



TN-FORCES

EARLY CHILDHOOD CARE and EDUCATION

A TRAINER MANUAL - PART I



Mrs. Mina Swaminathan

Founder and Convenor of TN-FORCES (1992-1996)



Mrs. Mina Swaminathan (born on March 29, 1933) is an Indian educationist in the field of Pre-School Education. Much before TN-FORCES was started (1992), Mrs. Mina Swaminathan was very active in the Early Childhood Education field in India as well as abroad. She had rich experience in the organization - Mobile Crèches, New Delhi. Her contributions to ECE, her vision and her style of functioning, her skills, all these were pooled together when TN-FORCES was started. She was the Founder Trustee of FORYOUCCHILD.

CONTENT

Acknowledgement	4
Preface and Introduction	5
A Note for the Trainer	6
Session 1 Early Childhood Care and Education	7
Session 2 Theoretical Foundation	9
Session 3 Approaches to Early Childhood Care and Education	12
Session 4 Understanding Early Childhood Development	13
Session 5 Importance of Play	17
Session 6 Birth to 3 years – Development of Infants and Toddlers	20
Session 7 3-6 years	22
A. Physical Development: Gross motors and Fine motors	22
B. Language Development	26
✓ Listening skills	26
✓ Speaking skills	27
✓ Reading skills	29
✓ Writing skills	30
C. Cognitive Development	32
✓ Concept Formation	32
✓ Mathematical Development	34
D. Sensory Development	35
E. Science Experiences	37
F. Personal, Social, Emotional Development	38
G. Creative and Aesthetic Development	41
Session 8 Children with Special Needs	43
Session 9 Guiding principles of programme planning	46
Session 10 Thematic approach	48
Session 11 Project based learning	50
Session 12 Organisation Space, Equipment and Materials	51
Session 13 Evaluation and Assessment of the environment/ facilitator and children	54
Session 14 Food and nutrition for young children	56
Session 15 Child health, hygiene	58
Session 16 Working with the Parents and the Community	60
Session 17 Professionalism	62

Acknowledgement

Early Childhood Care and Education is a programme for the holistic development of the children. It supports children in the age group of 0-8 years in their learning which includes the physical, mental, linguistic, cognitive and socio-emotional development, in addition to their health, nutrition and hygiene. Early Childhood Care and Education- A Trainer Manual was developed by a Team of ECE experts of Tamil Nadu Forum for Creche and Child Care Services (TN-FORCES). This is based on the Theme Based Approach of Learning that helps to nourish the different developmental domains in a child. The trainers as per this manual would boost the child centric playful learning among ECCE teachers. We hope that our trainers of ECE can use this manual judiciously for benefiting ECE teachers in early grades as these are the formative years of the child and need to be handled carefully. The Manual contains both theoretical concepts and principles as well as practical lesson plans and activities that trainers can adopt in their training sessions. This is a guiding manual to give ideas to trainers; Trainers can make changes as per the local context and need. Trainers are advised to read the Manual carefully, understand the principles and ideas and prepare themselves accordingly. As a trainer it is essential that you understand and agree to the concept of child-centred, developmentally appropriate and active learning approach. Tamil Nadu Forum for Crèche and Child Care Services (TN-FORCES) has published with the support, advice and inputs from a team of ECE experts. The contributors for the



manual are Mrs. Kamatchi Sivaraman, Mrs. P. Nirmala, Mrs. Sangeetha Senthil, Mrs. G. Sarada, Mrs. Shoba Panicker, Mrs. Swathanthra Sakthivel, Mrs. Swapna Cherukuri, Mrs. Subhashini Gopal, Mrs. Uma Shankari Chandrashekar, Mrs. Zubeida Sultan Ali, Mrs. Shanthi Sridharan and Mrs. Prema Daniel.

TN-FORCES extend gratitude for the contributors who have dedicated their time to the preparation of the manual. TN-FORCES thanks Mrs. Sudanthravally Paul and Mrs. Jaya Prasad for editing the manual meticulously, The Pen & Mouse for designing the manual and Mrs. Shilpa B Hali for the illustrations. We acknowledge with gratitude for the untiring work of Mrs. Prema Daniel, ECE expert who lead the team and co-ordinated the work.

K. Shanmugavelayutham
Convenor, TN-FORCES

INTRODUCTION

The first few years play a key role in a child's life, as the experiences that children have in the early years affect their physical, cognitive, emotional and social development. Research indicates that brain connections multiply rapidly in the early years of life and by 4 to 5 years of age nearly 90% of the brain develops, and the potential for ensuring optimal development is very high up to eight years of age. This development is influenced by not only the nutritional and health status of the child but also the psychosocial experiences and environment the child is exposed to during these early years. The Early Childhood Care and Education programme is an indispensable foundation and has a lasting impact on children's development and learning.

- ⌘ Children are both the present and the future of every nation; they have needs, rights, and intrinsic worth that must be recognized and supported.
- ⌘ Every child should have the opportunity to grow up in a setting that values children, provides conditions for a safe and secure environment, where diversity is respected.
- ⌘ Knowledge about human development is more substantial now than at any time in history. The world today offers opportunities to consolidate recent gains and respond to new challenges that lie ahead.
- ⌘ Children must receive appropriate nurture and education within and outside their families from birth onward if they are to develop optimally.
- ⌘ Attention to the health, nutrition, education and psychosocial development of children during their early years is essential for the future well-being of nations and the global community.

It is essential that teachers already teaching, or those who are aspiring to be teachers, undergo specialized training in Early Childhood Education. And trainers of teachers need to be equipped to guide the teachers in the various aspects of an ECCE programme.

Teachers/caregivers are the most important factor in Early Childhood Care and Education. There are a large number of untrained teachers in our schools and they need well planned guidelines. What is needed are participatory techniques, collective discourse, brainstorming exercises and experiences to instill confidence, to understand the rights of children and be sensitive to linguistic and cultural differences; network with families and communities especially in an inclusive classroom, and make learning activity-based using local talent.

The manual is based on theory and research about children from birth to 6 years of age placing emphasis on children's learning abilities and their acquisition of basic skills.

The manual combines theory and practical examples to help the participants to make learning child-centered, reflecting on the specific needs and skills of the learners and teachers.

The sessions in the manual are based on the National Curriculum Framework (2014). The National Early Childhood Care and Education Curriculum Framework comprises of three sections.

Section I consists of the introduction, vision and the rationale of the ECCE. The objectives of early childhood education; pedagogical bases and principles of early learning are laid out.

- ⌘ Theoretical foundation
- ⌘ Approaches to Early Childhood Education
- ⌘ Understanding Early Childhood Development

Section II comprises of details of the goals for different domains of development that have to be fostered to ensure holistic development of children below six years of age. It comprises of suggested developmentally appropriate practices for different age groups and for children with special needs.

- ⌘ Importance of play
- ⌘ Birth to 3 years – Development of infants and toddlers
- ⌘ 3 to 6 years
- ⌘ Physical development gross and fine
- ⌘ Language – Listening, speaking, reading, and writing skills
- ⌘ Cognitive - Mathematical development
- ⌘ Sensory development - Science experience
- ⌘ Personal, Social, Emotional Development
- ⌘ Creative and Aesthetic Development
- ⌘ Children with special needs

Section III focuses on implementation of an Early Childhood Care and Education programme

- ⌘ Thematic approach
- ⌘ Project based learning
- ⌘ Organization Space, Equipment and material
- ⌘ Evaluation and Assessment of the environment/ facilitator and children
- ⌘ Food and nutrition for young children
- ⌘ Child health, hygiene
- ⌘ Working with the Parents and the Community
- ⌘ Professionalism

The manual is divided into two parts - Part I consists of all the session plans and Part II has the content which can be used for a presentation and for handouts.

A NOTE TO THE TRAINERS

VENUE AND MATERIALS REQUIRED

1. The workshop venue should provide adequate space for the activities and for micro group activities, with easily movable tables and chairs.
2. A registration table with the participants list, name tags, participant's binder, stationary and other information for the participants may be placed near the entrance
3. A facilitator's table can be placed at the front of the room and have enough space to hold all the materials that will be used for the session
4. A laptop or desktop computer with a projector will be needed in all sessions.
5. The facilitator should walk around the room, checking sight-lines and sitting at some of the participant's tables to ensure that they are suitable.
6. The facilitator should test all equipment to make sure everything is in working order before the session is scheduled to start.
7. PowerPoint slides must be prepared beforehand and then reviewed before the session
8. All supplies that will be needed for the various exercises and activities of the workshop should be in the room and easily accessible when required. Review the lists ahead of time to ensure the materials are available. A writing board – green or white with writing tools and sufficient display board must be organised
9. Prepare a file with stationary for the participants in advance of the Workshop. big enough to accommodate other materials (such as case studies, exercises and supplementary information)
10. The appropriate number of hand-outs and other forms for specific group activities must be prepared, and whether you need to prepare any flip charts or VIPP cards in advance. As these are shared, post them on a flip chart for review at the end of the week to check if expectations have been met.

PRE-REQUISITE FOR THE TRAINER

Background reading – It is strongly suggested that the facilitator reads the material found in section II ahead of the workshop to get a good grasp of Early Childhood concepts and to be better able to facilitate participants' understanding. In addition the facilitator should be prepared with sufficient information of the content

Use an Adult-Centred Approach

Adults are self-directed rather than teacher-directed in a learning situation. They build upon their past rich experience as a resource, are concerned with

real-life problems and tasks, and want to apply their learning to their situation. The workshop methods used in this Early Childhood Resource Pack reflect and respond to that situation.

Determine beforehand what learning points are to be conveyed to the participants and the specific details of what they are expected to learn during the workshop. Some of these are set out explicitly in the Learning Objectives, but it may be necessary, in view of the specific needs of participants, to identify further objectives. These should be as practical and action-oriented as possible.

Workshop Content

- ⌘ This should be as specific and focused as possible.
- ⌘ Avoid generalisations and repetition, unless this is necessary for emphasis.
- ⌘ Use examples from experience to illustrate points.
- ⌘ It is important that the schedule be followed as closely as possible.
- ⌘ In making their presentations, presenters should be kept strictly to the time provided, to allow as much time as possible for the discussions and group exercises.
- ⌘ It often helps to have a small clock on the presenter's table, so that the presenter can keep track of the time. In most workshop experiences, the main criticisms received are that there is not enough time for participants to talk about what they are learning, or to put what they are learning into practice in realistic exercises.
- ⌘ Very few workshop participants ask for more time devoted to lecture

Facilitator's Guide for the sessions

1. **Title of the session**
2. **Learning Objectives**
These objectives can be used ahead of time as a training goal and afterwards to evaluate both the participants' progress and the workshop outcomes. These explain the specific Early Childhood knowledge, skills, information or actions participants will come away with
3. **Time and duration of the session**
Suggested times are provided. However, as in all good training, it is best to be flexible. Speed up activities where participants have experience with the topic or take more time when discussions, role plays or group work become exciting or fruitful
4. **Introduction and Icebreaker**
 - ⌘ Welcome the participants and have them sign in the name list for the day's session.

- ⌘ Introduce yourself and have the other trainers or facilitators introduce themselves.
- ⌘ Introduce the day's topic and the objectives of the session. So that people are clear on what they should be learning.
- ⌘ State clearly what is expected from the participants, ground rules- if any. Also, make the participants feel comfortable and address their concerns or requests, if any.
- ⌘ Allow sufficient advance time to plan the session and prepare participants
- ⌘ Organise the icebreaker suggested in the session.

5. Session plan

Begin the session and continue as planned

6. Activities

Modify activities and use optional activities according to your assessment of participants' experience, knowledge and familiarity with the topic and information.

7. Ending Each Day

At the end of each day:

- ⌘ Ask participants what they learned. Ask them to list things they learned that day which they can use in their workplace.
- ⌘ Conduct an assessment or evaluation.

PART 1 - SESSION 1

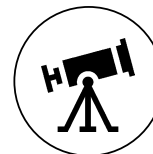
EARLY CHILDHOOD CARE AND EDUCATION

GROWING UP IN INDIA - THE VISION AND THE RATIONALE



Learning Objectives:

- ⌘ To define Early Childhood Care and Education
- ⌘ The importance and rationale of ECCE
- ⌘ To understand the status of young children in India
- ⌘ To define a vision for young children in India



Learning Outcome:





The participants will: -

- ⌘ understand and define Early Childhood Care and Education
- ⌘ understand the status and the needs of children in India
- ⌘ be able to draft a vision statement for young children in India



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	Brainstorming followed by PowerPoint Presentation on <ul style="list-style-type: none"> • The definition of Early Childhood Care and Education • Importance of ECCE 	30 minutes
	Break	10 minutes
	Activity: To understand the importance of ECCE	25 minutes

	Activity: Think pair and share: Definition of Early Childhood Care and Education	30 minutes
	PowerPoint Presentation and brainstorming on The status of children in India and The need for ECCE in India	25 minutes
	Activity: Status of children in India and drafting a vision statement for children in India	30 minutes
	Queries/ closure	10 minutes
	Total	3 Hours

Content: The content and theory for the session is found in Part II of this manual

Steps and Procedure for the session

Step I

Icebreaker:

What I believe

This exercise asks the participants to respond to a series of **statements about their beliefs**.

Materials required: Sign boards with 'strongly agree, mildly agree, mildly disagree, and strongly disagree and no opinion'

Belief statements:

For example:

1. The child in India is given importance
2. Early Childhood Care and Education should be a State responsibility
3. Accreditation and recognition code must be set
4. Private players should be given accreditation and recognition with appropriate norms

strongly agree

mildly agree

strongly disagree

no opinion

mildly disagree

5. Even an effective facilitator requires an appropriate training with field placement

Method:

The prepared signs are placed in various locations in the room. The trainers read out the belief statements one at a time. When the statement is read the participants must move to the place near the sign that they believe.

When all the participants are in the spaces they chose, the leader reads the next belief statement.

After all the statements are completed the participants brainstorm their reaction to the activity and their beliefs.

Step II

The definition of Early Childhood Care and Education

Importance of ECCE

Brainstorming followed by PowerPoint Presentation

Step III

Activity:

The importance of ECCE

Thought provoking **exercise and discussion**

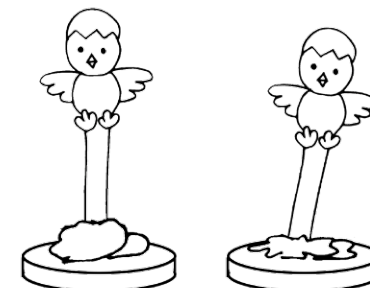
Materials Required: Wheat flour, Water, 2 Plates and 2 similar rod puppets

Process: Prepare semi solid dough in one plate, and solid dough in the other plate.

Call two volunteers from the participants; give each of them a plate and a rod puppet

The participants are asked to place the puppets in the dough to make it stand firmly and upright. The rest of the participants observe carefully. Then, as a whole group brainstorm their observation and note the same on the writing board.

Now the facilitator asks them to relate this to the importance of ECCE.



Note to facilitator:

The Facilitator should focus on

- ⌘ Strong base / foundation (i.e. Holistic development) is very important
- ⌘ Stimulating environment is crucial
- ⌘ Age appropriate exposure

Step IV**(Think - Pair & Share)**

1. Ask each participant to write down their definition of Early Childhood Care and Education.
2. **Pair and share their definitions.**
3. Then, three pairs combine to form a group and frame their definition of Early Childhood Care and Education.
4. Each group then presents their definition which can be written on the board.

**Step V**

PowerPoint Presentation and brainstorming on “the Status of Children in India”, and “the need for Early Childhood Care and Education”.

**Step VI****Activity:**

Status of children in India and ***drafting a vision statement*** for children in India

Materials required: Pictures/ photos of children from birth to 6 years in different situations and different conditions (collect from the magazines, newspapers, and the internet. Each group should have about 6 pictures).

1. Split the participants into micro group of 6. Give each group a set of pictures of children and ask them to list down their observations regarding the children in the pictures.
2. The group then writes out a vision statement on the Early Childhood Care and Education in India (you can show a video on “How to write a Vision Statement”).

Step VII**Queries and closure**

Assessment of the learning outcome, can be done if needed
Handouts can be given if required

**PART 1 - SESSION 2****THEORETICAL FOUNDATION - NATIONAL AND INTERNATIONAL****Learning objectives:**

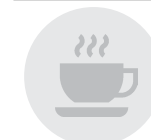
- ⌘ To understand the importance of historical background of philosophers and educators
- ⌘ To understand the principles of their philosophy and education
- ⌘ To understand their influences on the present Early Childhood Care and Education

Learning outcome:



The participants will:

- ⌘ Understand the importance and the influence of both International and National philosophers and educationalists in Early Childhood Care and Education.

Time/Duration: 3 hours



Topic	Minutes
Welcome and Introduction Icebreaker	20 minutes
PowerPoint Presentation and Brainstorming History of Early Childhood Care and Education. Influence of Philosophers and Educationists on the present Early Childhood Care and Education	45 minutes
Activity: Card game	40 minutes
Break	10 minutes

	Activity: Self-reflection of the influence of Philosophers and educationists in today's ECCE programmes	45 minutes
	Queries / closure	20 minutes
	Total	3 Hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure for the session:

Step I

Icebreaker

Bingo

Make a grid for each participant with 9 statements in each. The statements should relate to the participants. Each participant must have a different grid, however statements can be repeated. Distribute the grids and give 5 minutes for them to move around and note names of others who best suit the statement mentioned. No person's name should be repeated in the same grid. Stop the game after a few have completed the grid. Ask about 5 to 6 participants to read out their statement and the names matching it. If there are any names not called they can introduce themselves.

Example of a grid:

Name starts with the letter 'U'	Lives in Anna Nagar	Has two children
Has three years of teaching experience	Knows how to use the computer	Is a vegetarian
Loves to cook	Drives a scooter	Watches serials on TV



Step II

PowerPoint Presentation and Brainstorming

History of Early Childhood Care and Education

Influence of Philosophers and Educationists on the present Early Childhood Care and Education

Step III

To understand the influence of various philosophers and educationists in today's Early Childhood Care and Education.

Cards Game

Make cards with the following educationists and their beliefs. Split the participants into two groups. One group must be given the philosophers and the other group will be given their beliefs. Make the participants to move around and match their cards. As they match them they can be displayed on a pin board. When all the cards are matched, brainstorm with the whole group to list down the most relevant beliefs which influence today's Early Childhood Care and Education.

Brainstorm as a whole group.

Philosophers and Educationists:

Jean-Jacques Rousseau	Child centered philosophy Believed in freedom of children
Johann Pestalozzi	Learning by doing Emphasized on the importance of senses
Friedrich Froebel	Kindergarten Play as a means to reach their full potential
John Locke	The blank tablet – tabula rasa
John Dewey	Laboratory school Teachers are not just teaching children as individuals they are helping children to live in society and shaping society as a whole.
Maria Montessori	Importance of materials Didactic material and practical life experience.
Jean Piaget	The four stages of development: Sensorimotor stage: Ist. two years Preoperational stage: from 2 to 6 or 7 years Concrete operational stage: from 7 to 11 years Formal Operations stage : from 12 through adulthood





Erik Erickson	Theory of psychosocial Development
Jerome Bruner	The cognitive development of children, three modes of representation: <ul style="list-style-type: none"> • Enactive representation (action-based) • Iconic representation (image-based) • Symbolic representation (language-based)
Lev Vygotsky	The zone of proximal development
Urie Bronfenbrenner	Ecological Systems <ul style="list-style-type: none"> Microsystem Mesosystem Exosystem Macrosystem
Loris Malaguzzi	Reggio Emilia
Howard Gardner	Multiple intelligence
Rudolf Steiner Waldorf	Discourage pupils' use of electronic media such as television and computers.
M K Gandhi	The Nai Talim approach The Project Method
Sri Aurobindo Ghosh	Gurukulam system- a holistic development
Gijubhai Badheka	Importance to child and not curriculum Child centered education
Tarabai Modak	Nitin Bal Shikhan Sangh The first Balwadi

Step IV

Activity

Self-Reflection

Split the participants into micro groups. Give them time to list down the philosopher /educationist who has influenced them the most. List on the board and reflect on this:-

“In your school or with your children do you find the activities they do, have been influenced by the philosophers and educationists”?

List the activities and the influences. E.g. Singing songs and a dancing - Froebel.

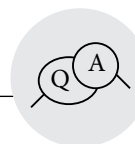


Brainstorming as a whole group - the influence of these philosophers and educationists

Step V

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required



PART 1 - SESSION 3**Approaches and Methodologies in Early Childhood Education Practised in India****Learning objectives:**

- ⌘ To know about various approaches and methodologies in Early Childhood Education practiced in India
- ⌘ To know about the approaches of philosophers/ founders and their views on child development and learning
- ⌘ To learn about practical application of the ideas from various methodologies.

**Learning outcome:**

- The participants will be able to:
- ⌘ Learn about various approaches to Early Childhood Education
 - ⌘ Understand the key components of each approach
 - ⌘ Compare and contrast the ideologies in each of the approaches
 - ⌘ Analyse the possibility and applicability of these ideas in Early Childhood Education today.

**Time/Duration:** 3 hours

	Topic	Minutes
	Introduction and Icebreaker	15 minutes
	Discussion and PowerPoint presentation ECE practices: ICDS/Preschools/kindergartens - the Curriculum- the environment- the children and the teachers	30 minutes
	Brainstorm the similarities and differences Froebel's Kindergarten and Montessori approach	30 minutes

	Break	10 minutes
	A brief introduction to other approaches – Thematic approach, Project based learning, Waldorf, Reggio Emilia approach, Emergent curriculum and Multiple Intelligences	30 minutes
	Preschool curriculum – NCERT 2019	20 minutes
	Activity: Comparison of today's general practices with the different approaches in Early Childhood Care and Education.	30 minutes
	Queries / closure	15 minutes
Total		3 Hours

Content: The content and theory for the session is found in Part II of the manual**Step I****Introduction and Icebreaker****Connecting Eyes**

Let all the participants stand in a circle. The leader points to a participant standing opposite in the circle and exchanges the place with that person. While exchanging their place they say their names aloud. Many pairs can exchange at the same time. See that all the participants have exchanged places and all the names are called out.

Step II**PowerPoint presentation and discussion**

Early Childhood Practices ICDS /Preschools/Kindergartens - the



Curriculum, the Environment, the Children and the Teachers.

Step III

Similarities and differences in the Kindergarten and the Montessori approach

Introduce the Froebel's Kindergarten Approach and the Montessori Approach. Show a **video** on the Montessori Approach. Discuss, compare and contrast the two approaches and their philosophies.

Step IV

A brief introduction of the other Approaches in Early Childhood Education

- ⌘ The Thematic Approach
- ⌘ The Project Based Learning
- ⌘ The Waldorf Approach
- ⌘ Reggio Emilia Approach
- ⌘ The Emergent Curriculum
- ⌘ The Multiple Intelligences

Discuss, compare and contrast on these different approaches.

Step V

The Preschool Curriculum NCERT 2019

Discuss all the salient points which can be presented to the group by the trainer (provide copies of the Preschool Curriculum - 2019 NCERT)

Step VI

Activity

Discussion

Comparison of today's general practices with the different approaches of Early Childhood Care and Education.

Go back to the display on the board/ chart of general practices in today's preschool/ kindergarten classrooms. Now, try to label each point under the different methodologies introduced in the workshop and to the present Preschool Curriculum (NCERT) 2019

Step VIII

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

PART 1 - SESSION 4

Understanding Early Childhood Development



Learning Objectives

To know about the

- ⌘ Definition of child development
- ⌘ Principles of child development
- ⌘ Factors influencing growth and development
- ⌘ Domains of development
- ⌘ Ages and stages of development
- ⌘ Characteristics of young children
- ⌘ The rights and Needs of young children

Note: This session is further sub divided into two sessions (Session I & Session II)

Session I

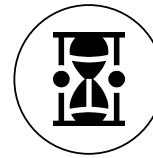
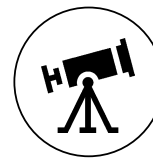
Definition of child development
Principles of child development
Factor influencing growth and development



Learning outcome:






Participants will

- ⌘ understand the importance of Early Childhood Development
- ⌘ know the Principle of Child Development
- ⌘ know the factors that influence Growth and Development

Time/Duration: 3 hours



	Topic	Minutes
	Introduction Icebreaker - Sharing childhood experiences	20 minutes
	Activity: think – pair and share Understanding Early Childhood Development	30 minutes

	Lecture with PowerPoint presentation on the <ul style="list-style-type: none"> ✓ Definition of Child Development ✓ Principles of Child Development ✓ Factor influencing Growth and Development 	30 minutes
	Break	10 minutes
	Activity: The factors that influences Growth and Development	30 minutes
	Principles of Child Development Brainstorm with a Presentation	40 minutes
	Queries and closure	20 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual

Step I

Introduction & Icebreaker

Sharing Childhood Experiences

Split the participants into micro groups. In their groups, the participants introduce themselves and then talk about their childhood experiences. Then one person is selected as the leader of the group, who takes down the points of the discussion and shares these experiences with the whole group. This can be displayed.

Step II

Think – pair – share

Write the following questions on the board -

- ⌘ What do you know about Child Development?
- ⌘ What do you want to know about Child Development?

Each participant writes down his/ her views of the questions. They then form pairs and discuss their points with their partner. Then three pairs join to form a micro group. They discuss and list their views on a chart and display. The facilitator adds and explains the points if needed.

Step III

Early Childhood Care Development

Lecture with a *PowerPoint presentation*

- ⌘ Definition of Child Development

Step IV

Activity: Factors that influence Growth and Development

Split the participants into micro groups. As a group they *discuss* the factors that influence and effect the growth and development of the young child. Let each group share their points which can be listed on the writing board.

The facilitator can then sum it up with a Presentation

Step V

Principles of development

Display on a slide the Principles of Child Development. Write down each principle on slips. In the same groups, let each group pick up two slips and discuss the principle and explain to the whole group. The facilitator could sum up the discussion.

Step VI

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

Session II

Learning Objectives



- ⌘ Domains of development
- ⌘ Ages and stages of development
- ⌘ Characteristics of young children
- ⌘ The needs of young children

**Learning outcomes**

Participants will

- ⌘ Understand the domains, ages and stages of development
- ⌘ Understand the characteristics and needs of young children

**Time/Duration:** 3 hours

	Topic	Minutes
	Introduction Recap of previous session	20 minutes
	Lecture with PowerPoint Presentation on the Domains of development and Ages and stages of development	40 minutes
	Break	10 minutes
	Activity on the Ages and Stages of Development	30 minutes
	Characteristics of young Children Activity: Each Child is Unique and Different	30 minutes
	The needs of young children	30 minutes
	Queries and closure	20 minutes
	Total	3 hours

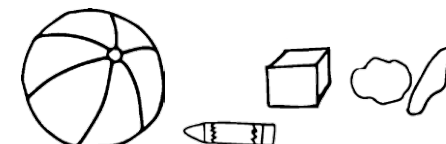
Step I

Introduction and recap of previous session

Brainstorm and list down the points and the learning outcome.**Step II****Domains of Development****Ages and Stages of Development****PowerPoint presentation and Brainstorming****Step III****Activity on the Ages and Stages of Development**

Select 4 to 5 play materials e.g. a big ball, crayons and paper, wooden blocks, play dough and any others. Split the participants into micro groups and give each group one play material. They discuss and write down on a chart on how the material will be used by a

- 1 year old
- 2- 3 year old, and
- 4 to 5 year old



Display the charts and discuss with the whole group

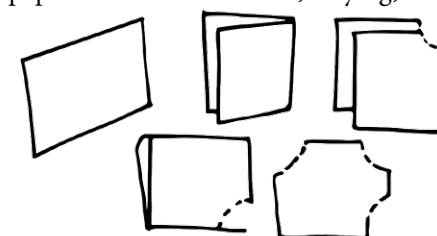
**Step IV**

Brainstorm and list the Characteristics of Young Children on the writing board. The facilitator sums up the discussion

**Step IV****Activity** – To understand that every Child is Unique and Different

Provide each participant a sheet of paper. Give instructions, saying, the instructions will be given only once and the participants cannot ask for a repetition by the facilitator or the others.

Fold the paper into half. Tear the right hand side upper corner. Rotate the paper. Fold the paper in half again. Tear one corner. Tear a hole in the centre. Now



unfold the paper and hold your paper up so that all can see. Let the participants turn around and take a look at others papers also.

Once the activity is over ask them

- ⌘ Why did I make you do this activity?
- ⌘ What did you see/ observe?

The facilitator then discusses the outcome of the game.

Although the instructions given were the same, there are differences in your paper. Each of you perceive and understood the instructions differently.

Relate this to children and conclude by saying that every child is different and unique.

Step V

Understand the Needs of Children

Brainstorm with the participants the child's needs. Display the slide with the Child's Needs (NCF 2005). The participants list down activities and ways in which these needs can be met, for the holistic development of the child. List down the points on the black board/chart.

Compare with Maslow's hierarchy of needs (found in Section II)

Step VI

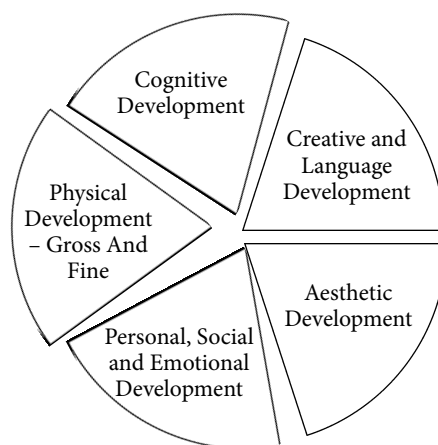
Wheel Game

Preparation

Draw a pie chart on the board or on the floor with five segments. Label each segment of the chart. (Cognitive development, language development, physical development – gross and fine, personal, social and emotional development, creative and aesthetic development) Make 50 small cards.

Activity

Make two participants the scribes. Ask all the participants in turn to say activities that are carried out in an early childhood setting.



Let the two scribes in turn write them on the small cards. When sufficient activities have been listed, distribute these to the participants, 2 to 3 cards per person.

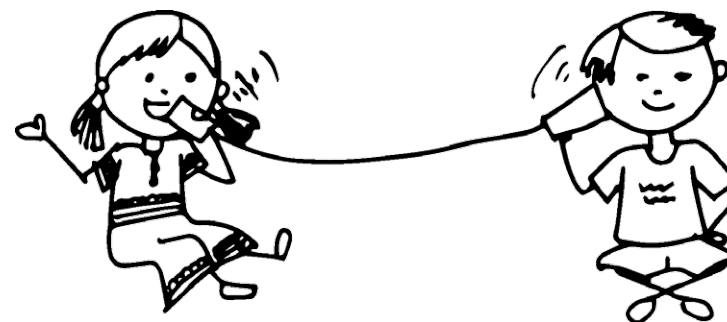
The participants now in turn call out the activity on a card and place it in the appropriate segment e.g. songs and rhyme in the language segment, ball in physical. The participant must justify their decision. Play till all the cards are exhausted.

Discuss the development that has the most number of activities and the one which has been neglected. The importance of the development for holistic development is discussed.

Step VII

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required



PART 1 - SESSION 5



Importance of Play



Learning objectives:

- ⌘ To define play and its importance in the early childhood years.
- ⌘ To identify the types and stages of play.
- ⌘ To understand the holistic development of children through play.
- ⌘ To use and make appropriate toys from locally available materials



Learning outcome:

The participants:

- ⌘ Will understand the importance and types of play.
- ⌘ Will be able to realize the value and benefits of safe play.
- ⌘ Will understand the teacher's role in play as a creator, observer and a guide



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Introduction Icebreaker- game	10 minutes
	Group discussion on childhood experiences of play	20 minutes
	Discussion with PowerPoint Presentation <ul style="list-style-type: none"> • The definition of play and its importance • Understanding the different stages of play, types of play. • The role of play in a child's holistic development 	20 minutes

	Activity: The stages of play in young children	20 minutes
	Break	10 minutes
	Activity: Case studies	30 minutes
	Activity: Play material for holistic development	20 minutes
	Brainstorm: Play materials for children	20 minutes
	Brain storm: Importance of safety in play	20 minutes
	Queries and Closure	10 minutes
	Total duration	3 hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure:**Step I****Icebreaker****Name bank**

Participants are seated in a circle. One of the participants begins by saying his/her name aloud. The next person repeats the first name and then says his/her own, e.g. Gita, Seetha. The third now repeats the first two and adds her own e.g. Gita, Seetha, and Sona... In this way the entire circle is completed.

**Step II****Introduction****Group discussion** on childhood experiences of play

Split the participants into micro groups. In their group they recall their childhood days and discuss their experiences of the games they played and the play materials they used. Their discussion is recorded and presented to the whole group. As they present, the points are listed on the writing board and the facilitator sums up the discussion by stating the learning that happens through the listed games.

**Step III****Discuss with PowerPoint Presentation**

The definition of play and its importance

Understanding the different stages of play and types of play

The role of play in a child's holistic development

**Step IV****Activity:** Stages of play

Display pictures of children of different age groups playing.

Discuss the characteristics of the children in each stage

(Prepare a grid on the board or on the floor)



Unoccupied – not playing but observing	
Solitary - under 3 years	
Onlooker -2-3 years.	

Parallel - 2 ½-4 years

Associative - 3-4 years

Cooperative - 4 1/2 -6 years

Split the group into micro groups. Provide plenty of pictures of children of different age group, playing. Let the groups select 2 to 3 pictures and decide the stage of the children in their picture. The participants then in turn come and fix their picture in the suitable column and justify their decision.

Step V**Understanding importance of play****Case studies**

Split the participants into micro groups. Give each group a case study.

Suggested Cases (You could think of other cases)

Case 1

"A group of children are playing in the role play corner. They are taking different roles of family members and playing"

Suggest possible ways that this pretend play could contribute to the child's development (Physical, social, emotional, cognitive and creativity)

Case 2

A parent comes to you after observing her child's class/centre, and say, "Well it looks nice here and I can see the children are happy; but I see they are just playing around all the time and not learning and neither are you teaching?"

How would you reply to this parent?

Then let each group present their point of view to the whole group.

STEP VI**Activity:****Play material for Holistic Development**

The participants are split into micro groups (6 groups) each group is given one play material. Clay (play dough), blocks, beads and thread, sand, water, bottle caps and twigs to experience the different types of play material. Each group selects an



observer from their group, who observes the rest of the participants playing with the material and notes down all that they do and talk. After about 15 minutes they assemble again into the macro group.

The following grid is drawn on the board /chart



Material	Language	Cognitive	Physical	Social and Emotional	Creative
Clay/play dough					
Wooden blocks					
Beads and Thread					
Sand					
Water					
Bottle covers and twigs					

The observer from each group fills the grid in turn, explaining her observation and the holistic development provided by the material

Followed by the facilitator highlighting, the importance of material for the holistic development in Play.

Step VII

Play materials for children

Brainstorm as a whole group

List down materials under the following categories:

- ⌘ Created - by the teacher
- ⌘ Collected - waste materials from parents and others
- ⌘ Commercial - materials that are purchased

Step VIII

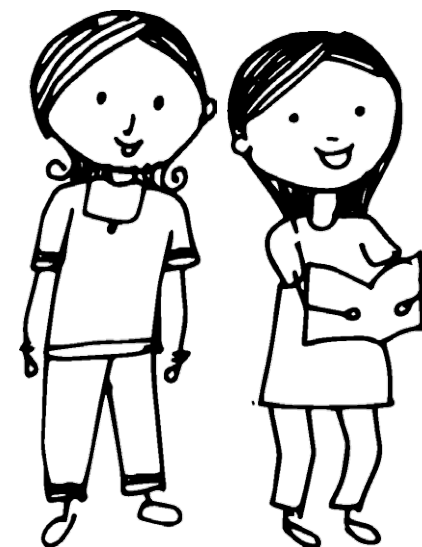
Safety in Play

Brainstorm and list the role of the adult in ensuring a safe environment and materials for play

Step VI

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required



PART 1 - SESSION 6

BIRTH TO 3 YEARS

Development of Infants and Toddlers



Learning objectives

- ⌘ To define an infant and a toddler
- ⌘ To know briefly about the prenatal period and its influence on the child
- ⌘ To learn about the developmental domains of a child from birth -3 years
- ⌘ To know the significance of 0-3 years
- ⌘ To understand the milestones of each developmental stage
- ⌘ The importance of stimulation for a young child
- ⌘ To focus on Care, Stimulation and Interaction





Learning outcome

- The participants will:
- ⌘ Understand the developmental skills of infants and toddlers across all the domains of development
 - ⌘ Identify ways to foster the development and learning of infants and toddlers
 - ⌘ Understand the importance of stimulation for a young child
 - ⌘ Learn the importance on Care, Stimulation and Interaction



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	Activity Understanding the characteristic of infants and toddlers	30 minutes



Lecture

PowerPoint Presentation and discussion on

- ⌘ The definition of an infant and toddler
- ⌘ Influence of the prenatal development
- ⌘ Significance of 0-3 years
- ⌘ The main domains of development during this stage
- ⌘ The developmental milestones

30 minutes



Break

10 minutes



Activity

Milestones in the development of infants and toddlers

40 minutes



The importance of stimulation for an infant and toddler

40 minutes



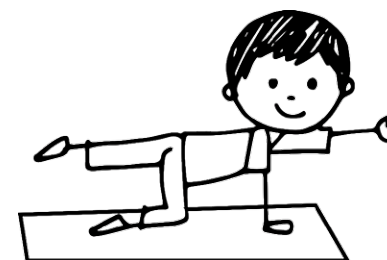
Queries/ Closure

10 minutes

Total

3 hours

Content: The content and theory for the session is found in Part II of the manual



Steps and procedure:**Step I****Icebreaker**

Welcome the participants and introduce the day's topic. Begin the session with the following icebreaker:

Have three assigned places: 0-1 year, 1-2 years and 2-3 years. Let each participant give a short introduction about oneself and choose to be in one of the places. Make sure every group has enough participants. Ask each group to call out typical milestones that are achieved in their age group. This can be done as a rapid fire where one group calls out one development and immediately the next group calls out theirs. Let it continue as rapid fire. The game may be closed after few turns or when there is a long pause.

This icebreaker is just to energize the participants

STEP II**Activity:**

To understand the characteristics of infants and toddlers

Create a collage of pictures of babies and children of different ages doing varied types of activities (e.g., babies sleeping, eating, crawling and walking, young children talking, playing, running). Display the collage on a wall in the training room.

Pair the participants and invite them to view the collage of pictures of the children. Let them select six pictures and discuss them and then let all the pairs share their discussions on one of the pictures with the whole group.

Step III**Lecture****PowerPoint Presentation and discussion on:**

- ⌘ The definition of an infant and toddler
- ⌘ Influence of the prenatal development
- ⌘ Significance of 0-3 years
- ⌘ The main domains of development during this stage
- ⌘ The developmental milestones

Step IV**Milestones in the development of infants and toddlers**

Brainstorm with a PowerPoint Presentation the various domains of development:

- ⌘ Physical and motor development – gross/fine
- ⌘ Sensory and perceptual development
- ⌘ Language development
- ⌘ Cognitive development
- ⌘ Personal, Social and Emotional development

Split the participants into four micro groups. Assign each group with a different age group

- ⌘ Group 1: Infants: Birth to 6 months old
- ⌘ Group 2: Infants: 6 to 12 months old
- ⌘ Group 3: Toddlers: 1-2 years old
- ⌘ Group 4: Toddlers: 2-3 years old



In their groups the participants can view the collage of children's pictures displayed in the room. They discuss the developmental milestone of their group and enter the discussion points in the prepared grid - a suggested grid

Developments	Infants: Birth to 6 months old	Infants: 6 to 12 months old	Toddlers: 1-2 years old	Toddlers: 2-3 years old
Physical Development Gross Motor				
Physical Development Fine Motor				
Sensory and Perceptual Development				
Language Development Receptive and Expressive				
Cognitive Development				
Personal, Social and Emotional Development				

Now refer to the chart on the milestones of development given as a hand out and enter the unanimous points of each group in the chart

Ask the whole group to reflect on what they have learnt and summarize by discussing the importance of developmental milestones

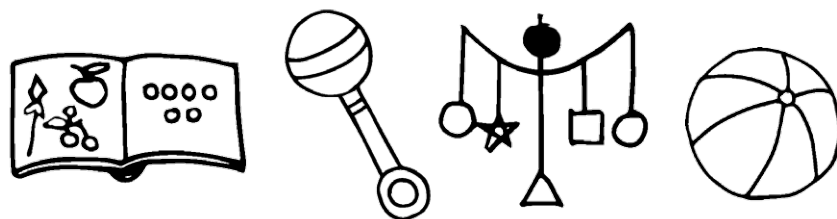
Step V

The importance of stimulation for an infant and toddler

Organize activities and materials for the all-round development of children from birth to 3 yrs.

Display some of the materials which help to stimulate the development in the children between 0-3 years of age. In a large group, discuss how each of the materials will help in the child's development.

The list may include the following: (an example)

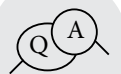


1. A rattle (5 months onwards) encourages hold/shake the object helping in coordination.
2. Colourful mobile (3 months and over) visual stimulation
3. Songs/ books (9 months onwards) language stimulation
4. Ball to kick or throw (12 months and over) motor skills and co-ordination
5. Pairing activity (2 years and older) cognitive development

Step VI

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required



PART 1 - SESSION 7

3 - 6 years



A. PHYSICAL DEVELOPMENT - Gross Motor Skills

GROSS MOTOR SKILLS

Learning Objectives

- ⌘ To understand the principles of physical growth and development in early childhood
- ⌘ To understand the importance of large muscles and gross motor skills, in the overall development and for good health of young children
- ⌘ To realize the importance of providing activities to stimulate gross muscle development

Learning outcome

- The participants will
- ⌘ Have a clear understanding of physical and gross muscle development
 - ⌘ Will learn to plan activities for developing gross motor skills
 - ⌘ Understand that physical play activities help in all areas of development

Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	Discussion on the Principles of Growth and Development	40 minutes



	Activity: Gross motor activities	40 minutes
	Activity: With collected materials	60 minutes
	Queries and closure	20 minutes
	Total	3 hours

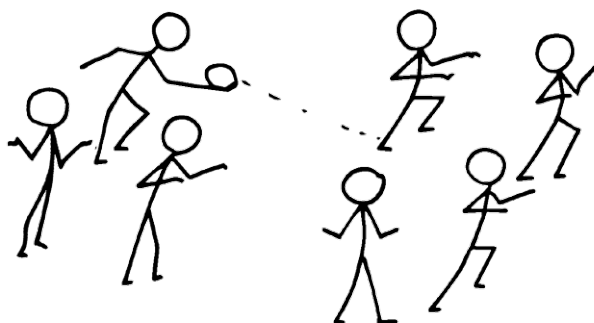
Content: The content and theory for the session is found in Part II of this manual

Steps and Procedure for the session

Step I

Icebreaker

Dodge Ball



The participants assemble outside or in an open area indoors. They divide into two groups – one group becomes the target group. The other group has to throw a large ball, aiming at the legs of the target group, who try to run around and dodge. Whoever gets hit is out. Once everyone is out, they change their roles.

Step II

Principles of Physical Development

Discussion with a PowerPoint presentation

Step III

Activity

Gross motor activities

Make slips of the following 6 actions - “jump”, “crawl”, “frog jump”, “marching”, “hop” and “skip”. The participants pick a slip each. They do the action on their slips and move around and form their group.

In their groups they have to think of various activities for the skill on their slip.

For example, the activities for walking could be:-

- 1) Walking fast and slow
- 2) Walking with big and small steps
- 3) Walking on sand, water, sponge, pebbles
- 4) Walking on a path of tyres
- 5) Walking on a rope
- 6) Walking on big leaves
- 7) Walking like different animals
- 8) Walking on a line of bricks
- 9) Walking in time to music and so on.



Then each group shares their ideas with the whole group, others can add more suggestions.

Step IV

Activity: With collected materials

Old car/scooter tyres - pressure cooker gaskets - a rope 8 feet in length - large plastic or rubber balls/ bean bags/ wooden beam 4ft x 8 inches and disposable bottles

Split the participants into micro groups. Each group is given one of the collected materials and one group will have no props. The groups have to plan as many activities as they can with their prop for developing gross motor skills. After a few minutes, they come back to the whole group and share and demonstrate their activities.

A discussion can follow on the types of materials required - **created** by the teacher –reusable material **collected** by the teacher and **commercial** materials for gross motor activities

Step V

Queries and closure

Assessment of the learning outcome, can be done if needed
Handouts can be given if required

A. PHYSICAL DEVELOPMENT - Fine Motor Skills



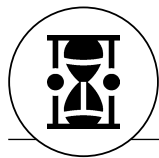
Learning Objectives

- ⌘ To understand the principles of fine motor development
- ⌘ To understand the importance of development of fine motor skills in Early Childhood
- ⌘ To realise the importance of fine motor development for self-help skills in young children
- ⌘ To plan activities for fine motor skills



Learning outcome

- The participants
- ⌘ Will be aware of the principles and the importance of fine motor development.
 - ⌘ Understand and plan activities to develop self-help skills



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	15 minutes
	Activity Working at stations with fine motor activities Brainstorm for more ideas	50 minutes
	PowerPoint Presentation and discussion - The principles and importance of fine motor skills	20 minutes
	Group activity: Make a wall mural using various techniques Review the group work	50 minutes



Discussion on importance of fine motor skills in daily activities - and pre writing

30 minutes



Queries and closure

15 minutes

Total

3 hours

Content: The content and theory for the session is found in Part II of this manual

Steps and Procedure for the session

Step I

Icebreaker:

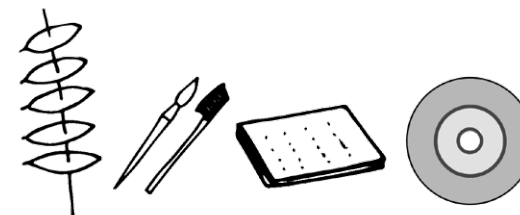
The participants discuss in pairs the games they played in their childhood, those which developed the fine muscles, like marbles, sand and pebbles and then share with the whole group. These are listed on the writing board

Step II

Activity

Free Exploration of materials

The activity stations are arranged all around the room. The participants visit each station in pairs and try out all the activities. After everyone has visited all the stations, the participants think of more ideas and the suggestions and list them on the board.



Examples of activity stations

1. Leaves & broomstick for stringing - the participants take a few and string them on a broomstick.
2. A shape is drawn on the floor with chalk- the participants arrange the given materials on the outline - small pebbles/ bottle lids/ seeds.

3. A perforated plastic ball with small holes and small twigs –the participants fix the twigs in the perforations on the ball.
4. 1" PVC pipe cut into 6' lengths and plenty of rubber bands. The participants fix the rubber bands on the PVC pipes. Alternatively, cardboard rolls can be used, like toilet paper or tissue paper rolls.
5. An X-Ray sheet is slit length wise leaving a one inch space all around the edge – the participants weave plastic strips or ribbons in and out of the slits. An alternative is using strings tied across a cardboard sheet.
6. Lacing boards -Readymade lacing boards or shapes cut out of thick cardboard with holes punched on them to lace with a shoe lace.
7. Old CDs and large size sticker bindis to stick on to the edge of the CD.
8. Crayons and paper to draw and colour.
9. Paints, brushes, old toothbrushes and paper - to explore the medium and create a painting.
10. Coloured paper sheets and small bowls – the participants tear the paper into small pieces and paste them on the paper to make a collage.
11. Rangoli (colour) powder in different colours is provided to create designs on the floor.

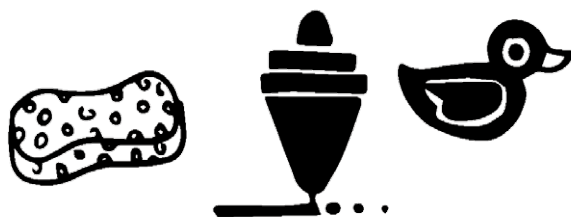
Step III

The importance of fine motor skills

Brainstorm and PowerPoint Presentation

Step IV

Group mural



The participants are split into 5 micro groups. Each group works on making a wall mural (two to three chart papers stuck together) on a particular theme of their choice e.g. water, forest scene, a temple festival or any other. They can use any techniques like spray painting, brushes, sponge, stencils, block print, wax resist, crayons and collage. A brief demonstration is given to the participants. The murals are displayed and each group gives a description of their work and what are the techniques used and the skills developed.

Step V

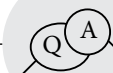
The role of teacher in the development of fine motor skills

Brainstorm the importance of fine motor development and eye hand coordination, for self-help skill and a pre writing skill in Early Childhood Education. Discuss the role of the teacher, in facilitating activities for pre-writing and writing readiness.

Step VI

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required.



B. LANGUAGE DEVELOPMENT - Listening Skills



Learning objectives

- ⌘ To understand the importance of language development
- ⌘ To understand the skills developed - listening, speaking, reading and writing.
- ⌘ To understand the importance of hearing/listening in the learning of a language.



Learning Outcome

The participants will:

- ⌘ Understand the significant role of listening in language development and learning.
- ⌘ Learn to plan activities that promote listening skills in young children



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	15 minutes
	Brainstorm with PowerPoint Presentation The introduction on what is language development. The importance of language for all domains of developments	30 minutes
	Break	10 minutes
	Brainstorm with a PowerPoint Presentation The significant role of listening in language development and learning	30 minutes

	Activity Game on sound identification and discrimination	30 minutes
	Activity with letter sounds. Making up a story with one letter sound	30 minutes
	Brainstorm ideas and activities to develop listening skills	20 minutes
	Queries and closure	15 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure for the session

Step I

Icebreaker:

The participants are asked to form a circle and sing along with you while doing the actions.

“Listen and do, listen and do
Can you listen and do?
Can you make yourself tall?
Can you make yourself short?
Can you listen and do?
Can you spread your feet apart?
Can you bring them close together?
Can you listen and do?”

(Tune: Twinkle, twinkle little stars)

Continue the song by asking the participants to add lines, ensuring that they have

understood that the song is about opposites. The one who sings should not do the actions, but the others should listen and perform actions.

Step II

An introduction to language development

How language develops and it's importance

With a *PowerPoint presentation and discussion*

Step III

The significant role of listening in language development and learning -

Focusing on auditory perception, auditory discrimination, listening and comprehension and other aspects of listening

With a *PowerPoint presentation and brainstorming*

Step IV

Sound game



Collect and display materials that make different sounds like coins, coconut shells, and different types of papers, bells, boxes and many more. Split the participants into micro groups and let them list out the activities and games for listening skills using these materials. They must discuss why this is important as a pre-listening activity. Then let them demonstrate to the whole group. This is listed on a chart.

Materials	Activity or game	Learning outcome
Bells	Game with ringing bells	Auditory discrimination which is required when learning sounds of the letters

Step IV

Story telling with letter sounds

A short story is related with emphasis given to one sound. The participants have

to raise their right hand whenever they hear the sound. For example "L"

"**Lalitha** and **Leela** were **lolling** on the sofa when they heard a **loud** noise outside. They ran out and saw a **lame lamb** stuck in the fence. The **lamb** had tried to release his **leg** from the fence and while pulling away, had dislodged a big post from it. "Oh, look at the poor **lamb!** **Let** us help it!" said **Lalitha**. **Leela** held the **lamb** while **Lalitha** released the **lamb**. The lamb limped and ran away".

Split the participants into micro groups. Give each group a consonant letter and asked them to create a story. The groups are then asked to read their stories. The rest of the participants raise their hands when they hear the letter sound. Discuss the listening skills developed through this game.

Step V

Brainstorm with the whole group and list down on a chart and display activities and games that promote listening skills in children.

Step VI

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

B. LANGUAGE DEVELOPMENT - Speaking Skills

Learning Objectives

- ⌘ To define language development and communication
- ⌘ To understand the sequence in speaking skills
- ⌘ To understand what is verbal and non-verbal communication
- ⌘ To understand how speaking develops and the role of the facilitator
- ⌘ Activities to develop speaking skills

Learning outcome

The participants will-

- ⌘ Explain the difference between verbal and non-verbal communication
- ⌘ Describe a range of activities that will encourage children's communication
- ⌘ Explain how storytelling develops different aspects of children's communication and language skills



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	Power point presentation Introduction of speaking skills	30 minutes
	Activity Circle time	30 minutes
	Activity Rhymes and songs	30 minutes
	Activity Show and tell	30 minutes
	Brainstorm with a presentation Understand the importance of Story telling	20 minutes
	Queries/ closure	20 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure for the session

Step I

Icebreaker

Participants are given 3 ice cream sticks each. They are asked to move around and talk to the others, but not use the words 'Yes' or 'No' (e.g. Did you travel in a car? The answer should be, 'I came by a car' and- not - 'Yes I came by a car'.) If 'Yes' or 'No' is used the participant will have to give the other person one of the ice cream stick. Encourage the participants to move around talking with everyone. After about 10 minutes stop the game and the person with the most number of sticks is the winner

Step II

Introduction of speaking skills in the early years 3- 6 years,

With the help of a PowerPoint presentation and Brainstorming

Step III

Circle time

What is circle time?

Introduce with a PowerPoint Presentation and Demonstration

Select ten participants sit in a circle. Select a leader or the facilitator herself can be the leader. Let them plan and demonstrate a circle time activity for speaking. The others will observe and discuss how circle time encourages children to speak confidently

Step IV

Rhymes and songs

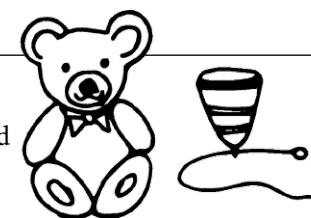
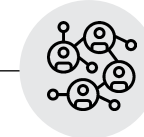
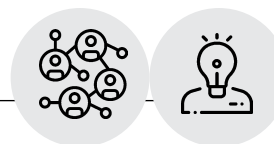
Discuss the importance of rhymes and songs in early childhood Education

Conduct a session of singing a few songs with actions and finger play

Step V

Show and tell

Collect and display a few objects like toys and books



The participants demonstrate a 'show and tell' activity using one of the objects displayed.

The others observe and note down the words and sentences used.

Step VI

Storytelling

What is storytelling? Why and how to tell stories? How to use of visual aids for storytelling? This is introduced with a **PowerPoint Presentation and a discussion**

Storytelling, using verbal and non-verbal or miming

Split the participants into micro groups. Provide about four to five props e.g. a rod, a shawl, an umbrella, a box, a book or any other material. The group must write out a script for a story using the props and present to the whole group.

Step VII

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

B. LANGUAGE DEVELOPMENT - Reading Skills

Learning Objectives

- ⌘ To understand what is reading? And it's importance.
- ⌘ To know the prerequisites for reading?
- ⌘ To understand the importance of reading readiness in young children.


Learning Outcome

- The participants will,
- ⌘ Understand the importance of reading.
- ⌘ Realize that reading plays a major role in helping children to acquire knowledge and understanding the environment
- ⌘ Introduce activities for reading readiness.
- ⌘ Learn appropriate strategies and methodologies to promote reading.



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreakers	20 minutes
	PowerPoint Presentation and discussion on What is reading? The prerequisites for reading readiness The importance of reading	30 minutes
	Activity 1: What is reading? The prerequisites required for reading readiness	30 minutes
	Break	10 minutes
	PowerPoint Presentation on Steps in teaching reading	20 minutes
	Reading aloud to children	30 minutes
	Brainstorm as a macro group to understand the importance of pre reading skills and reading to children	20 minutes

	Queries and closure	20 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual.

Step I

Icebreaker

Sequence a story

Prepare reading cards of stories, split into four to five cards (e.g. One day a crow was flying around. – It was very thirsty – It found a pot with very little water – It picked the pebbles and dropped it into the pot – The water rose up and the crow drank the water and flew away.) Prepare more than 6 stories. Give each participant one card. They must move around, find the others in the story and create their story. In the group they introduce themselves and discuss the importance of reading.

Step II

PowerPoint presentation and brainstorming as a whole group

What is reading?

The prerequisites required for reading readiness.

How to promote reading for young children?

Step III

Activity

Pre-requisites for reading

The participants are split into micro groups. In their micro groups the participants discuss and prepare activities on reading for children. This is presented to the whole group

Step IV

PowerPoint presentation on

Steps in teaching reading

Followed by a discussion

Step V

Introduction to books for children

Collect a number of good books for children

The facilitator introduces the books for children and demonstrates how to read aloud to children.

Participants can then select a book and read aloud to the rest of the participants.

Brainstorm the types of books suitable for children, how to read and the importance of the facilitator reading to children.

Step VII

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

B. LANGUAGE DEVELOPMENT - Writing Skills

Learning Objectives








- ⌘ To know what is writing?
- ⌘ Why are “writing skills” important?
- ⌘ To know how to promote writing in children through pre writing activities
- ⌘ To understand that writing is an expressive skill in communication

Learning Outcome

- The participants will
- ⌘ Understand the importance of “Writing”
 - ⌘ Will acquire skills on how to promote writing for children
 - ⌘ Will understand that pre writing and writing are expressive skills of communication
 - ⌘ Acquiring skills in planning and developing age appropriate strategies for pre writing and writing for children

Time/Duration: 3 hours



	Topic	Minutes
	Welcome and Icebreakers	20 minutes
	PowerPoint presentation and discussion on What is writing readiness, prewriting skills and pre requisites for writing?	30 minutes
	Activity Development of fine motor and eye hand co-ordination. Pencil grip through prewriting activities and games	40 minutes
	Break	10 minutes
	Activity What is Creative writing?	40 minutes
	Brainstorm as a macro group to Understand the importance of writing and how to introduce writing?	20 minutes
	Queries and closure	20 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual.

Steps and procedure for the session

Step I

Icebreaker:

Form a sentence

Split the group to micro groups of about 8. Each group should have a board or paper which is fixed in the front of the room. The groups line up at the other end of the room. A marker pen is given to each team.

The facilitator explains the game and the rules.

Each team has to make a complete sentence by each participant adding one word to the sentence. The first person writes one word and goes back and gives the marker pen to the next person in her/his team. Who in turn, writes the next word and so it continues till the last person in the team.

There should be no preplanning, and no over writing, and one cannot add a word in between already written words.

The winner is the group that builds a full meaningful sentence using words contributed by all the members.

If there are an uneven number of participants, one participant will compete twice.

The each sentence is read out aloud.

A discussion follows the activity, on the value of anticipatory thinking, individual co-operation in a group task, and creative writing.

Step II

What is writing readiness and prewriting skills?

What are the pre requisites for writing?

Brainstorm with a PowerPoint presentation

Step III

Activity

To develop fine motor and eye hand coordination and the correct pencil grip

Materials can be arranged like - pencils /papers/ crayons/ play- dough/ manipulative materials/ seeds /leaves and others.

Split the group into micro groups. The micro groups have to discuss and list down activities to develop fine motor skills and eye hand coordination. This is then



presented to the macro group and listed on the writing board. Further discussions would bring out more activities and the importance of fine motor activities to develop the process of writing.

Step IV

Activity:

What is creative writing?

Discuss with a PowerPoint presentation.

Then split the group into micro groups. Provide paper and crayons/ colour pencils for each participant. Ask each person to draw something of their choice, and then the participants must interchange the drawings and they in turn write a few sentences about the drawing. These are read out in their group. Then the group selects two or three sentences and is read to the whole group.

Finally brainstorm the important of creative writing, focusing on creativity and not on the process.

Step V

Brainstorm as a macro group the importance of writing and how to introduce writing.

Step VI

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

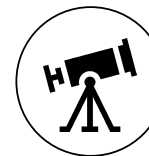


C. COGNITIVE DEVELOPMENT - 1. Concept Formation



Learning objectives

- ⌘ To understand the meaning of cognitive development
- ⌘ To be aware of the formation of basic concepts in children
- ⌘ To know that the concepts are formed through the development of the senses and language.







Learning Outcome




The participants will-

- ⌘ Understand and define cognitive development
- ⌘ Understand the formation of concepts learnt during early childhood years.
- ⌘ List activities and games to develop concepts



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	Introduction with a PowerPoint presentation <ul style="list-style-type: none"> ✓ What is Cognitive Development? ✓ Theory on Cognitive Development ✓ Factors that influence Cognitive Development 	40 minutes
	Memory game / slides or pictures	20 minutes
	Break	10 minutes

	The formation of concepts the Early Childhood Years Group discussion and PowerPoint presentation	30 minutes
	Activity: Activities for the development concepts	40 minutes
	Queries and closure	20 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual.

Steps and procedure

Step I

Icebreaker

One of the participants is sent out of the room. The rest of the participants must divide themselves into groups in an agreed attribute or criteria e.g. tall and short colour of clothes, hair style and so on. The person sent out is called in and asked to guess on the basis the division has been made. If the answer is correct another person is sent out and the division is made with some other attribute. The division made every time must be clearly visible.

To conclude the game, the facilitator questions the participants on what are the cognitive skills they observed in this game.

Step II

Lecture and PowerPoint Presentation

- ⌘ What is cognitive development?
- ⌘ Theory on Cognitive development
- ⌘ Factors that influence cognitive development

Step III

Activity

Memory game with slides or pictures

Prepare a PowerPoint presentation with about 25 pictures/ or use flash cards.

Ask the participants to view this by flashing the slides or cards for about a 2 seconds each. Then ask the participants to list down their observations.

Discuss why memory skills are essential for cognitive development.

The participants can think of other memory games/ activities that can be used with children.

Step IV

The formation of concepts the Early Childhood Years

Split the group into micro groups. Ask them to **discuss** and list the concepts learnt during Early Childhood years. Make a list on the writing board and brainstorm as a whole group.

Conclude with a presentation by the facilitator

Step V

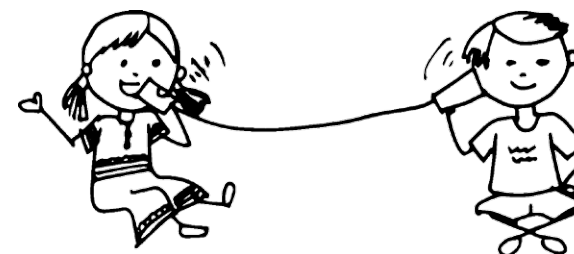
Activity

In the same groups ask them to **plan activities and games** for each of these concepts, and then present it to the whole group.

Step VI

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required.



C. COGNITIVE DEVELOPMENT - 2. Mathematical Development



Learning Objectives:

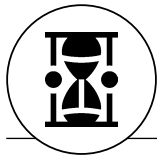
- ⌘ To know what are the pre-math concepts that children need to learn
- ⌘ To explain the principles in understanding numbers
- ⌘ To demonstrate a range of activities that can be used to teach mathematical concepts.



Learning Outcome:

The participants will:

- ⌘ Understand that mathematical skills are cognitive concepts
- ⌘ Organize a range of activities that can be used to teach mathematical concepts.



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	Introduction with a PowerPoint presentation The Mathematical concepts in Early Childhood Discussion in pairs	30 minutes
	Activity: Free exploration with materials to understand the mathematical concepts	30 minutes
	Break	10 minutes

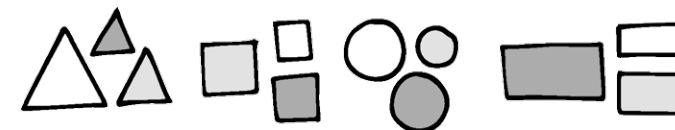
	PowerPoint presentation and Brainstorm as a whole group Principles of numbers	40 minutes
	Introduction to other areas of mathematics	30 minutes
	Queries and closure	20 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual.

Steps and procedure

Step I

Icebreaker



The participants are each given a pre-cut shape – circle, triangle, rectangle and square in different colours and sizes. They move around and raise their shape. The facilitator will ask them to group themselves according to an attribute. Ask the participants on what attribute did they group themselves? E.g. is it by colours or sizes? Now ask them to regroup themselves in another attribute. Continue the grouping for a few rounds, each time with a different attribute. Now brainstorm with the whole group what they have learnt through this game. List on the board

Step II

Mathematical concepts in Early Childhood Years

Discussion

Think about getting to this workshop today. Were there any numbers or math concepts involved in the process? What were they?

Turn to a partner. Share a favourite activity. Together, list down at least three ways numbers or math are involved in each of your activities.

Introduction with a PowerPoint presentation and lecture, the mathematical concepts in early childhood

Step III

Activity: Free exploration with materials to understand the mathematical concepts

Provide plenty of materials like, pebbles, shells, seeds, leaves, bottle covers, ice cream sticks, blocks and other small objects. Split the group into micro groups of 4's, let them collect the materials and plan ways of introducing the mathematical concepts to children and display.

Each group can then explain their concepts to the whole group.

Step IV

The principles of understanding numbers

Explain and discuss the different skills that are required for math and understanding numbers. Use a PowerPoint Presentation or with real objects and material

Number operations	Number names	Cardinal numbers	Counting
Writing	Ordering numbers	Recognizing	Matching
Place value	More/less than		

Step V

Introduction to other areas of mathematics and **brainstorm** as a whole group

Discuss the general concepts required for measurements e.g. big, bigger, small, long, more, heavy... and then discuss the following concepts:

Distance
Time
Money
Volume / capacity
Temperature

Step VI

Queries and closure

Assessment of the learning outcome can be done if needed.
Hand-outs can be given if required.

E. SENSORY DEVELOPMENT

Learning Objectives






- ⌘ To understand the definition and the importance of Sensory Development for children.
- ⌘ To know that the children learn only through their senses.



Learning Outcome:

The participants will:

- ⌘ Understand the sensory development for 3-6 years
- ⌘ Plan sensory activities and experiences for children

Time and Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	PowerPoint presentation and discussion on The definition and the importance of Sensory Development for children Introduce the seven senses	30 minutes
	Nature walk	30 minutes
	Listing the observation after the nature walk (or collected material from home)	15 minutes
	Activity 1: Presentation to the macro group and brainstorm the activities	30 minutes

	Activity: Setting up a sensory table	40 minutes
	Queries/ closure	15 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual.

Steps and procedure

Step I



Welcome and Icebreaker

Ask the participants to form pairs and share among themselves the following, "From the time you got up till now list down all the senses you have used?" After a few minutes ask a few participants to share with the whole group.

Step II

PowerPoint presentation and discussion on

The definition and the importance of Sensory Development for children

Introduction to the seven senses sight, smell, taste, hearing, touch, vestibular and proprioception

Step III



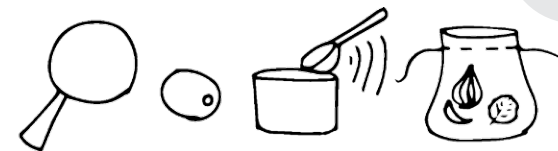
Nature walk

Make the participants take a nature walk around the campus, collect material (if there is no outdoor space the facilitator collects and organise the materials) Draw five columns (you could include columns for vestibular and proprioception) on the writing board and let them list out their observation

OBSERVATIONS ON				
Sense of sight	Sense of taste	Sense of hearing	Sense of touch	Sense of smell

Step IV

Create a sensory table



Provide plenty of materials like magnifying lens and kaleidoscope for sight; lime, sugar and salt for taste; glasses with and without water, spoons, sound boxes (or materials to make sound boxes) for sound; feely bag with different types of materials like lime, mint, garlic, etc. and scent bottles/flower petals for smell. The materials can also be collected during their nature walk.

Split the participants into 5 groups and make each group create an interesting sensory table on one of the senses

If materials are not available they could also suggest other materials.

The displays could be viewed by all

Brainstorm on the role of a facilitator in setting up and using a sensory table

Step V

Queries and closure



Assessment of the learning outcome, can be done if needed

Hand outs can be given if required



F. SCIENCE EXPERIENCE

SCIENCE EXPERIENCES IN EARLY CHILDHOOD



Learning objectives:

- ⌘ To understand the meaning of Science Experiences in Early Childhood Years
- ⌘ To demonstrate a range of activities that could develop appropriate scientific skills and knowledge



Learning Outcomes

The Participants will:

- ⌘ Understand the processes of science experiences in young children
- ⌘ Have a greater understanding of the multiple roles of the teacher to successfully develop scientific “temper”
- ⌘ Plan science experiences of children.



Time/Duration: 2.30 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	What is Science experience in Early Childhood? Brainstorm and with a PowerPoint Presentation the four important processes <ul style="list-style-type: none"> ✓ Observation ✓ Inference ✓ Classification ✓ Communication 	40 minutes
	Break	10 minutes



Activity

Prepare a lesson plan for science experience

60 minutes



Queries and closure

20 minutes

Total

2 hours and 30 minutes

Content: The content and theory for the session is found in Part II of the manual.

Steps and procedure:

Step I

Icebreaker

CAT

COW

DOG

DONKEY

Give the participants cards with animal names. The participants have to move around making the sound of the animal on their card and find their group. E.g. cow, cat and dog. The participants form groups and introduce themselves to each other in the group.

Step II

Lecture and brainstorm the following with the help of a PowerPoint Presentation.

What is science?
The four steps of “science”
Science and life skills
Possible science themes

Step III

Activity

Split the group into 6 micro groups. Give each group one of the following science experiences.

1. Sound
2. Wild animals
3. Motion
4. Magnets
5. Water – soluble and insoluble
6. Trees - or any other experiences.

The group discuss and share with the whole group a lesson plan. (Provide chart paper and marker pens for each group)

1. Write out a lesson plan for the concept on how children learn through

- What and how to observe?
- What to infer?
- How can this be classified?
- How can the children express their findings?

2. List the learning outcome of the concept.

3. List the activities that are planned for children to understand the concept.

4. Role of the teacher in organising the activity.

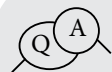
Then each group presents their lesson plan to the whole group

Step VI

Queries and Closure

Assessment of the learning outcome can be done if needed.

Hand outs can be given if required.



G. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT



LEARNING OBJECTIVES

- ⌘ To understand the importance of Personal, Social and Emotional development.
- ⌘ To identify the strategies and activities to support these developments.
- ⌘ To understand the behaviour problems and what is self-regulation.



LEARNING OUTCOME






The participants:

- ⌘ Will have a greater understanding of how Personal, Social and Emotional development permeates in the whole Early Childhood Curriculum
- ⌘ Describe how self-esteem, independence and interpersonal skills develop
- ⌘ Will understand the behaviour problems and self-regulation in young children



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	Discussion with PowerPoint presentation on Personal, Social and Emotional Development.	20 minutes
	Activity - Game with a grid	30 minutes

	Break	10 minutes
	The role of the adult in developing these skills – discussion and presentation	20 minutes
	Activity: Role play of classroom situations and discussion with the whole group	30 minutes
	Brainstorm the Common Behaviour problems and how children develop Self-regulation skills	30 minutes
	Queries and Closure	20 minutes
	Time	3 hours

Content: The content and theory for the session is found in Part II of the manual.

Steps and procedure:

Step I

Icebreaker:

Prepare cards with the following statements. You will need one card for each participant, so write as many cards as needed, e.g.

- ⌘ Compliment the person standing 2nd to your right
- ⌘ Say something positive about yourself.
- ⌘ Talk about someone you admire.
- ⌘ Talk about 1 situation that you are grateful for.
- ⌘ Talk about your favourite book.
- ⌘ Talk about your favourite movie.
- ⌘ Say something about social media.
- ⌘ My idea of beauty is.....

- ⌘ The things that makes me laugh
- ⌘ The most important decision I ever made in my life was....

Ask the participants to form a circle. Each participant takes a card from the box. They introduce themselves and talk about the statement on their card.

Step II

Discussion on Personal, Social and Emotional Development

With a **PowerPoint presentation**

Step III

Activity: Personal, Social and Emotional Development

Materials and preparation

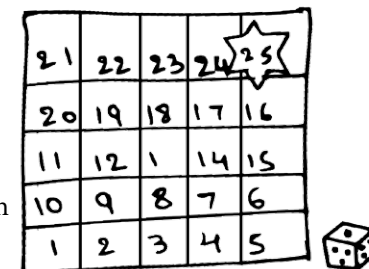
Small colour coins - one for each group

A dice

Stick-on to fix the colour coins on the board

Statements and questions on cards

Draw a grid on a chart or writing board with numbers 1- 25



Split the group into micro groups. Each group selects a leader. Give each group a colour circle and 3 cards with statements or questions. Ask the group to read the cards and discuss.

Start the game by asking the leader of the first group to throw the dice and then read out one of the cards and give the group's answer / comments. If it is correct then the group may with their coin move up on the grid with the number thrown by their leader.

The groups participate in the game taking turns and the game continues until all of the cards have been read out. The winner is the group that has reached the highest number on the grid.

The following are some suggestion for statements/ questions to be written on the cards for the activity:

- ⌘ Children learn interpersonal skills from their role models.
- ⌘ How do children express joy?
- ⌘ Provide simple rules that you could expect children to follow to listen to the teacher in the class
- ⌘ How can we develop generous and considerate children?
- ⌘ Children are selfish and should share with other children. Is this

statement true or false? Give reasons.

- ⌘ Is it true that a child who demonstrates good social independence has a high self-esteem? Why?
- ⌘ Children need time to practice, and stand and stare to refine their developing independence skills.
- ⌘ To what extent should a child accept adult authority?
- ⌘ How do children express fear in school?
- ⌘ Give three situations within a preschool where sharing and taking turns can be developed.
- ⌘ Why is sensitivity towards others difficult for young children?
- ⌘ Why is it that children with low self-esteem have difficulty in forming friendships?
- ⌘ Give an activity to develop moral skills in children.
- ⌘ How are interpersonal skills developed in the preschool?
- ⌘ Appropriate praise should be given for trying as well as succeeding to develop independence.
- ⌘ How do children express anger?
- ⌘ Young children tend to be egocentric. Why is this important consideration in the development of children's interpersonal skills?
- ⌘ Why is it important that children become independent from the teacher?
- ⌘ Friendship in children offers emotional support, giving the child the feeling that he is wanted.

Step III

The Role of the Adult, in the Development of Personal, Social and Emotional Skills

Brainstorm and discuss with the whole group. List the points on the writing board

Step IV

Case Studies

Role play on the cases studies of situations in the classroom

Split the participants into micro groups. Role-play cards will be distributed among the groups. The groups will act the scenario and explain how they could deal with each situation.

Role Play 1 - You see 3 children in the pretend play of a doctor's office. One child is standing watching, and is interested to become involved. How could you intervene to enable the child to take part without making the child feel forced?

Role Play 2 - You are reading a book with two children when you notice that another child has fallen down and is crying. What will you do and how will you explain your actions to the children? What messages will the children pick up from your actions?

Role Play 3 - A child wants to play with a toy another child is playing with and is trying to snatch it away. When you explain to the child that they will have to wait and take turns, the child begins to cry. What will you do?

Role Play 4 - Think of your own role-play situations where you are an adult giving a child the opportunity to show that he/she is responsible for a situation. What is the situation and how did the child show his/ her responsibility?

Step V

Common behaviour problems in young children and how to teach children self-regulation.

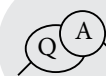
Brainstorm with a PowerPoint presentation

Step VI

Queries and closure

Assessment of the learning outcome, can be done if needed

Handouts can be given if required



H. CREATIVE AND AESTHETIC DEVELOPMENT



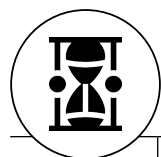
Learning Objectives

- ⌘ To define the terms creative and aesthetic
- ⌘ To understand the importance of creative activities in early years of learning.
- ⌘ To experience and explore various forms/ aspects of art education
- ⌘ To understand that all the domains of development are interlinked with creative art.



Learning outcomes

- The participants will
- ⌘ Understand the significant role of creative activities in the development of the child.
 - ⌘ Learn to plan and implement activities that foster creative thinking in young learners.



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	20 minutes
	An Introduction to Creative and Aesthetic Development Brainstorm & PowerPoint Presentation	30 minutes
	Activity – Dramatization – Songs and music – Construction with material Presentation to the whole group	30 minutes
	Break	10 minutes

	Activity Art and craft	40 minutes
	Activity Puppet making and presentation	40 minutes
	Queries and Closure	10 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual.

Steps and procedure:

Step I

Icebreaker

Hey I'm alert!

The facilitator ensures there is enough space for random movement of participants.

All participants are requested to stand in their respective places. The facilitator gives out instruction

Step I - All participants to do the following actions called out by facilitator - Walk, stop, clap, jump and say your name, Then the facilitator calls out the action one by one and the participants do the same.

After a few times the facilitator instructs the participants to miss match the actions and the words called out. For example, for walk they need to stop and for stop they need to walk. The same is done with clap and jump. But name remains the same. They need to call out their own names loudly.

Finally the names also change. Instead of shouting out their own name, they need to shout the name of the person standing next to them.

Step II

An Introduction to Creative and Aesthetic Development

The *PowerPoint presentation and discussion* focuses on the importance and

various aspects of creative activities, its role in the development of a child.

Step III

Activity:

The participants are split into three micro groups and in their group they select a leader.

Each group picks one of the following activities.

- ⌘ Dramatic play/ Pretend Play(with no props)
- ⌘ Songs and Music with Musical Instruments (Cymbals, tambourine, flute, xylophone or jingles)
- ⌘ Construction with materials (paper straw – 3 packets, play dough or clay)

Group 1

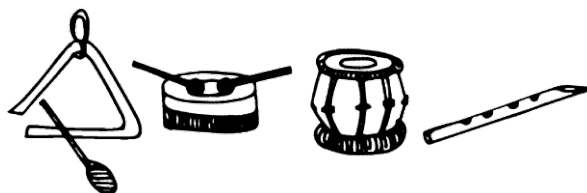
Chooses plans and **presents a pretend play/ dramatization.**

For example - an ice-cream parlour

The group leader notes down the following:-

- ⌘ What is the learning for children through this activity
- ⌘ The teacher's role when the children are involved in a pretend play
- ⌘ Ways to enhance the activity for optimum learning.

Group 2



Chooses a topic, makes up a song, uses the given musical instruments and presents the song with actions and music.

The group leader notes down the following:-

- ⌘ The importance of songs and music for children.
- ⌘ How this influences the domains of development

Group 3

The group **constructs an object with the material**

The group leader notes down the following:-

- ⌘ The advantages of using the available resources for creative activities.
- ⌘ The need to plan for an activity.
- ⌘ Explains how this activity fosters creativity.



Step IV

Activity

Art and Craft

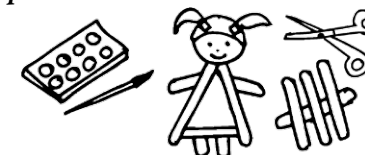


Materials for art and craft are provided.

The participants are split in pairs and they have to discuss and list out 5 – 10 creative activities. Then they select any one activity and draw a complete plan for the activity. This is then presented to the whole group, and the procedure written on a writing board or a chart.

Step V

Puppet making with paper



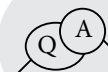
Provide paper and other materials. The facilitator demonstrates and guides the participants to make a puppet. Split the participants into micro groups of 6 participants. The groups use the puppets they have made and create a song or a story. This is presented to the whole group

Step VI

Queries and closure

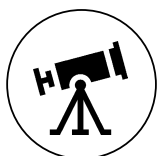
Assessment of the learning outcome, can be done if needed

Handouts can be given if required



PART 1 - SESSION 8**CHILDREN WITH SPECIAL NEEDS****Learning objectives:**

- ⌘ To sensitize the participants to children with special needs/ disabilities : children who are physically challenged, mentally challenged, visually challenged, have hearing deficits, or are spastic, autistic, learning disabled or having ADHD.
- ⌘ To understand the role of the teacher in identifying, facilitating the development and integrating the children with special needs in a normal classroom
- ⌘ To refer children with special needs to relevant professionals for help.









**Learning outcome:**


The participants will:-





- ⌘ Be aware of the different types of disability-causes of disability and preventive measures
 - Children with various sensory impairments
 - Children with mental retardation
 - Children with cerebral palsy
 - Children with Learning disabilities
 - Children with autism
 - Children with behavioral problems
 - Children in difficult circumstances
- ⌘ Understand the importance of early detection and identification of disabilities
- ⌘ Understand the inclusion of the children in the normal classroom
- ⌘ Prepare a lesson plan for an Individualized Education Program
- ⌘ Refer the children to appropriate experts in the field



Time/Duration: Session I & II - 3 hours each

	Topic	Minutes
SESSION I - 3 hours		
	Welcome and Icebreaker	15 minutes
	Discussion on the definitions. Disability and specific Characteristics	40 minutes.
	PowerPoint presentation on Early Detection and Identification of Children with Special Needs Brainstorm and share case studies	50 minutes
	Break	10 minutes
	Integration of children in the main stream school Video and discussion	50 minutes.
	Queries and closure	15 minutes
	Total	3 hours
SESSION II - 3 hours		
	Recap the learning outcome of the first session	20 minutes
	Role play of the case studies of children with special needs in a school setting	60 minutes



	Break	10 minutes
	Plan for an Individualized Education Programme Share ideas with the whole group	60 minutes
	Exploring referral agencies	20 minutes
	Queries and closure	10 minutes
	Total	3 hours

PRE-REQUISITE FOR THE SESSION

The participants observe a child with disabilities/special needs and prepare a descriptive observation record. They could prepare an observation record or a *video on the child*.

CONTENT: The content and theory for the session is found in Part II of this manual

Steps and procedure:

Step I

Icebreaker:

The participants stand in a circle. They are instructed to follow and do the instructions given by the facilitator. Now reel off instructions very fast like “Stand up, sit down, touch your toes, wave your right hand, nod your head, clap your hands, move to the right, pull your ears”...Next, give 3 instructions very slowly, like “Stand up, touch your toes and nod your head”. Repeat this a few times in different speeds.

Initiate a discussion on the game just played.

- ⌘ How did the participants feel while playing?

- ⌘ Could they identify any differences in the participants?
- ⌘ And why are there differences?
- ⌘ Compare this with children with special needs, and what is the role of the teacher?

Step II

Definition

Types of Disability and Specific Characteristics

Brainstorm with the support of a *PowerPoint presentation*

Step III

Identification of children with special needs

Brainstorm with the support of a *PowerPoint presentation*

Then the participants will share their case studies that they have brought in the large group. They will list their observations which made them to identify the child who is different and with special needs

Step IV

Activity:

A *video* on **Integration of Children with Special Needs in the mainstream school**

Suggested YouTube link is given below:

<https://www.youtube.com/watch?v=4VNV9jDdVrw>

Split the group into micro groups. Each group selects one category e.g. Visually challenged, Hearing and Speech challenged, Learning disability, Autism, Mentally challenged, Physically challenged. Discuss the Physical, Psychological and Academic needs and support the school has to provide to integrate them.

Step V

Queries and closure

Assessment of the learning outcome, can be done if needed

Handouts can be given if required

SESSION 2 CHILDREN WITH SPECIAL NEEDS

Step I

Recap the learning outcome the first Session

Brainstorm with the group all the points covered in the first session. List the points on the board.

Step II

Activity

Role Play on the Case Studies of Children with Special Needs in a School Setting

Suggested role play situations:

- ⌘ “What have I done to deserve this?” A parent’s attitude towards her child with special needs by being protective or showing rejection or indifference
- ⌘ A role play depicting the attitudes of the other parents in the school and how they can be sensitized about special needs and the benefits of inclusion.
- ⌘ A situation depicting how the other children empathize with and help the special child in their class

This is followed by brainstorming various ways to deal with these situations.

Step III

Individualized Education Plans

Discuss with a PowerPoint Presentation

Participants will again meet in the same groups and devise Individual Education Plans for a child with the particular disability which they had discussed in the previous session or select a case study given below

This would spell out the current level of the child with respect to **physical, fine motor, expressive and receptive language, social skills, and activities of daily living and set time- bound goals for each of these areas.** (Suggested case study and IEP is found in the handout)

Under each heading, the child’s present level of achievement is recorded and the expected development within a particular time frame is spelt out. At every stage, integration with the rest of the class is also kept in mind. So, depending on his age and ability, time-bound lesson plans can be drawn up for all the activities. The results are then shared with the large group.



Step IV

Referral:

Discussion on, the importance of Referral, with the information found in the link

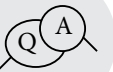
Commissionerate of the Welfare of the Differently Abled
www.scd.tn.gov.in/

Step V

Queries and closure

Assessment of the learning outcome, can be done if needed

Handouts can be given if required



PART 1 - SESSION 9



Guiding Principles of Programme Planning



Learning Objectives:

- ⌘ To understand the principles of programme planning for Early Childhood Care and Education
- ⌘ To develop a curriculum for Early Childhood Care and Education



Learning Outcome:

- The participants will:
- ⌘ understand the methodology and pedagogy of programme planning
 - ⌘ learn about an integrated curriculum
 - ⌘ plan a curriculum based on themes



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	15 minutes
	Think, Pair and Share What is the curriculum for Early Childhood Education?	20 minutes
	Introduction of the topic – Curriculum Planning PPT and Brainstorming	20 minutes
	Importance of Developmentally Appropriate Practices: Brainstorming with the group	20 minutes



Break

15 minutes



Planning activities for Developmentally Appropriate Practices

20 minutes

Curriculum standards
Introduce with a PowerPoint Presentation
Group discussion

40 minutes



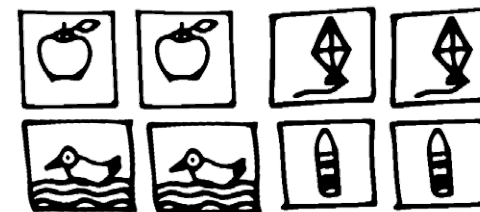
Brainstorming on the formation of a time table and the assessment of the programme

20 minutes



Queries and Closure

10 minutes

Total**3 hours****Content:** The content and theory for the session is found in Part II of the manual.**Steps and procedure:****Step I****Introduction and the Icebreaker**

Pairs of picture cards like 2 apples, 2 buses and so on, are distributed to all the participants at random. The participants are asked to move around and look for their pair. When they find their pair, they should sit together and discuss their



likes and dislikes. After a few minutes you can call out the pairs to stand, introduce their partner and talk about their likes and dislikes in general. This is carried out with the rest of the pairs if there are only about 30 participants.

Step II

Think – pair – share

The participants can remain with their partner and discuss the question (Write the question on the board)

What is the curriculum for an Early Childhood Education programme?

The whole group can share their views, which can be listed down on the writing board.

Step III

Lecture with a PowerPoint Presentation

- ⌘ Introduction
- ⌘ Definition of a curriculum for Early Childhood Care and Education
- ⌘ Planning a curriculum

Step IV

Developmentally Appropriate Practices

Activity:

Split the participants into groups of 5 or 6 persons. Ask them to plan Developmentally Appropriate Practices for two groups: 1-3 year olds and 3-6 year olds, with appropriate activities each group can be given a separate development (cognitive, language and literacy, social and emotional, physical and sensory development). This could be recorded on a chart and displayed.

Step V

Curriculum standards – Discuss with a PowerPoint Presentation

Standards – Curriculum framework: Statements that reflect the larger outcomes that we expect all students to demonstrate at the end of the year

Split the group into micro groups and give each group a few standards/ goals from the Preschool Curriculum. (You could use the National Curriculum Framework) The groups discuss the strategies of achieving these standards and present them to the whole group

Step VI

Brainstorm with the group on forming the *timetable*, and the *assessment* of the programme.

Step V

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required



PART 1 - SESSION 10



The Thematic Approach



Learning Objectives:

- ⌘ To understand the thematic approach, and its relevance in Early Childhood Care and Education



Learning Outcome:

The participants will:

- ⌘ Understand the methodology of the thematic approach
- ⌘ To learn about an integrated curriculum
- ⌘ To plan a curriculum based on themes



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and icebreaker	15 minutes
	Introduction to the topic – Thematic approach e.g. Presentation based on the theme on Plant life Brain storm as a whole group	35 minutes
	Activity – stations with a display of the activities for the theme	35 minutes
	Break	10 minutes

	Group activity Planning a web chart on a theme Display and discuss as a whole group	35 minutes
	Presentation of each group	30 minutes
	Queries and closure	20 minutes
Total		3 hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure:

Step I

Icebreaker

Meet a person who is new to you or you have not met for a long time.

Find out the following:

- ⌘ Name
- ⌘ Profession and the number of years he/she has worked.
- ⌘ What does he/she know about the topic 'Thematic Approach'?
- ⌘ If the person has prior knowledge of the approach then, discuss about it.
- ⌘ After 10 minutes the participants are asked to come back to their places.
- ⌘ The leader may ask a few participants to share their discussion.

Step II

The Thematic Approach – example “Plant life”

Discuss with a *PowerPoint Presentation*

Step III

Activity: Organize activity stations based on the theme (example Plant life) and on the domains of development.

Organise at least 2 to 3 items/activities in each station. Let the group move around in twos or threes and have hands on experience with the materials displayed. If there is a garden near the training centre, make the participants collect leaves, flowers seeds and set up stations.

Then with the whole group brainstorm and suggest more activities for the different domains.

E.g. The stations based on the domains of development

Language and Literacy Development

Books on plant life

Puppets and story cards

Songs on plant life – tunes and lyrics

Physical and Motor skills development – gross, fine

Leaf walk – stepping on large leaves on the floor

Drawing plants on wet sand.

Laying leaves/ flower / seeds in an outline drawn on the floor.

Stringing leaves / flowers

Cognitive Development - Knowledge and understanding of the world and technology

Germination of a seed

Leaves of different shapes/sizes/texture/ colour and smell

Seeds

Flowers

Fruits and vegetables

Personal, Social and Emotional development

Drama of a garden or dramatization of a garden

Aesthetic Art and Creative Development

Materials: paper, colours and paints and paste, samples of each of these activities

Leaf printing

Leaf tracing

Leaf impression

Collage with nut- shells / leaves

Play dough

Mathematical development

Counting leaves / flowers / seeds

Matching /pairing: – flowers/ vegetables / fruits

Seriation with sizes of trees / leaves

Shapes of vegetables/ fruits / leaves

Classification of different parts of plants

Making sets with flowers / leaves

Patterning with leaves

Step IV

Group activity

Planning a curriculum on a theme

Activity to form groups:

Make small cards with different flowers, fruits, trees, vegetables leaves or seeds. This can be a pictures or just the word. There should be at least 6 in each category. Give each participant a card. The participants must move around and look for their category and form their groups.

Give each group a theme or they can select a theme.

The group must discuss and draw out a web chart on their theme. And develop a curriculum for one week.

The charts can be displayed.

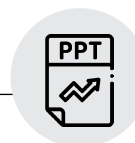
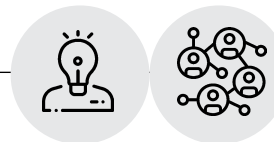
Step V

Presentation of each groups theme

Step VI

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required



PART 1 - SESSION 11



Project Based Learning



Learning objectives

- ⌘ To understand the Project Based Learning
- ⌘ To understand its relevance in Early Childhood Care and Education



Learning Outcome

- The participants will
- ⌘ understand the Project Based Learning methodology
 - ⌘ learn to integrate the Project into the curriculum
 - ⌘ plan a curriculum based on Project Based Learning



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Introduction and Icebreaker	15 minutes
	Introduction to the topic – Project Based Learning PowerPoint Presentation and Brainstorming	20 minutes
	Group Activity – Phase I of PBL and whole group brainstorming (before the activity brief the content)	30 minutes
	Break	10 minutes

	Group activity - Phase II of PBL And whole group brainstorming (before the activity brief the content)	30 minutes
	Group Activity – Phase III of PBL (before the activity brief the content)	30 minutes
	Presentation by the groups of the three Phases	30minutes
	Queries and Closure	15 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure

Step I

Icebreaker

Give each participant 3 ice cream sticks. Instruct them to move around and talk to the other participants. They can talk and discuss anything but should not use the words 'YES' or 'NO'. If they do they must give away one of the sticks to the person they are conversing with. They cannot ask two questions to the same person. After 10 minutes ask the participants to sit down. Now find out, the person who has the most number of sticks. Applaud the winner.

Step II

Introduction to Project Based Learning with a **Presentation**

Step III

Phase I of the Project Planning and preparation (What do you Know)

Split the participants into micro groups. Give each group a chart

and sketch pens.

Introduce each phase with a **PowerPoint Presentation**, before they start their discussion.

The groups must select a project and write out phase I.

Give time to discuss the first phase and then brainstorm with the whole group.

Then the groups discuss the Phase II- Investigation and representation (What do you want to know) and then Phase III – Conclusion and Reflection (What have you learnt)

After the three Phases are completed, let each group represent their discussion to the whole group with the help of their chart.

Display the charts

Step IV

Documentation and preparation of a portfolio

How to document and create a portfolio, discuss with the help of a **PowerPoint Presentation**

Step V

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

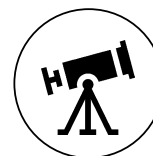
PART 1 - SESSION 12

Organization of Space, Equipment and Materials



Learning Objectives:

- ⌘ To plan the space depending on the size and complexity of the centre
- ⌘ To design indoor and outdoor space to suit a variety of experiences and facilitate ease of movement and optimum use of space
- ⌘ To understand learning corners/interest centres
- ⌘ To categorise materials under commercial, collected, and created and provide ample storage space
- ⌘ To be aware of the safety measures in the centre











Learning Outcome

- The participants will
- ⌘ Plan outdoor and indoor space for maximum learning
 - ⌘ List out the required essential and desirable materials and toys
 - ⌘ Understand the importance of safety and hygiene in the school environment



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	10 minutes
	Brainstorming with a PowerPoint Presentation Organising space – taking into account the size and complexity of the ECCE centre	20 minutes
	Planning and designing Indoor space – Learning corners	20 minutes

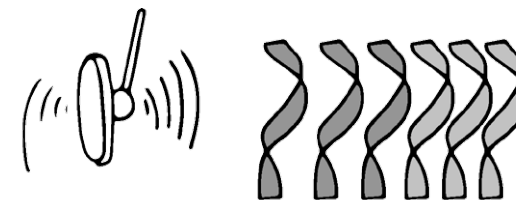
	Activity: Floor plan of a classroom	20 minutes
	Break	10 minutes
	Organizing Outdoor Space Brainstorming with a PowerPoint Presentation	20 minutes
	Activity: Plan and design outdoor space	20 minutes
	Activity: Furnishing and Learning material for classroom and learning corners.	20 minutes
	Other areas in the school	15 minutes
	Safety and hygiene of the school	15 minutes
	Queries/ Closure	10 minutes
	Total	3hrs

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure:

Step I

Icebreaker



Materials needed:

A drum or a steel plate with a spoon,

5 coloured strips of crepe paper each of different colours (6 colours)

The participants take a strip of paper and tie it around their wrist. They then form a circle.

When the drum beat starts they move around in the circle and stop when the drum beat stops.

The facilitator calls out a colour and the participants with that colour strip get together. They introduce themselves in the group. Then the trainer calls out another colour, these participants form a group and introduce themselves.

The game continues with variations of 2 colours being called together, or all the colours together.

Step II

Organising space - the size and complexity of the Early Childhood Centre

Brainstorm with a PowerPoint Presentation

Step III

Planning and Designing Indoor Space

Brainstorm with the whole group a few questions like:

- ⌘ What are the requirements of a classroom environment?
- ⌘ What are the different Learning corners /areas one can plan for children's developmental needs keeping space in mind?
- ⌘ The furniture and other materials required in the classroom?
- ⌘ The teacher child ratio in a class and the role of the teacher
- ⌘ How many children can be accommodated in the space given?

List the points of discussions on the board.

Step IV**Activity****Floor plan of a classroom**

Split the participants into micro groups. In their groups they **draw a floor plan** for a classroom with all the requirements of a classroom. Display their plans and each group presents their plan to the whole group.

After all the groups have completed their presentation, brainstorm with the whole group.

Step V

Organising outdoor space – Brainstorm with a **PowerPoint Presentation**

Step VI**Activity****Planning and designing outdoor space**

Split the participants into micro groups. The participants are required to discuss and list down the area required and the essential and desirable materials/ toys for an outdoor space

If outdoor space is not available, what would they do indoors for physical – gross motor activities?

Then each group presents their discussion. After all the groups have completed their presentation, the facilitator concludes with the importance of outdoor play.

Step VII

Furnishing and learning material for a classroom and how to set up a Learning corner

Split the participants into micro groups and give each group one Learning Corner. They have to list on a chart and display all the furnishing and the learning materials required for the specific corner. Examples of corners - Creative activity and Crafts corner, Exploring or Discovery Science corner, Library corner, Manipulative corner, Mathematics corner, Dramatic play corner and Writing corner

The materials in the list are classified as Essentials and Desirable under the following:



- ⌘ Created by the facilitator
- ⌘ Collected by facilitator and parents
- ⌘ Commercial – purchased

Step VIII

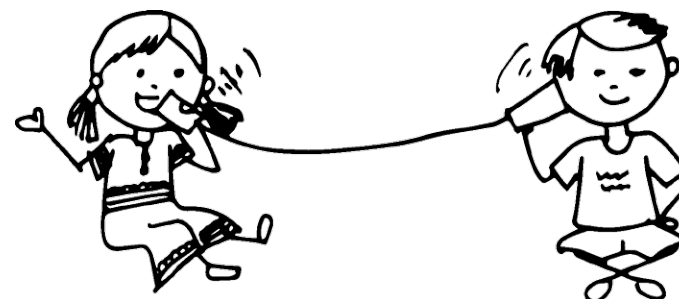
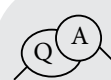
Other areas required in a centre – the reception area, the office, the restrooms/toilets, sick room or rest area, garden area. **Brainstorm** as a whole group

Step IX**Safety and Hygiene**

Discuss and write down the points on the writing board

Step X**Queries and closure**

Assessment of the learning outcome and hand-outs can be given if required



PART 1 - SESSION 13



Assessment of the Children, Evaluation of the Environment and Assessment of the Facilitator in Early Childhood Care and Education



Learning objectives:

- ⌘ To understand that assessment is an essential and is an integral component of any ECCE programme
- ⌘ The effectiveness of assessing the holistic development and learning of children
- ⌘ To use various methods and tools in assessing
- ⌘ To maintain a developmental and learning profile through documentation and a portfolio for the children
- ⌘ To understand the purpose of assessing the children, the environment, and the staff.



Learning Outcome:

- The participants will:
- ⌘ Understand the assessment of children in the Early Childhood Care and Education setting.
 - ⌘ Identify the red flags/ warning signs that signal delayed or misdirected development.
 - ⌘ Understand how to document and assemble a portfolio for children.
 - ⌘ Understand the various aspects of assessing in the ECCE programme.



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	10 minutes
	What is assessment? –Definition Brainstorm with a PowerPoint Presentation	10 minutes

	Why to assess children? Activity	30 minutes
	Principles of assessment explain with a PowerPoint Presentation	10 minutes
	Break	10 minutes
	When and how to assess? Lecture with a PowerPoint Presentation	10 minutes
	Activity: Preparation of an assessment card	30 minutes
	Red flag or warning signs in children. Discussion	10 minutes
	Documentation and Preparation of a Portfolio	30 minutes
	Assessment of the programme the staff and the environment	20 minutes
	Queries and Closure	10 minutes
	Total	3 Hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure:**Step I****Icebreaker****Related words**

Split the participants into two or more equal groups. Let one group, say a word - any word and the next group must say a word related to that word. For example: paper- kite. Then the next group must say a word related to kite (may be: sky, fly, and boy). This goes on and on like a rapid fire.

The facilitator may restart the game if there is a brief pause or may end the game.

Step II**What is assessment?**

Brainstorm with a PowerPoint Presentation.

Step III**Why assess children?**

Initiate a discussion on, 'Why assess children?'

Record the suggestions given by the participants on 'Why assess children?' on small cards. E.g. - to inform parents - to assess skills of the child, and so on. The facilitator prepares additional cards.

Place the cards in the centre of the room in a line on the floor. Give each participant 3 pebbles. Now ask the participant to place their pebbles on any 3 cards with the points they think that assessment is important. After all have completed their votes, discuss the results with the group.

This is then categorised for the children, the teachers, the families and the early childhood programme.

Discuss the choices and the good practices of assessment for Early Childhood Care and Education.

Step IV**The Principles of Assessment**

Assess children's learning in ways that,

- ⌘ Are authentic and responsive to how children can best demonstrate their learning and development



- ⌘ Are receptive to and include children's views of their own learning

Discuss as a whole group with the support of a PowerPoint Presentation or a writing board

Step V**When and how to assess children****The Domains of Development and the Holistic development of the child**

Discuss with the support of a PowerPoint Presentation

Step VI**Activity****How to assess?**

The participants in groups **design an assessment card**. The facilitator gives the guidelines of a well thought of assessment card.

Step VI

Identify the red flags/ warning signs that signal delayed or misdirected development.

Explain what are red flags/warning signs?

Split the participants into groups and encourage each group to share at least one experience where they have noticed the 'red flag' at their workplace. Then present it to the whole group and discuss how the facilitator needs to approach this.

Step VII**Documentation and preparation of a portfolios**

Continuing in the same groups, let the participants discuss what they would collect or record to document in a portfolio for children. Let each group put forward their innovative ideas. Then explain - **"What is filed in a portfolio?"**

Show a sample portfolio to the participants, if possible.

Step VIII**Assessing the staff, the resources, and the environment**

The participants are introduced to the **'Tamil Nadu Early Childhood Environment Rating Scale'** a tool to evaluate the early childhood education setting and



programme. (Available in the website)

The participants are split into micro groups. Each group takes up one criterion to discuss

- ⌘ Infrastructure – furnishing, physical setting
- ⌘ Personal care and routine
- ⌘ Physical learning Aids
- ⌘ Language and reasoning Experiences
- ⌘ Fine and gross motor activities
- ⌘ Creative Activities
- ⌘ Social Development Activities

The results are shared with the large group and noted down on a board

The trainer then explains how to compute the scores.

<http://59.160.153.188/library/node/719>

Title, **Tamil Nadu Early Childhood Environment Rating Scale**. Publication Type, Report. Year of Publication, 2000. Authors, Isely B. Document Number, R 353. MSSRF

Step IX

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

PART 1 - SESSION 14

Food and Nutrition for Young Children



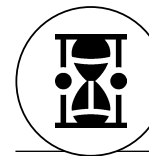
Learning objectives

- ⌘ To be aware of the importance of food and nutrition for children from conception onwards
- ⌘ To define what is nutrition and understand the three food groups
- ⌘ To understand the importance of a balanced and nutritious diet, for the physical and mental well-being of children
- ⌘ To inform parent and caregiver the importance of a balanced diet
- ⌘ To prepare a balanced diet for young children from birth to 6 years
- ⌘ To be aware of the various nutritional deficiencies and their detection in young children












Learning outcome

- The participants will gain knowledge on
- ⌘ Food and Nutrition for the mother during pregnancy
 - ⌘ Importance of breastfeeding
 - ⌘ The three food groups and the food pyramid
 - ⌘ The constituents of a balanced diet and how to plan simple and nutritious meals for children in the age group 0-6years
 - ⌘ Prepare a menu chart for young children
 - ⌘ The Nutritional deficiencies, the symptoms and the impact on children



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	10 minutes

	Importance of Food and Nutrition Nutrition of the mother during Pregnancy Discussion with a PowerPoint presentation	20 minutes
	Importance of breastfeeding	20 minutes
	The food groups Activity: Card game on the food groups	30 minutes
	Break	10 minutes
	Food pyramid Activity: Prepare a balanced diet for children from birth to 6 years	30 minutes
	Activity: Prepare a week's menu for children	30 minutes
	The Nutritional deficiencies, the symptoms and the impact on children Brainstorm and Power Point presentation	20 minutes
	Queries and Closure	10 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure

Step 1

Icebreaker

The participants will pair off and share their memories about their favourite foods in childhood and associated experiences. Each person will present her partner's experience. These experiences can be listed on the writing board and discussed.

Step II

The Importance of Nutrition during pregnancy

- ⌘ A balanced diet for a woman during pregnancy.
- ⌘ The traditional foods and practices associated with pregnancy
- ⌘ The impact of maternal malnutrition on the baby

Brainstorm with the whole group with a PowerPoint Presentation

The responses can be recorded on a writing board.

The facilitator then presents the nutritional requirements for a pregnant woman.

Step III

Importance of breast feeding:

The following websites on the benefits of breast feeding for the mother and baby can be used. The facilitator can display on the smart board one of the following:-

www.parents.com

www.timesnownews.com

www.indianexpress.com

The participants are split into small groups to discuss the benefits of breast feeding, and list down on a chart.

Then the facilitators sums-up with her points

Step IV

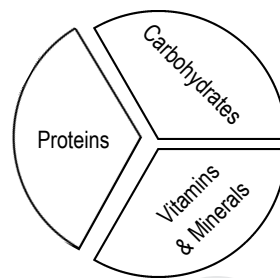
The food groups

The three main food groups - carbohydrates, proteins and vitamins and minerals are introduced with a PowerPoint presentation.

Followed by an activity

The participants are given 3 cards each containing pictures or word of different food items.

A circle is drawn on the floor, divided into 3 segments labelled carbohydrates, vitamins & minerals, and proteins respectively. Each participant in turn selects a card and places it in the appropriate section justifying her selection. The rest of the participants can challenge the choice if they disagree. The activity continues till all the cards are placed in the circle.



Step V

The food pyramid

A food pyramid and a list of food items suitable for children are displayed. The participants are Split into micro groups and each group prepares a balanced diet for a child between 2 – 6 years. Display in the room and the groups can talk about their pyramid.



Step VI

Activity

Preparation of a Menu Chart for one week

In the same groups they must prepare a menu chart for a week. They can select one of the Groups given below

Group 1- For age group 6th month - 1 years

Group 2 – For age group 1 – 2years

Group 3- For age group 2-3 years

Group 4- For age group 4-6 years



Each group will share their discussion with the whole group and add additional inputs.

Step VII

The Nutritional deficiencies, the symptoms and the impact on children

Brainstorm as a whole group with the support of a PowerPoint presentation.



Step VIII

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

PART 1 - SESSION 15

Child Health and Hygiene

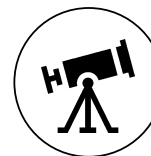


Learning Objectives



- ⌘ To define health and hygiene required for young children
- ⌘ To understand the importance of regular health checks.
- ⌘ To understand the role of hygiene in maintaining good health.
- ⌘ To be aware of the communicable diseases and common illnesses for children
- ⌘ To realise the importance of immunising children against various infectious diseases

Learning Outcome:





The participants will understand:

- ⌘ The definition of health and hygiene
- ⌘ The importance of routine health checks and growth monitoring
- ⌘ The immunization programme for young children
- ⌘ The basic first aid required for small emergencies in the school
- ⌘ Basic hygiene and communicable diseases and their detection
- ⌘ Create a community awareness on health and hygiene



Time/Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	10 minutes
	Definition of health and hygiene	30 minutes



	Growth monitoring and immunization schedule for young children	30 minutes
	Common illnesses in young children and detection Basic hygiene and Prevention of communicable diseases	30 minutes
	Childhood accidents and first aid	30 minutes
	Maintaining a clean environment Community awareness	40 minutes
	Queries and Closure	10 minutes
	Total	3 hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure

Step I

Introduction and Icebreaker

In pairs let the participants discuss with a KWL chart on Child Health and Hygiene

What do you **Know** - What do you **Want** to know about Child Health and Hygiene

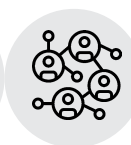
Brainstorm as a whole group and list on the board the participants points on what they **Know** and what they **Want** to know (revisit this at the end of the session)



Step II

Definition of Health and Hygiene

With the support of a **PowerPoint presentation** discuss some important definitions of health and hygiene

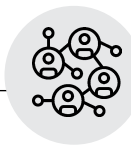


Step III

Importance of Health Check-up for young children

A **video** on the importance of daily health check for young children can be screened. Suggestions: (<https://www.youtube.com/watch?v=HqdfXB8OUPY>)

This is followed by a discussion on the video and the points can be listed on the board



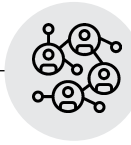
Step III

Causes and prevention of communicable diseases

Common illnesses in young children and their detection

Fostering Hygiene in the school

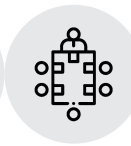
Brainstorm with the support of PowerPoint Presentation



Step IV

The immunisation programme and schedule for young children

The schedule can be displayed as a chart or PowerPoint presentation and discussed



Step V

Childhood accidents

Split the participant in micro groups. Give each group a printout of the article

<https://www.parents.com/health/injuries/first-aid/fast-first-aid-tips-for-6-common-accidents/>

Let the group read together and list out the minor accidents and the first aid to be done.

Then as a whole group the points can be listed on the writing board



Step VII**Community awareness**

The participants are split into four micro groups. Each group lists out ideas for maintaining cleanliness in 1) House 2) Street 3) Community and 4) School. They discuss ways to practically implement them among themselves, involving other agencies and make a poster presentation. A song, (e.g. Villupattu) or a skit

This has to be presented to the whole group

Step VIII**Queries and closure**

Assessment of the learning outcome and hand-outs can be given if required

Complete the KWL Chart – What have you **Learnt** through this session.

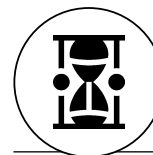
WHAT DO YOU KNOW	WHAT DO YOU WANT TO KNOW	WHAT HAVE YOU LEARNT
To be filled in the beginning of the session	To be filled in the beginning of the session	To be filled at the end of the session

**PART 1 - SESSION 16****Working with the Parents and the Community****Learning Objectives:**

- ⌘ To understand the importance of working with the parents/families.
- ⌘ To explore the ways and ideas to work with parents and community.
- ⌘ To know the challenges in working with the families and community.
- ⌘ To highlight the role of families and community in development of the child.






**Learning Outcome:**

- ⌘ The participants will understand the importance of involving families and the community in a child's learning and development.
- ⌘ The participants will learn various ways to work with families effectively.



Time/Duration: 3 hours

	Title	Minutes
	Welcome with a song	15 minutes
	Working with parents and families – its importance	20 minutes
	Parent participation and involvement	40 minutes

	Break	10 minutes
	Communication with parents	20 minutes
	Role play of parent/teacher interaction	40 minutes
	Working with the community	20 minutes
	Queries and Closure	15 minutes
	Total	3 Hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure:

Step I

Introduction with a song like - The more we get together

Let the participants form a circle holding hands and sing the song together. Then let each participants introduce themselves.

Step II

Working with parents and families – why this is important

Think – pair – share

Give a few minutes for the participants to think over the topic. Then let them form pairs and discuss what they know about working with parent and families. After a few minutes let them form micro groups and list down the points of

their discussion. Finally each group reads out the points which are written on the writing board by the facilitator. The facilitator sums up the discussion adding points.

Step III

Parent participation and involvement

Brainstorm on how to strengthen the connections or bonding with the families with the support of a **PowerPoint Presentation**

Then list all the events and celebrations which can be organized for parent participation.

In the same groups, each group selects one event and plans in detail how they would organize this for the parents. This can be **displayed on a chart**.

Step IV

Communication with parents

How to talk with parents – with appropriate language and in a positive way

Brainstorm in the whole group how a teacher can communicate with the parents in a positive way when a child has a short attention span – hyperactive – dominating and being bossy- disobedient – impatient – fighting with others/ hitting others –clingy – naughty – quiet – messy

E.g. short attention span – displays many interests

List down each situation and discuss how to communicate it positively.

Step V

Role-play of parent – teacher interaction

Split the participants into 4 groups. Have four chits namely A, B, C and D. Let each group pick a chit and enact the scenario which they have picked.

- Dhruv goes to Pre-KG. His father is anxious about his child not learning the alphabet as yet. In a Parent-Teacher Meet. Dhruv's father raises his concern to the teacher and questions her why she/he has not been teaching the alphabet or counting as yet. He also criticizes that play is being emphasized too much. He seems to be unaware of the child's development.
- Riya is 3.6 years old and attends kindergarten. They are from a different state in the country. Riya knows only her mother-tongue and could not



follow English or the local language. She does not communicate with anyone but plays. During the PTM, Riya's mother says that she wants her child to learn only English other than her mother-tongue. She also says that she does not let her child play with other children in their community as none of them speak their language.

- C. Badhri is a kindergartner. He is very quiet and seldom communicates with his peers or teachers. His teacher often finds scars and marks on his face and body, and thus suspects child abuse. She tries to confront the parent about the issue during their visit to the school. The parents deny it and say that the child gets hurt while at play.
- D. Anya, the kindergarten teacher after assessing her children's growth chart picks three children from her class for being overweight. The school plans to conduct an awareness program for the parents in the school. During the event, Anya presents these three children during the seminar as being obese. The three parents were not informed about this earlier and they felt much offended for presenting their children as "obese". The furious parents objected to this and threatened to take action on the teacher.

Let the each group enact the scenarios. Then in the whole group discuss on what went wrong in each case and how the teacher could have handled the issue in the best possible way.

Step VI

Working with the community

Brainstorm on how the community is involved in child development. Have a plenary discussion on this topic.

Step VII

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required

PART 1 - SESSION 17

Professionalism



Learning objectives:

- ⌘ To understand the meaning of professionalism
- ⌘ To understand the goals of professionalism and how to achieve them
- ⌘ To engage in development of oneself through expanding skills and knowledge
- ⌘ To understand the roles of today's professionals in early childhood education
- ⌘ To understand the importance of professional development and self-development




Learning outcome







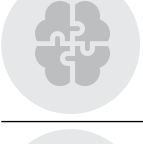


The participants will:


- ⌘ Know and define the meaning and goals of professionalism.
- ⌘ Understand the standards set by the ECCE framework.
- ⌘ Develop and practice standards and develop a personal philosophy of education
- ⌘ Be aware of the importance of child development, learning and plan an appropriate curriculum for effective teaching practices.
- ⌘ Understand to collaborate with the families and communities and maintain positive relationships.
- ⌘ Understand assessment and documentation of children's learning and development.



Time Duration: 3 hours

	Topic	Minutes
	Welcome and Icebreaker	10 minutes

	What is professionalism?	20 minutes
	Activity: Scenario analysis	20 minutes
	Team building game	20 minutes
	Break	10 minutes
	Activity: The influence of the teacher	20 minutes
	Building a meaningful curriculum as a professional.	20 minutes
	Activity: Interests and likes of a teacher	10 minutes
	Other points on professionalism -curriculum planning, observing, assessing and documentation and parent as partners Brainstorm in the whole group	20 minutes
	Ideas for teacher education	20 minutes

	Queries and Closure	10 minutes
	Total	Hours

Content: The content and theory for the session is found in Part II of the manual

Steps and procedure

Step I

Icebreaker

Welcome all the participants and introduce yourself.

The facilitator explains the philosophy of early childhood education, "One's belief of how children learn/develop and how they should be taught".

Materials needed: A Smiley ball

Randomly throw a soft smiley ball to one person in the group. He/she must say the following-his/her name, teaching experience and state his/her own simple philosophy of education.

The purpose of the game is to make each one state and understand that as a professional it is highly recommended to know what one's belief/philosophy of education is. This helps in working towards one's goals and achieving the same more effectively!

Step II

- ⌘ What is Professionalism?
- ⌘ The meaning and the goals of professionalism

Explain with a PowerPoint Presentation and discuss with the whole group

Step III

Activity

Scenario analysis:

Split the participants into micro groups and give them the following case analysis:

"A new preschool teacher joins the school. She seems not much worried about following the lesson plans and being prepared ahead for the following week's

schedule. Another experienced teacher tries to help her with lesson plans. But the new teacher insists that she would manage on the go and hence no preparation is required. The experienced teacher is concerned about the children but she is unable to take action”.

Let each group analyse the situation and write down the answers to following:

- What do you think about the new teacher’s approach?
- How would you handle this if you were the experienced teacher?
- Then let one person from each group comes forward and read out their analysis. The facilitator explains the code of ethics a professional should follow and also highlights on working together with fellow teachers and the importance of team-building.

Step IV

Team-building game: Jump in, Jump out!

Have the participants form a circle holding hands including the trainer,

The trainer then says the following four commands (one at a time) and all are expected to follow. “Jump in, jump out, jump to the left and jump to the right “

It follows three patterns:

1. Say what I say and do what I say: When the trainer says ‘Jump in’, all repeat, ‘jump in’ and everyone jumps in and so follows the command.
2. Say the opposite of what I say and do what I say: Here, when the trainer says jump in, others say jump out, but they all actually jump in.
3. Say what I say and do opposite of what I say: When trainer says, jump in, all jump out but they say jump in.

The game turns out to be fun as there will be confusion in carrying out what one says and what one must do.

After the game, all of them can be seated and the trainer can emphasise the need of working together as a team. Also, this can be applied to demonstrate that how when one deviates from the ethical conduct of professional behaviour, things might seem difficult, chaotic and impossible.

Step V

Activity

The influence of your teacher

Distribute post card sized paper/ card and a sketch pen to each participant. Read

out the following activity.

“Recall a teacher who had a great influence on you. Write down one or two characteristics he/she possessed that you wish to follow or imitate.”

Instruct them to write in a big font (readable from a distance in the room).

Ask everyone to post their card on the wall or notice board in the room.

This can be compared and will be discussed further with the following table.

“An early childhood professional”

Sl. No.	Areas of competence	
1.	Child development and learning	✓
2.	Understanding history of ECE	✓
3.	Observing, assessing and documenting	✓
4.	Planning curriculum/ DAP	✓
5.	Collaborating with the families	✓
6.	Ethical child care practices	✓
7.	Adhering to the code of conduct	✓
8.	Innovations in teaching and learning	✓

Step VI

Building a meaningful curriculum as a professional:

Brainstorm as a whole group with a PowerPoint Presentation

Step VII

Activity:

Interests and likes of a teacher

Divide the participants based on their interests or likes:

Math lovers - story/poem lovers – science experiment lovers - music/dance lovers
- art and craft lovers - sports and play lovers - role-play/drama lovers.

Give a theme/topic to all the groups, for example - flowers.

Ask each group to plan one activity based on their interests on the topic “flower.” Ask them to write down their plans on the flipcharts provided and present it to the whole group



Step VIII

Other points on professionalism

- ⌘ curriculum planning,
- ⌘ observing,
- ⌘ assessing and documenting children's learning and development
- ⌘ connecting with the parents and working together for the development of the child



Brainstorm in a whole group

Step VIII

Ideas for Teacher Development Centre

Split the participants in micro groups. Provide each group with a chart and marker. Assign them the following **brain-storming activity**.

What ideas would you suggest for teacher development centre in your school? Design a room with various resources and ideas for teachers learning and development in the school premises. The facilitator can sum up with a slide on the various requirements.



Step IX

Queries and closure

Assessment of the learning outcome and hand-outs can be given if required.



EARLY CHILDHOOD CARE and EDUCATION

A TRAINER MANUAL - PART I



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