO BALL ACTIVITIES. ONE FOR THE 0-2 YEAR AGE AND ONE FOR THE 3-6 YEAR GROUP. TRY SOMETHING NEW AND CREATIVE**

### **2.1.1 Balls**

- Balls are one of the first and most basic toys a child plays with. A child already starts playing with a ball when they are still babies. Then the ball will be SOFT and SMALL, to ensure the child can handle the ball.
- Babies and toddlers won't play together with balls, they will each have their own ball and play next to one another. They do not have the skill to throw and catch yet, however one can roll a ball to them.
- Older children love to play with balls. As their ability to control their larger (gross motor) muscles improve, they will be able to control the ball better and do more activities.

### **Activities with balls:**

- a) Catch and throw, alone or to one another.
- b) Throw ball against the wall and catch without bouncing
- c) Throw ball against the wall and catch after bouncing
- d) Push ball along with head
- e) Dribble the ball with hand through obstacles
- f) Pass ball over head, through legs etc. when standing in a line
- g) Use ball as object to aim and throw/roll something over...etc.

## EARLY CHILDHOOD DEVELOPMENT

### Play in ECD

#### Activity 2

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

Demonstration of ball activities for different age groups.

#### You need:

- Balls
- Outside play area
- Any apparatus that might be used for this activity.

#### Instruction to the learner:

- Demonstrate two ball activities for the 0-2-year-old and for the 3-6-year-old group.
- Try something new and be creative.
- Remember to indicate the age group.



<https://www.kindpng.com/free/children-playing/>

Assessment		Level	
Innovative ball activities		5	
Level of activity 0-2 year old		5	
Level of activity 3-6 year old		5	
Enthusiasm and energy		5	
		20	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		

### 2.1.2 Beanbags

- It is better to teach a child the ability of catch and throw with a beanbag, because it is easier to catch and can't roll away. A child needs to feel they can control an object and succeed in the game, or they will not have the confidence to try the next level e.g. catching a ball.
- Beanbags are easy to make and available to buy in most toy shops. A teacher must just check for safety, the filling can come out and be harmful to children. Different colours of beanbags will add to a bigger variety of activities.

#### Activities with beanbags

- a) Balance on different parts of body while standing, walking, running crawling etc.
- b) Push beanbag along with nose when crawling
- c) Pinch between knees or ankles and jump
- d) Throw into a container from different distances
- e) Throw through a hoop from different distances and heights
- f) Throw at one another
- g) Throw up into the air and catch.....etc.

#### Activity 3

##### Instruction to the learner

**DEMONSTRATE TWO BEAN BAG ACTIVITIES. ONE FOR THE 0-2 YEAR AGE AND ONE FOR THE 3-6 YEAR GROUP. TRY SOMETHING NEW AND CREATIVE.**

<https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=bean+bag+toss>



DRAFT

# **EARLY CHILDHOOD DEVELOPMENT** **Play in ECD** **Activity 3**

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

Demonstration of bean bag activities for different age groups.

## **You need:**

- Bean bags
- Outside play area
- Any apparatus that might be used for this activity.

## **Instruction to the learner:**

- Demonstrate two bean bag activities for the 0-2-year-old and for the 3-6-year-old group.
- Try something new and be creative.
- Remember to indicate the age group.

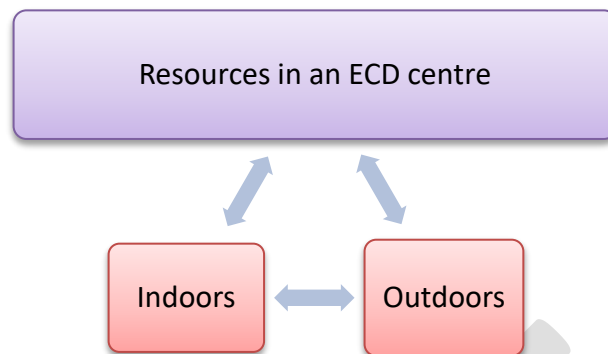


<https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf>

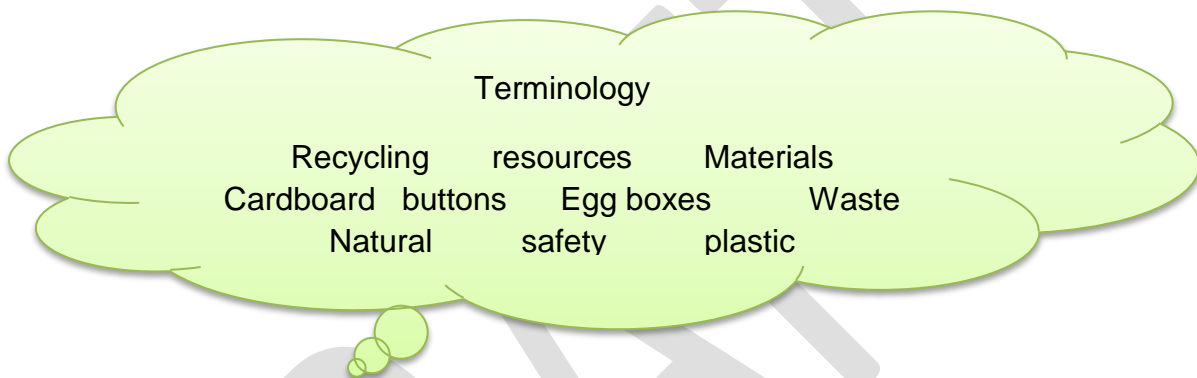
Assessment		Level	
Innovative bean bag activities		5	
Level of activity 0-2 year old		5	
Level of activity 3-6 year old		5	
Enthusiasm and energy		5	
		20	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		



## Topic 7: Resources



### Chapter 1 Introduction of different resources in ECD



### Unit 1 Resources required for setting up an ECD centre.

#### 1.1 Discuss the concept of recycling:

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

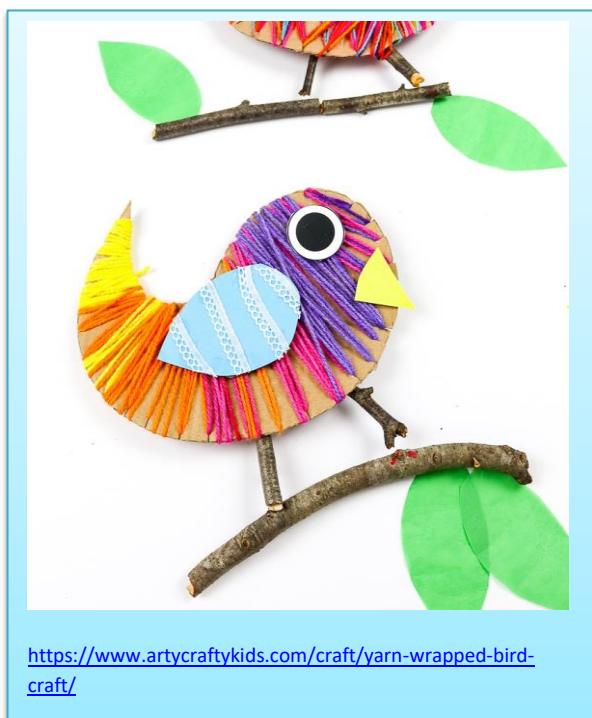
- Recycling is the practice of reusing items that would otherwise be waste.
- Recycle-don't just toss everything in the trash.
- Lots of things (like cans, bottles, paper, and cardboard) can be remade into either the same kind of thing or new products.
- Making new items from recycled ones also takes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

### 1.1.2 Which art materials that can be recycled?

- Paper and Cardboard
- Cardboard boxes of all sizes
- Aluminium and Tin Cans
- Glass
- Plastic (bottles and lids)
- Egg boxes
- Toilet rolls
- Yoghurt cups
- Wine sleeves
- Offcuts of wood / material / leather
- Cotton reels / cones
- Ribbon
- Sponges
- Foam chips
- Small stones
- Buttons
- Old car tyres
- Orange/green fruit/vegetable bags
- Shopping bags
- String / rope



<https://www.notimeforflashcards.com/2014/04/recycled-art-project-for-kids-2.html>



<https://www.artcraftykids.com/craft/yarn-wrapped-bird-craft/>

#### Activity 1

Instruction to the learner

Make a pop pom out of waste material for decorations

DRAFT

## EARLY CHILDHOOD DEVELOPMENT

### Resources

#### Activity 1

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

#### Make decorative pom-poms from recycled plastic bags

Make pom-poms to use as decoration in the baby's room.

#### YOU NEED:

- Glue and scissors
- Any decorations, glitter, buttons, etc.
- Coloured plastic bags
- Wool
- Cardboard

#### Method:

- Cut the cardboard in two even sized circles with a hole like a doughnut.
- Place the plastic bag flat on the table, cut the bottom and handles off.
- Cut notches in the plastic but not all the way through.
- Cut the bottom and the top, but not the top right corner, you should have a long string.
- Place the two circles on top of one another and take the plastic string around the hole of the circle.
- Once all the plastic went through the circle, cut between the two circle and tie the wool around.



Assessment		Level	
Following instructions		5	
Completed		5	
Neatness and creativity		5	
		15	
<b>Assessment Criteria</b>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		



<https://za.pinterest.com/pin/702420873106294269/>



### 1.1.3 Where to find resource materials?

From home, businesses, shops, hard ware stores, people doing needlework, foam fabrics.

## 1.2 Discuss how to make resources from natural material. Include the safety factors:

1.2.1 Your recycling mission is not impossible! In fact, it is very simple:

Don't throw away anything that can be recycled! Here is a list of things you may be able to recycle

- Aluminium cans
- Cardboard
- Electronic equipment
- Glass (particularly bottles and jars)
- Magazines
- Metal
- Newspaper
- Paper
- Plastic Bags
- Plastic Bottles
- Steel Cans
- Writing/Copy Paper
- Yard Waste (leaves, grass) a cartoon trash can



Just ask your local recycling office (city, county, or state) about what can be recycled.

### 1.2.2 Safety factors:

- Paint must lead free.
- Make sure objects are not swallowed.
- Use objects according to age group.
- Tins and glass can cut fingers.

Activity 2 Instruction to the learner.

List different resources you can /use in an ECD Centre

Find picture and paste next to every resource.



## EARLY CHILDHOOD DEVELOPMENT

### Resources

#### Activity 2

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

#### Question 1

List different resources you can /use in an ECD Centre

Make sure it is safe

Find pictures and paste centre next to every resource

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Total 10



[https://za.pinterest.com/?show\\_error=true](https://za.pinterest.com/?show_error=true)

## EARLY CHILDHOOD DEVELOPMENT

### Resources

#### Practical Lesson 3

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

#### Create a toilet roll construction.

#### Needs

- Toilet rolls
- Craft glue
- Chenille sticks
- Different colours of carton
- Googly eyes
- Small pom-pom
- Any other creative medium you want to use.

<https://www.istockphoto.com/search/2/image?phrase=art+and+craft>



#### Instruction to the learner:

- Create and construct any animal or figure from toilet rolls.
- Paint to add some colour.
- Use googly eyes and pipe cleaners
- Be creative.

Assessment		Level	
Toilet roll construction is finished and handed in on time.		5	
It is strong, durable and safe.		5	
Paint was done neatly		5	
The appearance of the animal is attractive		5	
Work space is neat and cleaned up		5	
		25	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		



## Examples of toilet roll constructions



<https://www.notimeforflashcards.com/2014/04/recycled-art-project-for-kids-2.html>



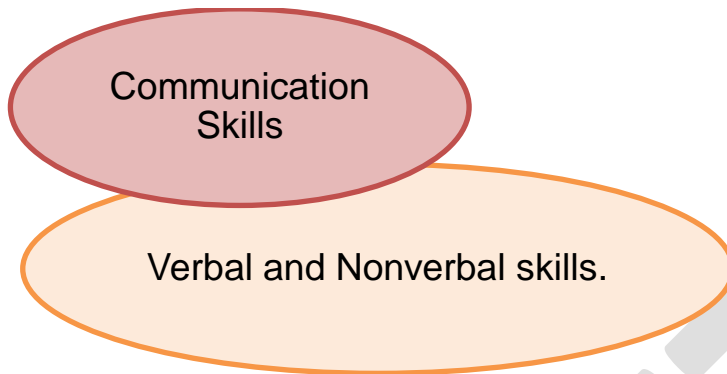
<https://www.crazylaura.com/toilet-roll-craft-ideas/>



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

## Topic 8: Language use and communication skills

### Chapter 1 Communication skills.



#### TERMINOLOGY

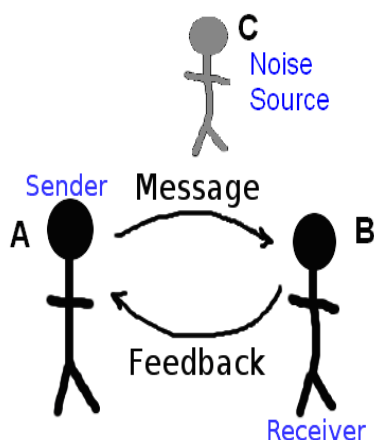
Communication	message	listen	voice
Face	body language	look	talk

### Unit 1: Different Communication skills

#### 1.1 WHAT IS COMMUNICATION?

Communication is the process where information is transferred from one person to another in such a way that there is a reaction.

#### THE COMMUNICATION PROCESS



<b>SENDER:</b>	<b>The person talking</b>
<b>MESSAGE:</b>	<b>What is said</b>
<b>RECEIVER:</b>	<b>The person listening</b>

## **1.2 IMPORTANCE OF COMMUNICATION**

- Because the Day Care Centre is the continuation of the home, there should be good communication between the home and the centre.
- Teachers get information from the parents in the mornings and give information back again in the afternoon about what happened to the child during the day.

## **1.3 WAYS OF COMMUNICATION**

### **1.3.1 Through meetings**

- To get to know the parents better
- To inform the parents.
- Parents get to know one another.
- To discuss teaching methods.

### **1.3.2 Through personal interviews**

- Parents are interviewed alone.
- Edu carer can give all her attention to the parent.
- It is private and confidential.

### **1.3.3 Correspondence**

- The centre can send out NEWSLETTERS.
- The centre can have a notice board at the entrance.

#### **Meetings**

### **1.3.4 COMMUNICATION TYPES**

#### **a) Verbal communication**

- This is what you say through
  - Conversations
  - Discussions
  - Instructions
  - Interviews
  - Speeches

#### **Newsletters**



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

#### **Verbal communication**

<https://www.youtube.com/watch?v=akfatVK5h3Y>



**b) Non-verbal communication**

- This is the way we say something (our BODY LANGUAGE)
  - Your manner of speech
  - Facial expression
  - Tone of voice
  - Physical attitude
  - Facial expression
  - Tone of voice

**1.3.5 TEN RULES FOR GOOD COMMUNICATION**

- a) Stop talking so that you can hear the other person
  - b) Make the other person feel at ease and free to talk.
  - c) Show an interest in what the other person has to say.
  - d) Keep your eyes on the person who is talking.
  - e) Reflect the feelings of the person who is talking.
  - f) Put yourself in the other person's position.
  - g) Avoid anger.
  - h) Allow plenty of time without hurrying.  
Avoid all distractions.
  - i) Stop talking, and listen what the other person has to say.
- Avoid anger
  - Avoid distractions
  - Allow plenty of time to listen
  - Stop talking, and Listening

**Activity 1**

Instruction to the learner.

Answer a questionnaire to understand the communication process.

**Activity 2**

Instruction to the learner

Play a game called Telephone

## EARLY CHILDHOOD DEVELOPMENT

### Language and communication skills

#### Activity 1

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

Complete the following questions

##### Question 1

In the communication process we have three steps. Choose from the words in brackets which one is applicable. (3)

(message; receiver; sender)

- a) The persons talking is the .....
- b) The message (what is said) .....
- c) The person listening.....

##### Question 2

Definition of communication. Complete the definition (4)

Communication is  
the.....where.....

is transferred from one.....to another in such a  
way that there is a .....

##### Question 3

Name three ways of communication at the Day Care Centre (3)

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

#### Question 4

Name FIVE rules for good communication at the Day Care Centre

(5)

a	
b	
c	
d	
e	

#### Question 5

Choose pictures to non-verbal communication

(5)

Write next to each picture what **non-verbal communication** takes place e.g. anger, friendly etc. ( Use separate page)

**TOTAL: 20**

**EARLY CHILDHOOD DEVELOPMENT**  
**Language use and communication skills**  
**Activity 2**

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

Instruction to the learner

**Play a game named Telephone**

- The telephone game is a classic game of communication.
- Make the children stand in a circle.
- Whisper a message in one child's ear and ask him to pass the message to the next kid.
- The message has to pass from one child to another until the last child whispers it back into your ear.
- Reveal the message that you told the first child and the one you heard from the last child.
- There are high chances that both the messages will be different.



<https://www.hiclipart.com/free-transparent-background-png-clipart-pcxix/download>

## Topic 9: Diseases

Importance of healthy living

A healthy and unwell

Healthy eating habits

### Chapter 1 The importance healthy living

#### Unit 1 Healthy and unwell child

#### TERMINOLOGY

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

#### A) PHYSICAL SIGNS OF A HEALTHY CHILD

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

#### Activity 1 Instruction to the learner

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



## Diseases

### Activity 1

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

#### Question 1

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

#### Question 2

Complete the following questions.

Question 2.1 (6)

Match column A and B.

Choose the correct statement from column A to match column B

#### Column A

- a) Hair
- b) Eyes
- c) Tongue
- d) Nails
- e) Blood circulation
- f) Teeth

#### Column B

- Normal heart rate .....
- White and healthy .....
- Shiny and strong .....
- Shiny, without rings .....
- Firm and pink .....
- Red, rough, no coating .....

Question 2.2

Underline the correct word in brackets (5)

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

**Question 2. 3**

**(6)**

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

**A healthy child:**

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---

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**An unhealthy / sick child**

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**Question 2.4**

**(3)**

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

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

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

## Unit 2 Healthy eating habits

### A healthy diet for children is important:

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

#### MAIN MEALS DAILY:

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

### 2.2 Different food groups



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

#### 2.2.1 Non-foods

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

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



### 2.2.2 Body building food

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

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



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

### 2.2.3 Protection food

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

#### FRUIT:

- Apples
- Bananas
- Oranges
- Pears
- Pineapple

#### VEGETABLES

- Cabbage
- Carrots
- Pumpkin
- Beetroot
- Tomatoes

#### Activity 2

Instruction to the learner.

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

### 2.2.4 Energy food

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

- Mealies
- Bread
- Rice potatoes
- Porridge
- Samp



## Diseases

### Activity 2

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

#### Food groups

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

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

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

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