

# Training Manual for Master Trainers ON Early Childhood Care and Education

A joint Venture of



School Education and Literacy Department (SELD)  
Government of Sindh



آغا خان یونیورسٹی  
THE AGA KHAN UNIVERSITY  
Institute for Educational Development

Aga Khan University Institute for Educational Development, Pakistan  
(AKU-IED)

AND

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UNICEF Sindh

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Reviewed and certified by Sindh Teacher Education Development Authority (STEDA)

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## INTRODUCTION

Quality early childhood education sets a strong foundation for children’s learning and development. It sets children up for success at each subsequent stage of education. Children who participate in at least one year of quality early childhood education are more likely to develop the critical skills needed for later school success and less likely to repeat grades or drop out. As adults, they are healthier and contribute to social and economic progress. Despite proven benefits of quality early childhood education, this has been a neglected area in Pakistan. Millions of children age 3-5 years old in Pakistan do not participate in any type of early childhood education programme.

The Sindh Education Sector plan 2014-18 is the first ever Provincial sector plan to have full jurisdiction of education in Sindh since the 18<sup>th</sup> constitutional amendment. The SESP (2014-2018) rolling plan addresses key early childhood education objectives, strategies, targets and activities. In this regard, the following Early Childhood Care and Education (ECCE) documents policies and strategies have been finalized and approved by SELD: 1) *Early Childhood Care and Education Policy*; 2) *Sindh Curriculum for Early Childhood Care and Education 2018*; 3) *Standards for Early Childhood Care and Education*.

The new Sindh Education Sector Plan & Roadmap 2019-2024 (SESP&R) gives special focus to early childhood education as a salient component in the education ladder. The overarching goals of SESP&R 2019-2024 are:

- a. Equitable Access: Increase enrolment and retention at all levels for all children and adolescents, and provision of literacy for youth;
- b. Quality and learning: Improve capacity of quality delivery systems at provincial and district levels including: meritorious teacher recruitment, teacher training and professional development; curriculum, textbook and learning materials; student learning outcomes and quality assurance;
- c. Governance and Management: More effective and accountable use of resources at all levels.

Priority Programmes of School Education Sector Plan and Roadmap for Sindh 2019-2024

- a. Programme 1: Out of school children and illiterate youth
- b. Programme 2: Adequate and equitable provision of school infrastructure
- c. Programme 3: Equitable enrolment and retention
- d. Programme 4: Merit based teacher recruitment, qualifications and professional development
- e. Programme 5: Quality inputs and processes
- f. Programme 6: Professional educational leadership and management cadre
- g. Programme 7: Improved resource allocation and utilization
- h. Programme 8: Effective strategic planning and M&E

Investing in teacher training is critical in efforts to scale up quality ECCE provision. Adequate safeguards like investment in teacher training facilitate quality and expansion efforts to increase access. Provision of high-quality, responsive, accessible, and inclusive early childhood care and education (ECCE) is envisaged for all children and families in Sindh with trained and qualified ECCE personnel.

With technical assistance from UNICEF and partners, SELD/Directorate of ECCE/RSU developed the Sindh Early Childhood Care and Education Policy, Early Childhood Care and Education Curriculum and Early Childhood Care and Education Standards. Furthermore, UNICEF supported the ECCE Directorate to develop a Provincial Strategic Plan to scale-up ECCE in Sindh in alignment with the SESP&R 2019-24. For operationalization of the Strategic Plan, ECCE Directorate/RSU and UNICEF piloted a training of Master Trainers and Teachers in Sindh. This training was undertaken through a Package Approach which included ECCE material development, training of teachers, strengthening the teaching/learning environment, provision of ECCE Kits, and introducing quality assurance measures.

The ECCE Teacher Training Project was designed drawing upon AKU-IED Faculty's work since 2002 in early childhood teacher education and intervention research which connects theory and practice in diverse classroom and school contexts. This evidence-based, contextually relevant training model draws on current practice and needs of early childhood teachers in Pakistan. The ECCE Training for Master Trainers and Teacher Training integrated theory and practice to enable teachers to apply their learning in practice. The ECCE Training for Master Trainers and Teacher Training incorporated critical considerations from the ECCE Policy, ECCE Curriculum and ECCE Standards. AKU-IED Faculty's best practice early childhood teacher education models recognize the complexity of young children's experiences and are, therefore, sensitive to contextual realities, gender, class, ethnicity, language and religion. In response to the Government of Pakistan's commitment to the much-neglected area of early childhood education, AKU-IED has undertaken key initiatives in this area, foregrounding teacher capacity development.

Two key resources developed by AKU-IED Faculty in the Package approach mentioned earlier for the training were: 1) ECCE Training Manual for Master Trainers; 2) ECCE Teacher Guide. The ECCE Training Manual is an important evidence-based, contextually relevant resource for Master Trainers to train teachers in a cascade model. The ECCE Training Manual is designed for Master Trainers to integrate theory and practice to enable teachers to apply their learning in practice. The ECCE Teacher Guide is an important evidence-based, contextually relevant resource for teachers to use in their classroom practice. The ECCE Training Manual and the ECCE Teacher Guide have been developed in English and will be translated into Sindhi and Urdu by Reform Support Unit (RSU).

The ECCE Training Manual for Master Trainers consists of detailed session plans drawing on best practice for early years educators and which is contextually relevant. An essential principle underlying AKU-IED's teacher education programmes, including early childhood teacher education, is reflective and critical thinking. Through reflection teachers think about and critically analyze what they do with the goal of improving their practice. Reflective and critical

thinking form an important part of the ECCE Training Manual. Each session plan integrates theory with concrete activities and actions for practice using interactive strategies. Each session plan also incorporates reflective and critical thinking about theory and practice. A range of instructional strategies have been designed to allow for rich interaction during the sessions: a) individual, pair and small group work; b) large and small group reflective discussions; c) collaborative group activities; d) analysis of case scenarios; e) presentations; f) songs and storytelling.

AKU-IED Faculty used the ECCE Training Manual to train the Master Trainers in the pilot training as a way to model how the manual can be used to train ECCE Teachers. In this way, Master Trainers had the opportunity to integrate theory and practice when they were trained. The Master Trainers, in turn, used the ECCE Training Manual to train teachers, integrating theory and practice, as part of the cascade model for the pilot training.

Producing an ECCE Training Manual for Master Trainers and an ECCE Teacher Guide which are relatively simple and contextually relevant is a significant achievement. For this we would like to acknowledge:

- Directorate of ECCE and Reform Support Unit, School Education and Literacy Department Government of Sindh, Karachi, Pakistan
- The Aga Khan University Institute for Educational Development, Karachi, Pakistan
- UNICEF for technical support and financial assistance with development of the ECCE Training Manual and ECCE Teacher Guide.

We trust that the ECCE Training Manual for Master Trainers and the ECCE Teacher Guide are valuable resources in efforts to develop effective educators of young children.

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## Session schedule for ECCE master trainer training

<b>Day and Date</b>	<b>Time</b>	<b>Session</b>
Day 1	9:00 am – 9:30am	• Registration and Pre-training questionnaire
	9:30 am – 10:45am	Introduction <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Getting to Know Each Other</li> <li>• Training Overview and Objectives</li> <li>• Session Norms</li> <li>• Hopes and Worries</li> </ul>
	10:45 am -11:00 am	<b>Tea Break</b>
	11:00 am - 12:30 pm	Energizer: Read a Children’s Storybook (5 minutes)  Early Brain Development
	12:30 pm – 1:30 pm	<b>Inaugural Welcome, Prayer and Lunch Break</b>
	1:30 pm – 3:00 pm	Energizer: Children’s Song (2 minutes)  Early Child Development and Growth: 3-5 Years Old
	3:00 pm – 3:15 pm	<b>Tea Break</b>
	3:15 pm – 4:45 pm	Energizer: Team Building (5 minutes)  Nurturing Care at Home and in the ECCE Classroom to Support Early Child Development and Growth
	4:45 pm – 5:00 pm	Post-session Reflection and Feedback
	Day 2	9:00 am – 9:30am
9:30 am – 10:45am		Active Learning  Play in the Early Years
10:45 am -11:00 am		<b>Tea Break</b>
11:00 am - 1:00 pm		Energizer: Read a Children’s Storybook (5 minutes)  Sindh Curriculum for ECCE 2018
1:00 pm – 2:00 pm		<b>Prayer and Lunch Break</b>
2:00 pm – 3:30 pm		Energizer: Children’s Song (2 minutes)  Learning Environment and Provisions in the Early Childhood Classroom
3:30 pm – 3:45 pm		<b>Tea Break</b>
3:45 pm – 4:45 pm		Energizer: Team Building (5 minutes)

		Health, Nutrition, Hygiene and Safety in the Early Childhood Classroom
	4:45 pm – 5:00 pm	Post-session Reflection and Feedback
Day 3	9:00 am – 9:30am	Reflection
	9:30 am – 10:45am	Setting up the Daily Routine in the Early Childhood Classroom
	10:45 am -11:00 am	<b>Tea Break</b>
	11:00 am - 1:00 pm	Energizer: Read a Children’s Storybook (5 minutes)  Integrated Planning of Key Learning Areas: Language and Literacy
	1:00 pm – 2:00 pm	<b>Prayer and Lunch Break</b>
	2:00 pm – 3:30 pm	Energizer: Children’s Song (2 minutes)  Integrated Planning of Key Learning Areas: Basic Mathematical Concept
	3:30 pm – 3:45 pm	<b>Tea Break</b>
	3:45 pm – 4:45 pm	Energizer: Team Building (5 minutes)  Integrated Planning of Key Learning Areas: The World Around Us
	4:45 pm – 5:00 pm	Post-session Reflection and Feedback
	Day 4	9:00 am – 9:30am
9:30 am – 10:45am		Assessment of Young Children’s Learning and Development
10:45 am -11:00 am		<b>Tea Break</b>
11:00 am - 1:00 pm		Energizer: Read a Children’s Storybook (5 minutes)  School Improvement Plans (SIP) for ECCE
1:00 pm – 2:00 pm		<b>Prayer and Lunch Break</b>
2:00 pm – 3:30 pm		Role of the Master Trainers and PDTs for the Teachers’ Training
3:30 pm – 3:45 pm		<b>Tea Break</b>
3:45 pm – 5:00 pm		Conclusion <ul style="list-style-type: none"> <li>• Post-training questionnaire</li> <li>• Programme evaluation</li> <li>• Closing ceremony and Certificate distribution</li> </ul>



# **INTRODUCTORY SESSION**

## SESSION 1: INTRODUCTORY SESSION

Objectives	<ul style="list-style-type: none"> <li>• For course participants and facilitators to get to know each other</li> <li>• For course participants to understand the learning objectives and expectations</li> <li>• To set the tone for the workshop</li> </ul>
Time	2 hours
Material	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Welcome and overview of the training</b>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the **session objectives** on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

#### *Session Objectives*

- For course participants and facilitators to get to know each other
- For course participants to understand the learning objectives and expectations
- To set the tone for the workshop

2. Write the **overall training objectives** on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

#### *Training Objectives*

By the end of the teacher training programme, early childhood teachers will have:

- Enhanced understanding of how young children learn and develop
- Enhanced subject pedagogical content knowledge through the Sindh Curriculum for ECCE 2018
- Enhanced ability to engage in reflective and critical thinking
- Enhanced understanding of creating classroom environments that support active learning
- Enhanced understanding of how to assess children
- Enhanced understanding of family's role in supporting their children's learning and development

## Procedure

1. Invite the participants to sit in a large circle.
2. Welcome everyone to the training and introduce yourself.
3. Mention necessary housekeeping matters such as where the washroom and drinking water are.
4. Display the flipchart with the **session objectives** prepared as part of the pre-session activity. The flipchart should be visible to everyone.
5. Facilitator reads the **session objectives** aloud. Explain to participants that by the end of the session, these objectives will be met.
6. Display the flipchart with the **training objectives** prepared as part of the pre-session activity. The flipchart should be visible to everyone.
7. Facilitator reads the **training objectives** aloud. Explain to participants that by the end of the session, these objectives will be met.
8. Facilitator shares the purpose of the training and the training duration length mentioned below.

### Training Purpose

- To train teachers to support Provincial efforts to scale up quality ECCE provision for young children, in line with the Sindh Curriculum for ECCE 2018.

### Training Duration

- 5 days

<b>Activity 2</b>	<b>Getting to know each other</b>
<b>Time</b>	70 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Ball of wool</li> <li>• Photocopies of ‘Bingo’ activity sheet in <a href="#">Appendix A</a> – 1 per participant</li> </ul>

## Pre-session preparation

1. Make photocopies of the “Bingo” activity sheet. One copy for each participant.

## Procedure

1. Invite the participants to sit in a large circle.
2. Explain to participants that the group will get to know each other. The facilitator will begin. The facilitator will introduce her/himself while holding a ball of wool. After making her/his introduction, the facilitator will hold the end of the wool tightly and toss the ball of wool to one of the participants. The participant who has caught the ball of wool will introduce her/himself. Then, s/he will hold on to part of the wool tightly and toss the ball of wool to another participant. Repeat this process until each participant has introduced her/himself and a web is formed with the wool. For the introduction, each person has to share the following information about her/himself:
  - Name

- Where they come from
  - Teaching and/or school management experience
  - Experience working with or looking after with young children
3. Facilitator begins the activity by introducing her/himself while holding the ball of wool.
  4. After making her/his introduction, the facilitator holds the end of the wool and tosses the ball of wool to one of the participants.
  5. The participant who has caught the ball of wool introduces her/himself. Then, s/he holds on to part of the string and tosses the ball of wool to another participant.
  6. Repeat this process until each participant has introduced her/himself and a web is formed with the wool.
  7. After each person has introduced her/himself, facilitator says that like the web which has been formed by the wool, the group is all interconnected. During the training, the group will be learning from each other and supporting one another to ensure that the training objectives are met.
  8. Explain to participants the next introductory activity. Each participant will receive a 'Bingo' activity sheet. Participants will walk around the room. They will ask each other questions related to pictures and text on the 'Bingo' activity sheet. For example, they have to find someone who likes ice cream or who has ridden a camel to complete the activity. When they find someone to whom the picture and text correspond, they will write that person's name in the box. They can only write someone's name once on the 'Bingo' activity sheet. When the 'Bingo' activity sheet is complete, the participants call out 'Bingo'. The game is over.
  9. Distribute the 'Bingo' activity sheet to each participant. Explain to them that they can begin only when everyone has received an activity sheet. Once each participant has received an activity sheet, ask participants to stand up and begin the game. Once most participants have finished, request participants to sit down in a large circle. Invite a few of them to share their responses from the activity.

<b>Activity 3</b>	<b>Hopes and worries</b>
<b>Time</b>	20 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Small cards in 2 different colours, ¼ A4 size paper – 2 cards, one of each colour, per participant</li> <li>• Pens</li> <li>• Sticky tack or masking tape</li> <li>• Flipcharts or softboard</li> </ul>

### Procedure

1. Invite the participants to sit in a large circle.
2. Explain to participants that each participant will write their hopes and worries about the training. First, they will write their hopes on one colour card. They will stick this onto the board/flipchart. Next, they will write their worries on another colour card. They will stick this onto the board/flipchart.
3. Distribute the cards to the participants. First, distribute cards of one colour for the participants to write their hopes. After they have finished writing their hopes and sticking these cards onto the board/flipchart, then distribute the cards of the other colour for the participants to

write their worries. After they have written their worries, participants stick these cards onto the board/flipchart.

4. Facilitator summarizes the hopes and worries of the group.

<b>Activity 4</b>	<b>Session norms</b>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Procedure

1. Invite the participants to sit in a large circle.
2. Ask participants for their thoughts on session norms that they would like to follow during the training.
3. Write participants' responses on a flipchart. Some suggested norms are below.
  - Raise hands before talking
  - Listen to others
  - Mobile phones off
  - Respect each other's ideas
  - Take turns
  - Share
  - Be on time
  - Keep the room neat and tidy
4. Discuss and organize the norms which participants have listed into categories, for example, raising hand to speak, listening to others, etc.
5. Tell participants that during the training program, the group will be expected to follow the session norms.
6. Display the session norms in the classroom and, whenever necessary, draw participants' attention to these.

# **EARLY BRAIN DEVELOPMENT**

## SESSION 2: EARLY BRAIN DEVELOPMENT

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate when brain development begins</li> <li>• Understand and articulate the importance of early brain development</li> <li>• Understand and articulate the factors which promote early brain development</li> </ul>
Time	2 hours
Material	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>True and false statements</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Facilitator to write the true and false statements on a flipchart. Make sure that the responses **are not written** on the flipchart. The statements should be written clearly and legibly using black marker and print writing.

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the following true and false statements. The flipchart should be visible to everyone.

Statements	True or False
1. When adults talk to a baby who is one years old, the baby does not understand.	
2. Children are able to learn mathematics before they begin school.	
3. Children’s brains begin to develop during pregnancy.	
4. Children’s brain develops when they use all their senses (vision, touch, taste, smell, hearing).	
5. Caring interactions by adults do not affect brain development.	

[Correct response: 1) False; 2) True; 3) False; 4) True; 5) False]

3. Explain to participants that these are true and false statements about their current beliefs.
4. Facilitator to read each statement aloud two times. Ask participants to record their responses in their notebook. Explain to participants that this task is to be done individually without discussion.
5. Explain to participants that at the end of the session, participants will have a chance to review their responses and to see if they want to make any changes.

<b>Activity 2</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Facilitator to write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

#### *Objectives*

- Understand and articulate when brain development begins
- Understand and articulate the importance of early brain development
- Understand and articulate the factors which promote early brain development

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator reads the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 3</b>	<b>Brain architecture</b>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Facilitator writes the following discussion questions on flipchart. The questions should be written clearly and legibly using black marker and print writing.



**Discussion questions**

1. Can you list some of the experiences which babies and children in your context receive or do not receive for supporting their brain development?
2. How do you think these experiences – or lack of experiences - might affect these babies and children’s brain development?
3. What role do mothers have in caregiving practices to support babies and children’s brain development?
4. What role do fathers and extended family members have in caregiving practices to support babies and children’s brain development?
5. To what extent do you think caregiving practices at home – by mother, father, extended family - and school – teacher, management - could be improved to support these babies and children’s brain development?

**Procedure**

1. Invite the participants to sit in a large circle.
2. Ask participants the following questions: **“Have you ever seen your brain? Do you know where it is?”** Take responses from a few participants and then explain the following:

Your brain is located in your head. It is contained in and protected by the skull bones of the head.

3. Ask participants the following question: **“Do you know what your brain looks like?”** Take responses from a few participants and then explain the following.

Your brain looks like a walnut. It has many creases and folds. It feels squishy and soft.

4. Ask participants the following question: **“What does your brain do?”** Take responses from a few participants and then explain the following:

The brain is amazing. It is the ‘boss’ of your body. It controls everything we do. For example, blinking your eyes, listening, talking, reading, writing, touching, smelling, sleeping, eating, feeling hungry, walking, lifting, holding, balancing, remembering, solving problems, making decisions like what to wear, feeling emotions like being sad or happy, and making friends.

5. Ask participants the following question: **“Do you know how much an adult’s brain weighs?”** Take responses from a few participants and then explain the following:

An adult’s brain weighs about 1.4 kg (1400 grams) or 3 pounds. It is about the size of your two fists put together.

6. Explain to participants the following about when the brain architecture begins to develop.

1. The brain begins to develop very early in life.
  - The basic brain architecture or structure begins to develop during the prenatal period, even before a baby is born.
  - A baby's brain is approximately  $\frac{1}{4}$  the size of an adult brain.
2. By the time a baby is 3 years old, her or his brain grows to about 80% of an adult size brain.
3. By the time a baby is 5 years old, her or his brain grows to about 90% of an adult size brain.
4. A new born baby has all the brain cells which s/he will have for the rest of her/his life. The brain has approximately 100 billion nerve cells which is about the same number of stars in the galaxy. Connections between these brain cells are needed for the brain to work. During the first few years of human life, the brain grows very rapidly and many connections are made.
5. Early childhood is a very important time for making these connections for the brain to grow and develop. These connections are formed through everyday experiences like feeding, dressing, playing and talking with babies and young children.
6. The brain continues to develop throughout life, building on the foundation established in early childhood. This foundation is important for ongoing learning, the ability to cope with life challenges, for physical and mental health and for economic and social productivity.

7. Explain to participants the following about the factors which support early brain development.

### **Factors Supporting Early Brain Development**

1. Early brain development and growth needs good nutrition, good health and stimulation through the senses.
  - Babies and young children need good nutrition and health for healthy brain development, to survive and to have energy to learn.
  - To grow and develop, the brain also needs stimulation through the senses – sight, hearing, smelling, tasting and touching – and everyday interactions with caregivers. When babies and young children observe people and objects in their environment, listen to sounds in their environment, touch objects in their environment, smell things in their environment and taste things, they are learning about the world around them and the neural connections in their brain are being built and strengthened.
2. The brain grows and develops through everyday routines and experiences at home and school.
  - Caring and loving relationships with caregivers like mothers, fathers and teachers are very important for healthy brain development.
  - Good nutrition, health and care for the mother and child **during the prenatal period** support healthy brain development. For example, regular antenatal check-ups, nutritious meals, adequate rest, calm environment, talking and singing to the baby

before birth, avoiding exposure to chemicals and harmful substances like smoking (including second-hand smoke), smokeless tobacco, drugs and alcohol.

- Good nutrition, health and care for the mother and child **after birth and in the first few years of life** support healthy brain development. For example, exclusive breastfeeding until 6 months old, nutritious meals when complementary feeding starts, regular growth monitoring, immunizations, good hygiene, clean and safe environment, love and affection for baby or young child, responding sensitively to baby or young child's cues and feelings, playing, talking and singing with baby or young child, reading stories to baby or young child, giving baby or young child safe materials to explore and use.
- Good nutrition, health, care and learning experiences for the young child **in an ECCE classroom** support healthy brain development. For example, healthy snacks, good hygiene, clean and safe environment, caring interactions by teacher, responding sensitively to young children's cues and feelings, playing, talking, singing, reading stories, giving safe and contextually relevant materials to explore and use.

8. Explain to participants that all of the information that has just been shared about brain architecture is in the ECCE Teacher Guide.
9. Display the flipchart with the discussion questions prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
10. Facilitator reads aloud the discussion questions prepared during the pre-session activity, one question at a time. Ask some participants to respond to each question. Encourage those participants to speak, who have not yet shared anything. For each question, facilitators note down the participants' responses on a blank flipchart.
11. Facilitator to summarize all the responses to the group.

<b>Activity 4</b>	<b>Discovery baskets to explore with our senses</b>
<b>Time</b>	30 minutes
<b>Materials</b>	*Depending upon the size of the group, it may be necessary to create two or more sets of the discovery baskets
	<p><b><i>Sense of hearing</i></b></p> <ul style="list-style-type: none"> <li>• 10 small plastic bottles with lids; bottles should be of the same-size and not transparent (if the bottles are transparent, wrap them with paper or newspaper so that the contents cannot be seen)</li> <li>• 2 bottles half-filled with sand</li> <li>• 2 bottles half-filled with chick peas</li> <li>• 2 bottles half-filled with rice</li> <li>• 2 bottles half-filled with water</li> <li>• 2 bottles with one stone in each bottle</li> <li>• 1 small basket (about 30 cm long) in which to put the bottles</li> </ul>
	<p><b><i>Sense of smell</i></b></p> <ul style="list-style-type: none"> <li>• Cotton wool – enough to make 10 small balls to fit into the small plastic bottles</li> <li>• 10 small plastic bottles with lids; bottles should be of the same-size and not transparent (if the bottles are transparent, wrap them with paper or newspaper so that the contents cannot be seen)</li> <li>• 2 bottles with a piece of cotton wool into which some toothpaste has been soaked</li> <li>• 2 bottles with a piece of cotton wool into which some shampoo has been soaked</li> <li>• 2 bottles with a piece of cotton wool into which some analgesic balm has been soaked</li> <li>• 2 bottles with a piece of cotton wool into which some coffee has been soaked</li> <li>• 2 bottles with a piece of cotton wool into which some crushed cumin seeds have been rubbed</li> </ul> <p>1 small basket (about 30 cm long) in which to put all the bottles</p>
	<p><b><i>Sense of touch</i></b></p> <ul style="list-style-type: none"> <li>• 1 small basket (about 30 cm long) in which to put the following:</li> <li>• 1 medium-sized stone</li> <li>• 1 feather</li> <li>• 1 big leaf</li> <li>• 1 clean handkerchief</li> <li>• 1 clean sponge</li> <li>• 1 small purse with zip or button</li> <li>• 1 traditional cap</li> <li>• 1 small piece of cloth about 30 cm x 60 cm to cover the basket</li> </ul>

	<p><b><i>Sense of taste</i></b>  *For the sense of taste, each small group will receive a separate plate of fruit for health and hygiene reasons</p> <ul style="list-style-type: none"> <li>• Box of toothpicks</li> <li>• 5 small plastic plates (more or a smaller number of plates may be required depending upon the group size) <ul style="list-style-type: none"> <li>• 3 seasonal fruits washed in safe water, cut into small pieces and placed onto each of the 5 small plastic plates – ensure that there are enough pieces of fruit to fill each of the 5 small plastic plates</li> <li>• Each piece of fruit on each plate should have a clean toothpick poked into it</li> </ul> </li> <li>• Plastic wrap to cover the 5 small plastic plates with the fruit</li> <li>• 5 small baskets (about 30 cm long) in which to put each small wrapped plate with the fruit and toothpicks</li> <li>• 5 small pieces of cloth about 30 cm x 60 cm to cover the baskets</li> </ul>
	<p><b><i>Managing the small group task</i></b></p> <ul style="list-style-type: none"> <li>• Shaker</li> </ul>

### Pre-session preparation

1. Facilitator to prepare all the discovery baskets before the session.

### Procedure

1. Facilitator explains the following to the participants:
  - Through this discovery basket activity, we will explore how everyday objects can stimulate the different senses for babies and young children to learn about the world and help their brains to grow and develop. The discovery baskets have items which are found around the home and in nature. We will explore the different materials to increase our understanding of how much we learn through our senses.
2. Facilitator shows the participants four discovery baskets to stimulate different senses – hearing, smelling, touching and tasting.
3. Facilitator explains the following:
  - ***Sense of hearing:*** Participants will shake the bottles and talk about the type of sound that they are hearing, for example, loud, soft, light, hard, etc. They can try to match the similar sounds which they hear in each bottle and also try to guess what contents might be inside the bottles.
  - ***Sense of smell:*** Participants will open the bottles, smell the contents, and talk about the type of fragrance that they smell, for example, sweet, strong, light, nice, sour, etc. They can try to match the similar fragrances which they smell in each bottle and also try to guess what fragrance might be inside the bottles.
  - ***Sense of touch:*** Participants will put their hands under the cloth and touch the contents in the basket. The basket should remain covered during the entire activity so that the objects are hidden; participants should not remove the cloth covering the basket. Participants can talk about how the different objects feel, for example, hard, soft, rough, smooth,

- silky, round, square, etc. They can try to guess what objects might be inside the baskets.
- **Sense of taste:** One participant will give the other participants in the group something to taste. The food items should remain covered during the entire activity. All the participants in the group should keep their eyes closed, except the participant giving the item to taste. As each participant is given an item to taste, the participant can talk about how it feels, for example, soft, crunchy, hard, squishy, and how it tastes, for example, sweet, sour, bitter, salty, etc. They can try to guess what items they might be tasting.
4. Facilitator explains that participants will be divided into small groups of 4-5 people. Each small group will get one discovery basket to explore for 5 minutes. Discovery baskets will be rotated to each group after 5 minutes. For the sense of taste, each group will get a separate discovery basket.
  5. Facilitator divides the participants into small groups of 4-5 people. Distribute one discovery basket to each group.
  6. Facilitator shakes the shaker when 4 minutes are over so that participants can wind up the materials and get ready to explore the next discovery basket. Ask the participants put away the materials.
  7. Once each group has had a chance to explore all four discovery baskets, facilitators invite participants to return and sit in the large group.
  8. Facilitator explains to participants that our senses send information which we store in our brain. The brain remembers this information and uses it whenever we interact next with the same or similar materials. In this way, we learn about our world and help our brain to build its knowledge.
  9. Ask participants to share their experiences of trying to identify the items. Did they face any difficulty? What made it easy for them to identify the items?
  10. Facilitator concludes by showing the participants the items in the bottles, plates and discovery baskets.

<b>Activity 5</b>	<b>Serve and return</b>
<b>Time</b>	15 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Medium-sized ball</li> </ul>

### Procedure

1. Invite the participants to sit in a large circle.
2. Ask for a volunteer from the group. The volunteer should stand beside you, at a slight distance. Ask the volunteer to face you and tell the volunteer that you will both play a game kicking a ball back and forth to each other. The rest of the participants should be able to see both the volunteer and facilitator facial expressions clearly.
3. Gently kick the ball to the volunteer and ask the volunteer to gently kick the ball back to you. Praise the volunteer for kicking the ball back to you. Repeat this twice. The third time when the volunteer kicks the ball to you, ignore and do not kick the ball back; look around with a blank expression on your face. After a few moments, get the ball and gently kick it back to the volunteer. Ask the volunteer to kick it back to you. Repeat this twice and stop the game. Thank the volunteer for participating.

4. Ask the volunteer how she or he felt about trying to play when there was no response from the facilitator.
5. Ask the participants how they felt observing the facilitator giving no response to the volunteer when the volunteer kicked the ball.
6. Ask the volunteer how she or he felt about trying to play when the facilitator was responding and praising her or him.
7. Ask the participants how they felt observing the facilitator responding to and praising the volunteer while they were playing.
8. Explain the following points to the participants about the concept of ‘serve and return’. Participants can follow along in their ECCE Teacher Guide which has the same information on the ‘serve and return’.

### **Serve and Return to Shape Brain Architecture**

Caregivers can help to shape a child’s brain through everyday ‘serve and return’ interactions. We can think about ‘serve and return’ interactions like playing a game of table tennis. One player serves the ping pong ball and the other player returns it. This kind of back and forth interaction between a caregiver and a young child helps with early brain development and growth. For example, a baby or young child babbles, talks, gestures, or cries. A caregiver responds sensitively and appropriately to this baby or young child with eye contact, words, or holding the child, expecting a response back from the child. This type of back and forth – or ‘serve and return’ - interaction helps to build and strengthen the neural connections for communication and social skills in the child’s brain.

All children experience some level of stress in their daily lives. Children need to learn how to cope with challenges in their daily lives, and caregivers play an important role in this through consistent, sensitive and responsive caregiving. This is an important part of healthy child development. Sometimes babies and young children may experience neglect, emotional or physical abuse, or traumatic situations like natural disaster or loss of a close caregiver. This can be very stressful. Without the support of a nurturing caregiver in such situations, this can put these young children’s brain development, health and learning at risk.

9. Ask the participants to share how they think ‘serve and return’ interactions are helpful for children’s development. Ask a few participants to share their responses.
10. Ask participants to share examples of ‘serve and return interactions’ that they have had with babies and young children at home. Ask a few participants to share their responses.
11. Ask participants to share examples of ‘serve and return interactions’ that they have had with young children in school. Ask a few participants to share their responses.
12. Summarize the activity by highlighting the importance of ‘serve and return’ in relationships for early brain development.

When caregivers like mothers, fathers and teachers respond sensitively and in a caring way to a young child’s signals and needs, this has a significant impact on caregiver-child relationships and early brain development and learning.

As children get older, interactions with mothers, fathers, other family members, teachers, and community members continue to strengthen neural connections in the brain.

<b>Activity 6</b>	<b>Amna and Farzana start ECCE at school</b>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Photocopies of the “Amna and Farzana Start ECCE at School” activity sheet in <a href="#">Appendix B</a> - 1 per participant</li> </ul>

### Pre-session preparation

1. Make photocopies of the “Amna and Farzana Start ECCE at School” activity sheet. One copy for each participant.
2. Write the following questions on a flipchart. The questions should be clearly and legibly written using black marker and print writing.

### Discussion Questions

1. How do the caregivers – mothers and teachers - respond to the way Amna and Farzana are feeling when they arrive at the school?
2. How might these experiences impact Amna’s and Farzana’s brain development?

### Procedure

1. Invite the participants to sit in a large circle.
2. Distribute to each participant a copy of the “Amna and Farzana Start ECCE at School” activity.
3. Facilitator reads aloud the scenarios about Amna and Farzana to the participants.
4. Display the flipchart with the discussion questions about Amna’s and Farzana’s experiences prepared earlier during the pre-session activity. The flipchart should be visible to everyone.
5. Read the discussion questions aloud, one question at a time. Ask some participants to respond to each question. Encourage those participants who have not yet shared anything to speak. For each question, facilitators note down the participants’ responses on a blank flipchart.
6. Facilitator summarizes the discussion referring the information below which highlights the way Amna’s and Farzana’s experiences with their caregivers may be impacting their brain development.



**Scenario 1**

Amna's mother and teacher respond positively and sensitively to her when she cried.

- Amna cried (*signal*). Her mother hugged her, telling her she would come back soon (*response*).
- Amna cried (*signal*). Her teacher bent to her level, reassured her that her mother would come soon, held her hand, took her to play with other children, and sat down beside her (*response*).
- Amna cried and said she wanted her mother (*signal*). Her teacher told her that her mother would come soon, played with Amna, smiled at Amna (*response*).

Amna's caregivers' responses are loving and caring in the way they talk with her, hold her and play with her. Her mother reassures her she will come back to get her and her teacher spends time with Amna to settle. This is helping Amna to develop a healthy and trusting relationship with her mother and teacher and to cope positively with the stressful situation of starting her ECCE class. Amna's mother's and teacher's responses are having a positive impact on her early brain development.

**Scenario 2**

Compared to Amna, Farzana's mother and teacher respond less positively and sensitively to her when cried.

- Farzana cried (*signal*). Her mother said *Allah Hafiz* and left quickly (*response*).
- Farzana cried (*signal*). Her teacher scolded her for crying and compared her other children in the classroom (*response*).
- Farzana cried and sat in a chair alone (*signal*). Her teacher went to her desk and began the class (*response*).

Farzana's caregivers' responses are less caring when they talk to her and guide her to settle. Her mother hurriedly leaves her without reassuring Farzana that either she/someone else would come to get her soon. Her teacher scolds her and leaves her to begin the class. These responses are making it difficult for Farzana to develop a healthy and trusting relationship with her mother and teacher and to cope positively with the stressful situation of starting her ECCE class. Farzana's mother's and teacher's responses may have a negative impact on her early brain development.

<b>Activity 7</b>	<b>Early brain development: Building a strong foundation healthy development throughout life</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart with “True and False Statements’ from the introductory activity</li> <li>• Flipchart with the stages of tree growth drawn on it</li> <li>• Black permanent marker</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Facilitator to draw the stages of tree growth on a flipchart – seed, tree beginning to grow with small roots, strong mature tree with strong roots. The stages of tree growth should be drawn clearly and legibly using black marker and print writing.

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the stages of tree growth so that it is visible to everyone.
3. Explain the following information to summarize the key concepts covered during the session; point to the different stages of the tree’s development that correspond to the statements.

### Statements

1. A person’s healthy development can be compared to the stages of growth of a strong, healthy tree.
  2. When the roots are beginning to grow at the start of a tree’s life, this can be compared to the start of a person’s life from conception to age 8 years old.
  3. Just as many factors affect the growth of a healthy tree, many factors also affect the growth of a healthy person. For example,
    - Healthy tree roots need soil with nutrients, water, sunshine and the right temperature to grow into a healthy tree.
    - A healthy child needs nutrition, health, responsive caregiving, protection and opportunities to learn to grow and develop into a healthy adult.
  4. Healthy tree roots provide a strong foundation for a healthy tree. Strong healthy tree roots help protect it from adverse conditions like strong wind and also affect its health and long life.
  5. Positive early experiences and relationships with caregivers like families and teachers from conception to age 8 years old build a strong foundation for ongoing learning, the ability to cope with life challenges and for success and health into adulthood.
  6. Mothers, fathers, family members and teachers have a long-lasting impact on a child’s early brain development.
7. Display the flipchart with the “True and False Statements” from the introductory session activity. The flipchart should be visible to everyone.
  8. Facilitator reads the true and false statements and discusses any changes in participants’ understanding.

# **THE GROWING AND DEVELOPING CHILD**

## SESSION 3: THE GROWING AND DEVELOPING CHILD

Objectives	<ul style="list-style-type: none"> <li>• Understand and identify the difference between child growth and development</li> <li>• Understand and identify the domains and stages of child development</li> <li>• Understand and articulate the factors which promote early child development</li> </ul>
Time	2 hours
Material	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

<p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• Understand and identify the difference between child growth and development</li> <li>• Understand and identify the domains and stages of child development</li> <li>• Understand and articulate the factors which promote early child development</li> </ul>
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### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier during the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator reads the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>What is child growth and child development?</b>
<b>Time</b>	10 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session procedure

1. Write the following questions on a flipchart. The questions should be written clearly and legibly using black marker and print writing.

### Discussion Questions

1. What do you think child growth is?
2. What do you think child development is?

### Procedure

1. Invite participants to sit in a large circle.
2. Display the flipchart with the discussion questions prepared earlier during the pre-session activity. The flipchart should be visible to everyone.
3. Ask participants the first question on the flipchart: **“What do you think child growth is?”** Take responses from a few participants.
4. Ask participants the second question on the flipchart: **“What do you think child development is?”** Take responses from a few participants.
5. Explain the following information about child growth and child development to the participants. Participants can follow along in their ECCE Teacher Guide which has the same information on child growth and child development.

### What is child growth and child development?

- Child development refers to the changes that happen as a child grows and develops beginning at conception to age 11 years old.
- Growth refers to change in the human body which can be measured like physical changes of height and weight. For example, the weight of most healthy 12 months old babies is triple their birth weight; the length of most healthy 12 months old babies is about one and a half times as long as when they were born.
- Development refers to changes which are more complex and harder to measure. Development involves an increase in abilities and skills acquired over a series of smaller steps like talking, walking, expressing feelings, relating with other people.
- Growth and development go together, but at different rates.

<b>Activity 3</b>	<b>Domains and stages of development</b>
<b>Time</b>	55 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Photocopies of the ‘Domains and Stages of Development Placemat’ activity sheet in <a href="#">Appendix C</a> – 1 per participant</li> <li>• Shaker</li> </ul>

### Pre-procedure preparation

1. Make enough photocopies of the ‘Domains and Stages of Development Placemat’ – 1 per participant.

### Procedure

1. Invite participants to sit in a large circle.
2. Distribute to each participant one blank copy of the ‘Domains and Stages of Development Placemat’.
3. Explain to participants that each square on the placement has a different age written at the top of it: 1 year old; 2 years old; 3 years old; 4 years old.
4. Ask participants to draw or write, in each of the squares, what they think a child can do at the age mentioned in the square. Participants will first complete this task individually.
5. After 10 minutes, divide the participants into four small groups (4-5 people). Ask participants to discuss, in their small groups, what they have written or drawn. Participants will choose a person to share the group’s ideas with the large group.
6. After 10 minutes, invite one participant from each group to report back to the whole group. Each group has 2 minutes to present. The first group will share the group’s ideas of what a 1-year old child can do. The second group will share the group’s ideas of what a 2 years old child can do. The third group will share the group’s ideas of what a 3 years old child can do. The fourth group will share the group’s ideas of what a 4 years old child can do. It is important that each group keeps time. Shake the shaker at the 2 minutes mark.
7. After groups have reported back, explain the following stages of child development to the participants. Participants can follow along in their ECCE Teacher Guide which has the same information on the stages of child development.

Stages of Child Development	Development
Prenatal stage (conception to birth)	<ul style="list-style-type: none"> <li>• Rapid physical and mental development</li> <li>• All body organs and senses formed</li> <li>• 3<sup>rd</sup> trimester: child becomes aware of outside world</li> <li>• Able to hear mothers voice and sounds in the environment</li> </ul>
Infants	<ul style="list-style-type: none"> <li>• Can lift head while on stomach</li> <li>• Like to look at faces and bright colours</li> <li>• Recognize and become familiar with parents, show attachment</li> <li>• Explore hands and feet</li> <li>• Smile, laugh and imitate sounds</li> <li>• Understand her/his name and frequently heard words</li> <li>• Crawl, try to stand up</li> <li>• Anxious in the absence of mother or primary caregiver</li> </ul>
Toddlers	<ul style="list-style-type: none"> <li>• Walk, climb and run</li> <li>• Explore objects and can solve simple problems</li> <li>• Like to scribble and read books, loves stories</li> <li>• Rapid language development; understand words and ideas, start to say words</li> <li>• Make friends</li> <li>• Enjoy imaginative and socio-dramatic play</li> <li>• Start to feed self with a spoon</li> <li>• Experience a range of feelings, require support to manage emotions</li> </ul>
Pre-schoolers	<ul style="list-style-type: none"> <li>• Climb well, jump, hop, skip</li> <li>• Sort objects by shape and colour</li> <li>• Can do simple 3-4 pieces puzzles</li> <li>• Like to draw and paint</li> <li>• Count 10 or more objects</li> <li>• Speak in multi-word sentences, ask questions</li> <li>• Reading and writing skills are enhanced, i.e. can write his/her name, can understand and speak in complex sentences</li> <li>• Start to share things and take turns</li> <li>• Like to play with friends, get along with people outside the family</li> <li>• Can get dressed by her/himself</li> <li>• Longer attention span</li> <li>• Remember things and events</li> <li>• Understand and follow rules of games</li> <li>• Understand concept of time, i.e. morning, afternoon, night</li> </ul>

8. Explain to participants that these stages of development are part of children's development in different, interrelated domains: 1) physical development; 2) language development; 3) cognitive development; 4) social and emotional development.
9. Explain the following domains of child development to participants. Participants can follow along in their ECCE Teacher Guide which has the same information on the domains of child development.

### Domains of Child Development

1. **Physical development** refers to changes in the physical appearance of the body, growth, muscle development, and motor skills development. Two types of motor skills development are:
  - Gross (large) motor skills development: Using and balancing large muscles for actions like crawling, walking, climbing
  - Fine (small) motor skills development: Using and coordinating smaller muscles for actions like picking, holding, cutting

*Example: When children learn to pick and hold things, walk, and run this is part of **physical development**.*

2. **Language development** refers to children's growing ability to talk (express) and understand words and sentences. Babies produce different sounds. Then they begin to say one or two words. Gradually, they start to combine two words. By three years old children speak in simple sentences. By the time they are five years old, their sentences become longer and more detailed.

*Example: When children learn to listen, talk, and understand this is part of **language development**.*

3. **Cognitive development** refers to children's growing ability to learn, solve problems and express their needs, thoughts, ideas and feelings. Language is a way for children express their needs, thoughts, ideas and feelings.

*Example: When children learn to think, make choices and decisions, and solve problems this is part of **cognitive development**.*

4. **Social and emotional development** refers to children's growing ability to establish positive relationships with others, understand their own and others' feelings and emotions, and express and manage their emotions.

*Example: When children learn how to take turns, share, get along with others, play together, and help people, this is part of **social development**. **Emotional awareness** is when children learn to recognize and understand their own feelings and actions as well those of other people, and they learn how their own feelings and actions affect them and others. When children learn how to manage and express their feelings, emotions, thoughts and behaviors in socially appropriate ways, like calming down*



*when angry or persevering to complete a difficult task, this is called self-regulation.*

#### NOTE

- All of the domains of development are **interrelated**.
- Every child is unique and differs from others, for example, in their physical appearance and growth, personality and interests. However, they also have similar patterns or periods for development which happen in progression, for example, talking, walking, managing feelings and interacting with others.
- Learning about changes that children experience in their development overtime helps caregivers like mothers, fathers, family members, and teachers to identify problems and intervene early.

#### Domains of Child Development in the *ECCE Standards for Sindh 2018*

- Domains of child development are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

<b>Activity 4</b>	<b>The Rights of a Child</b>
<b>Time</b>	10 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

#### Pre-session procedure

1. Write the following question on a flipchart. The question should be written clearly and legibly using black marker and print writing.

#### Discussion Questions

1. What kind of rights should young children have?

#### Procedure

1. Invite participants to sit in a large circle.
2. Display the flipchart with the discussion questions prepared earlier during the pre-session activity. The flipchart should be visible to everyone.
3. Ask participants the question on the flipchart: **“What kind of rights should young children have?”** Take responses from a few participants.
4. Explain the following information about the rights of a child. Participants can follow along in their ECCE Teacher Guide which has the same information on the rights of a child.

### What are the Rights of a Child?

- The United Nations Convention on the Rights of a Child (UNCRC) recognizes childhood as a period in life during which children need special care, assistance, rights and freedoms. Children are especially vulnerable. As such, they need rights that recognize their special need for protection.
- The UNCRC is a legally-binding international agreement which sets out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
- The UNCRC acknowledges that every child has basic fundamental rights.
- The UNCRC consists of 54 articles which set out children’s rights. Under the terms of the convention, governments are required to meet children’s basic needs and help them reach their full potential.
- Some rights of a child from the UNCRC include (CRC, 2009):
  - Right to a name
  - Right to life
  - Right to registration after birth
  - Right to protection
  - Right to healthcare
  - Right to education
  - Right to play
  - Right to live with parents
  - Right to express opinions and be listened to
  - Right to practice culture, language and religion
- All United Nations member states, except for the United States and Somalia, have ratified the CRC.
- Pakistan ratified the UNCRC in 1990. However, the condition of children remains a concern. Many children live in extreme poverty with limited opportunity to access quality education and healthcare. Gender disparities, socio-cultural constraints and disabilities, at times, further disadvantage young children.
- SDG 4.2 recognizes the importance of all children, boys and girls, having a right to high quality early childhood care and pre-primary education. Collective action nationally, regionally and locally is important to ensure that the right to early childhood care and education is met for all children in Pakistan.
- The *Early Childhood Care and Education Standards for Sindh 2018* recognizes the UNCRC with the aim to uphold the rights of young children in delivery of quality early childhood care and education in Sindh.

5. Ask participants to think about the rights of children in their contexts.
  - Can you describe ways in which rights of boys and girls for education are being met in your community? Is it equal for both girls and boys? What might need to change if there is any disparity for both girls and boys to have quality ECCE provision?
  - Can you describe ways in which rights of children from diverse cultures are being met in your community? Is it equal for children from diverse cultures? What might need to change if there is any difference for children from diverse cultures to have quality ECCE provision?

- Can you describe ways in which rights of children with disabilities are being met in your community? Is it equal for children with and without disabilities? What might need to change if there is any difference for children with and without disabilities to have quality ECCE provision?

<b>Activity 5</b>	What can mothers, fathers, other family members and teachers do to support child development and growth?
<b>Time</b>	25 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Photocopies of the ‘What can mothers, fathers, other family members and teachers do to support child development and growth?’ activity sheet in <a href="#">Appendix D</a> – 1 per participant</li> <li>• Shaker</li> </ul>

### Pre-procedure preparation

1. Make enough photocopies of the ‘What can mothers, fathers, other family members and teachers do to support child development and growth?’ – 1 per participant.

### Procedure

1. Invite participants to sit in a large circle.
2. Explain to participants that they will work in small groups for the next activity.
3. Before dividing participants into groups, explain the task. Each group will discuss and record their ideas about factors to support child development in different domains: physical fine motor, physical gross motor, language, cognitive and social. Each group will record their ideas in the five different columns listed on the ‘What can mothers, fathers, other family members and teachers do to support child development and growth?’ activity sheet.
4. Divide the participants into five small groups of 4-5 people.
5. Distribute to each group one blank copy of the ‘What can mothers, fathers, other family members and teachers do to support child development and growth?’ activity sheet.
6. Ask each group to discuss and record the group’s ideas in each column.
7. Participants will choose a person to share the group’s ideas with the large group.
8. After 8 minutes, invite one participant from each group to report back to the whole group. Each group has 2 minutes to present. The first group will share the group’s ideas for ‘physical fine motor development’. The second group will share the group’s ideas for ‘physical gross motor development’. The third group will share the group’s ideas for ‘language development’. The fourth group will share the group’s ideas for ‘cognitive development’. The fifth group will share the group’s ideas for ‘social and emotional development’. It is important that each group keeps time. Shake the shaker at the 2 minutes mark.

<b>Activity 6</b>	<b>Child development and growth: Reflecting on our contexts</b>
<b>Time</b>	15 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session procedure

1. Write the following questions on a flipchart. The questions should be written clearly and legibly using black marker and print writing.

#### Discussion Questions

1. Can you share some of the experiences which babies and children in your context receive or do not receive for supporting their physical growth, language, social and emotional development?
2. How do you think these experiences – or lack of experiences - might affect these babies and children's development?
3. To what extent do you think caregiving practices at home and school could be improved to support these babies and children's physical, language, social and emotional development?

### Procedure

1. Invite participants to sit in a large circle.
2. Display the flipchart with the discussion questions prepared earlier during the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator reads the discussion questions aloud, one question at a time. Ask participants to individually think about and note down responses to each question in their notebook.
4. After participants have written individual responses in their notebooks, facilitator asks a few participants to share their ideas and experiences. Facilitators should encourage those participants to speak, who have not yet shared anything. For each question, facilitators note down the participants' responses on a blank flipchart.

# **NURTURING CARE: HOME AND ECCE CLASSROOM**

## SESSION 4: NURTURING CARE: HOME AND ECCE CLASSROOM

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate what nurturing care means</li> <li>• Understand and articulate how children’s learning and development is supported through nurturing relationships and interactions in the ECCE classroom</li> <li>• Understand and articulate how to create safe and stable ECCE classrooms for nurturing care</li> </ul>
Time	2 hours
Material	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

<p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• Understand and articulate what nurturing care means</li> <li>• Understand and articulate how children’s learning and development is supported through nurturing relationships and interactions in the ECCE classroom</li> <li>• Understand and articulate how to create safe and stable ECCE classrooms for nurturing care</li> </ul>
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### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator to read the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>What is nurturing care?</b>
<b>Time</b>	40 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• A4 size paper with a line drawn in the middle of the horizontal page to divide the paper in half – 1 per participant</li> <li>• Soft clay (<i>chikni mitti</i>)</li> <li>• Basket to organize materials</li> <li>• Shaker</li> </ul>

### Procedure

1. Invite participants to sit in a large circle.
2. Explain to participants that the session will begin with an individual reflective task. Participants will think about the kind of care which young children need from adults for their healthy development.
  - Each participant will get a sheet of A4 size card paper and clay (*chikni mitti*). Participants will use the clay to make a baby on one half. After making the baby, participants will use the clay to make all the things which the baby needs from an adult to support her or his healthy development. Participants will put all these things which they make from the clay around the baby.
  - Participants will then use the clay to make a child age 4 years old on the other half of the paper. After making the child, participants will use the clay to make all the things which the child might need from an adult to support her or his healthy development. However, for purposes of organizing materials, participants will be divided into 5 small groups.
3. For purposes of organizing materials, divide participants into 5 small groups (4-5 people). Request participants to sit in a circle in their groups. Remind participants that this is an individual task.
4. Distribute a basket with the A4 size paper and clay (*chikni mithi*) to each small group. Request participants to begin the task. They will have 15 minutes for this task. Remind participants that this is an individual task and that they should do this quietly. Participants may need to be reassured that the purpose of this activity is to use a form of reflection, i.e. representation with clay. They should not feel concerned or worried about their artistic skills; rather they should focus on the process. They will have a chance to discuss their responses with the large group; they do not need to show their artistic representations to anyone.
5. After 12 minutes, shake the shaker to alert participants that they have 3 more minutes to complete the reflective task. Shake the shaker again after 3 minutes and request participants to put away the materials.
6. Ask participants to return to the large circle.
7. Request a few participants to share their ideas and experiences. For each question, facilitators note down the participants' responses on a blank flipchart.
8. Explain to participants the following description of nurturing care. Participants can follow along in their ECCE Teacher Guide which has the same information.

**Nurturing Care**

- Human beings are social creatures.
- For healthy development, human beings need love, care and attention even before birth. Caregivers who provide nurturing care are supporting children’s optimal development.
- Nurturing care includes young children’s needs for good health, optimal nutrition, security and safety, opportunities for early learning and responsive caregiving.
- Parents, families and other primary caregivers are the main providers of nurturing care.

<b>Activity 3</b>	<b>Nurturing relationships for early child development, growth and learning</b>
<b>Time</b>	65 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Photocopies of the ‘Role of Caregivers in Early Child Development’ activity sheet in <a href="#">Appendix E</a> - 1 per participant</li> <li>• Shaker</li> </ul>

**Pre-procedure preparation**

1. Make enough photocopies of the ‘Role of Caregivers in Early Child Development’ – 1 per participant.
2. Write the following discussion questions on a flipchart. The questions should be written clearly and legibly using black marker and print writing.

**Discussion Questions**

Attachment relationships with whom children might form in their community context.

1. With whom might children form these attachment relationships in their community contexts?
2. What might be some advantages of multiple attachment relationships?
3. How might secure attachment relationships with one or more caregivers influence children’s experiences when they begin ECCE class?

**Procedure**

1. Invite participants to sit in a large circle.
2. Ask participants to think about the question “**Who is a caregiver?**” Ask a few participants to share their responses.
3. Explain to participants the following:

**Who is a Caregiver?**

Mother, father, grandparent, aunt, uncle, sibling, teacher or any other person who plays an important nurturing care role in the child’s development.



4. Explain to participants that they will work in small groups. Each group will get a blank “Role of Caregivers in Early Child Development” activity sheet. The activity sheet has a table with a list of caregivers at the top and three age periods during the early years on the side. In their groups, participants will think about these caregivers in relation to their own context and what kind of role they have during: 1) prenatal period; 2) birth-3 years old; 3) 3-5 years old.
5. Divide the participants into 5 small groups (4-5 participants). Distribute to each group one blank “Role of Caregivers in Early Child Development” activity sheet.
6. Ask participants to discuss as a group and record their responses in the blank sections of the handout. Participants will choose a person to share the group’s ideas with the large group.
7. After 15 minutes, invite one participant from each group to report back to the whole group. Each group has 2 minutes to present. The first group will share the group’s ideas of the mother’s role. The second group will share the group’s ideas of the father’s role. The third group will share the group’s ideas of the grandmother’s role. The fourth group will share the group’s ideas of the grandfather’s role. The fifth group will share the group’s ideas of the teachers’ and health professionals’ role. It is important that each group keeps time. Shake the shaker at the 2 minutes mark.
8. After groups have reported back, explain the different types of caregiving children require during the prenatal period, birth-3 years old and 3-6 years old. Participants can follow along in their ECCE Teacher Guide which has the same information.

### **Children Depend on Caregivers for Nurturing Care**

Caregivers are the most important people for a young child. During early childhood, close emotional bonds develop between babies/young children and the important caregivers, like mothers and fathers, in their lives who nurture them. This has a significant role in a child’s development.

Attachment is the intimate emotional bond young children develop with their parents and caregivers from infancy. Attachment relationships are key for children’s development and well-being, and develop with caregivers who are consistent, predictable and sensitively respond to meet children’s needs. Caring, secure and stable relationships with caregivers support a child’s healthy development.

Attachment to at least one primary caregiver is extremely important. This is often with the mother. However, many children grow up in extended families and form attachments with other primary caregivers like fathers, grandparents, aunts, and uncles. When children need comfort and security, they may seek out the caregiver with whom they have a stronger attachment relationship.

Children with secure attachment relationships have better ability to interact positively with others and manage their emotions. They are also more likely to explore their world compared to children with insecure attachment relationships. Positive and trusting relationships with a caregiver protect children and help them cope in stressful situations.

9. Ask participants to think about attachment relationships with whom children might form in their community context.
10. Display the discussion questions prepared earlier during the pre-session activity. The questions should be visible to everyone. Facilitator reads the discussion questions aloud, one at a time. Ask participants to write down their responses in their notebooks. After 5 minutes, ask a few participants to share their responses with the large group.
11. Ask to participants to think about how child development, growth and learning might be supported through nurturing care. Ask a few participants to share their ideas.
12. Explain the following information to participants about how child development, growth and learning might be supported through nurturing care. Participants can follow along in their ECCE Teacher Guide which has the same information.

### **Supporting Child Development, Growth and Learning through Nurturing Care**

In order to thrive, young children need the following nurturing care:

#### *Prenatal period*

- Adequate nutrients
- Maternal health, happiness and well-being
- Stimulation like touch, talk, singing
- Avoidance of substances by mothers and other family members (i.e. second-hand smoke)
- Calm family environment
- Quality antenatal care
- Quality ECD programmes
- Safe delivery

#### *Birth – 3 years old*

- Having basic needs for food, shelter, clothing and safety met
- Love and affection
- Secure and stable parent-child relationships
- Play, talk, singing, being read to
- Learning opportunities
- Safety and protection
- Respect and celebration of their unique abilities and interests
- Guidance on making appropriate and ethical choices
- Predictable routines and clear expectations
- Quality healthcare
- Quality ECD programmes

#### *3 – 5 years old*

- Having basic needs for food, shelter, clothing and safety met
- Love and affection
- Play, talk, singing, being read to
- Learning opportunities

- Safety and protection
- Respect and celebration of their unique abilities and interests
- Guidance on making appropriate and ethical choices
- Opportunities to play with others
- Secure and stable parent-child, teacher-child relationships
- Predictable routines and clear expectations at home and the ECCE classroom
- Quality healthcare
- Quality ECCE programmes

<b>Activity 5</b>	<b>Nurturing care for child development and growth: Reflecting on our contexts</b>
<b>Time</b>	10 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

1. Read the following summary about nurturing care for early child development, growth and learning.

Children who have strong and caring relationships with their caregivers, like mothers and fathers, at home and at school are more confident, secure and caring with others. They are eager to learn and are happy about trying new things. Their transition from home to school is smoother, they feel positive about coming to school, achieve more success in the classroom and make friends more easily. From birth into the pre-primary years, children build relationships with special adults and look to them to learn important skills. What children learn from these relationships helps to prepare them for life.

2. Ask participants to think about one key message that they would give to:
  - Families about providing nurturing care experiences for children.
  - Teachers about providing nurturing care experiences for children in the ECCE classroom.
3. Ask a few participants to share their ideas and experiences. Facilitators should encourage those participants who have not yet shared anything to speak. Note down the participants' responses on a blank flipchart.

# ACTIVE LEARNING

## SESSION 5: ACTIVE LEARNING

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate ‘active learning’ as a foundation for children’s learning</li> <li>• Understand and articulate how to create active learning experiences in the ECCE classroom</li> </ul>
Time	2 hours
Material	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Sharing session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Black permanent markers</li> <li>• Flipchart</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

#### *Objectives:*

- Understand and articulate ‘active learning’ as a foundation for children’s learning
- Understand and articulate how to create active learning experiences in the ECCE classroom

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator to read the session objectives aloud.
4. Explain to participants that by the end of the session, these objectives will be met.

Activity 2	Which powder is it?
<b>Time</b>	60 minutes
<b>Materials</b>	<p><i>*Depending upon the size of the group, it may be necessary to create two or more sets of the powder activity. The following materials are for one small group of 4-5 participants.</i></p> <ul style="list-style-type: none"> <li>• 4 small, flat empty containers or boxes, each container/box should be labelled with a different number to identify it, i.e. 1, 2, 3, 4</li> <li>• Two teaspoons of white flour in container #1</li> <li>• Two teaspoons of milk powder in container #2</li> <li>• Two teaspoons of custard powder in container #3</li> <li>• Two teaspoons of corn flour in container #4</li> <li>• 1 plastic tray in which to put all 4 small containers</li> <li>• Black permanent markers</li> <li>• Flipchart</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Prepare all the materials required for the activity before the session. Each container should be filled with different content. Each container should be labelled 1, 2, 3, and 4 and the 4 containers should be placed on a tray. There should be enough trays with containers of different content for each small group of 4-5 participants. For example, if the large group size is 25, then 5 trays with 4 containers of different content per tray would be required for 5 small groups.

### Procedure

1. Invite the participants to sit in a large circle.
2. Explain to participants that they will work in small groups for this activity.
  - Each group will get a tray with four small, containers with different content.
  - The tray with the four containers will be placed either on the floor or table in the centre of the group.
  - There are 5 steps in the activity. At each step, the facilitator will give instructions about what to do. It is important that participants carefully follow the instructions given by the facilitator for each step.
3. Divide participants into small groups of 4-5 people. Place a tray with four containers in the centre of each group. Instruct participants not to touch the tray or containers.
4. Explain the following instructions:
  - Step 1: **Look at** the contents, and try to guess what is in them without talking to one another. They will hear a shaker after 2 minutes. At the sound of the shaker, participants individually write down in their notebooks what they think is the content in each container. Remind participants not to discuss anything with one another.
  - Step II: **Look at and touch** the contents in each container, and try to guess what is in them without talking to one another. Ask if any participant has any food allergies. Any participant with food allergies should only look at the items. They will hear a shaker after 2 minutes. At the sound of the shaker, participants individually write down in their

notebooks what they think is the content in each container. Remind participants not to discuss anything with one another.

- **Step III: Look at, touch, and smell** the contents in each container, and try to guess what is in each container without talking to one another. Any participant with food allergies should only look at the items. They will hear a shaker after 2 minutes. At the sound of the shaker, participants individually write down in their notebooks what they think is the content in each container. Remind participants not to discuss anything with one another.
  - **Step IV: Look at, touch, smell and taste** the contents in each container, and try to guess what is in each container without talking to one another. Any participant with food allergies should only look at the items. They will hear a shaker after 2 minutes. At the sound of the shaker, participants individually write down in their notebooks what they think is the content in each container. Remind participants not to discuss anything with one another.
  - **Step V: Look at, touch, smell, and taste** the contents in each cup. This time participants can **discuss** with each other what they think is in each container. Any participant with food allergies should only look at the items. They will hear a shaker after 2 minutes. At the sound of the shaker, participants individually write down in their notebooks what they think is the content in each container.
  - The participants should identify someone in the group to share the group's responses.
5. Invite everyone to sit in the large group.
  6. Ask each nominated spokesperson from the groups to share the groups' responses. Facilitator records the responses on flipchart.
  7. Once all the groups have shared their responses, facilitator asks participants how they felt during each situation of the activity and records the responses on flipchart.
    - First, ask participants what 5 opportunities were given to them to try and discover the contents in each box. Write down their responses on flipchart.
    - Then, ask participants how they felt during each step and note down their responses on flipchart: 1) when they could only look; 2) when they could only look and touch; 3) when they could only look, touch, smell; 4) when they could only look, touch, smell and taste; 5) when they could look, touch, smell, taste and talk.
  8. Ask participants for their thoughts on what this activity demonstrates about how children learn with their senses in relation to what was discussed in earlier sessions about early brain development.

Activity 3	Discussion questions
<b>Time</b>	55 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the following discussion questions on flipchart before the session:

**Discussion questions**

1. What are common practices for children's learning in classrooms?
2. What kind of materials are used by children for their learning?
3. What kind of opportunities do children get to touch, explore, smell, discover, talk and make choices?
4. If children were given the powder activity and were asked only to observe and tell the teacher what they thought is in the four containers:
  - How might the children behave?
  - How would the children feel?
  - What kind of impact do you think this would have on their learning?

**Procedure:**

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the discussion questions. The flipchart should be visible to everyone.
3. Read the discussion questions, one question at a time. Ask participants to reflect upon their responses keeping in mind what they have learned about how children learn using their senses, exploring material, and interacting with others. Take responses from a few participants
4. Then, explain to participants the following description of 'active learning'. Participants can find the description of 'active learning' in their ECCE Teacher Guide.

**What is Active Learning?**

Young children are active learners. They learn about the world and people by observing, listening, moving, touching, talking, smelling and tasting. An important approach to young children's learning in the ECCE classroom is active learning. The key ingredients of active learning are:

- Materials
- Manipulation
- Choice
- Support
- Language

5. Ask participants to recall the activity of trying to guess the different contents in the containers. Ask participants the following questions about how their experiences during this activity reflect or do not reflect 'active learning', and take responses from a few participants.
  - What materials were used?
  - How did you manipulate them?
  - What choices were given to you?
  - Whose support did you have during the activity?
  - What was the role of language during the activity?
6. Facilitator summarizes the session with the following information.



When children are involved in active learning, they:

- Choose materials and make decisions about how to use them;
- Initiate activities based on personal interests and intention;
- Explore materials using all their senses;
- Talk about their experiences and actions;
- Have adult support.

Play is an important way for young children to be active learners and to construct an understanding of the world around them.

Teachers support active learning experiences in the ECCE classroom through: classroom set-up; variety, quality and safety of available materials; daily routine; opportunities for play and learning with adult support.

# **PLAY IN THE EARLY YEARS**

## SESSION 6: PLAY IN THE EARLY YEARS

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate the role of play in children’s learning and development</li> <li>• Understand and articulate the types of play in which young children engage</li> <li>• Understand and articulate ways to create play-based learning experiences in the ECCE classroom</li> </ul>
Time	2 hours
Materials	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

#### *Objectives*

- Understand and articulate the role of play in children’s learning and development
- Understand and articulate the types of play in which young children engage
- Understand and articulate ways in which to create play-based learning experiences in the ECCE classroom

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the following session objectives. The flipchart should be visible to everyone.
3. Facilitator to read the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Let's play ball</b>
<b>Time</b>	15 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A soft medium-sized ball</li> </ul>

### Procedure

1. Facilitator invites the participants to stand in a large circle.
2. Explain to participants that they will all play a game of ball together.
  - The facilitator will hold the ball and tell everyone about what she or he enjoyed playing as a child. Then, the facilitator will throw the ball to a participant.
  - When the participant catches the ball, she or he tells everyone about what she or he enjoyed playing as a child. Then, the participant will throw the ball to another person until each participant has had a turn.

<b>Activity 3</b>	<b>Play during my childhood and play today</b>
<b>Time</b>	50 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• 5 Black permanent markers</li> <li>• Ruler</li> <li>• Easel and board with clips</li> <li>• Photocopies of the “Play During My Childhood” activity sheet in <a href="#">Appendix F</a> – 1 per participant</li> <li>• Shaker</li> </ul>

### Pre-session preparation

1. Make enough photocopies of the “Play During My Childhood” activity sheet – 1 per participant.
2. Write the following on a flipchart in the same way as it appears below. The information should be clear and legible using black marker, a ruler to draw the lines, and print writing.

Questions	Play during our childhood
How did our play experiences contribute to our physical, language, social, emotional and cognitive development?	Physical development • Language development • Social development • Emotional development • Cognitive development •
What learning is there through play experiences?	
Can play and learning be separated?	
How is play viewed today by families, the community?	
Is play viewed as part of children's education?	

## Procedure

1. Invite participants to sit together in a large circle.
2. Explain to participants that in this activity they will reflect upon their play experiences as a child. The activity will be done in two parts, first as an individual task and second as a group task.
3. For the individual part of the activity, participants will write about their experiences in the different rows on the “Play During My Childhood” activity sheet.
4. Distribute one blank copy of the “Play During My Childhood” activity sheet to each participant.
5. Ask the participants to complete the “Play During My Childhood” activity sheet individually.
6. After 15 minutes, shake the shaker for participants to finish the individual activity.
7. Display the flipchart with questions prepared earlier during the pre-session activity.
8. Explain to participants that they will work in small groups. In their small groups, they will discuss their childhood play experiences which they wrote individually on their activity

sheet. Each group will prepare a flipchart with questions like the one you have displayed. They will record their group's responses to each question on the flipchart. Participants will choose a person to share the group's ideas with the large group.

9. Divide participants into 5 groups (4-5 people). Distribute to each group two blank flipcharts and a black permanent marker.
10. After 20 minutes, invite one participant from each group to report back to the whole group. Each group has 2 minutes to present. The first group will share the group's ideas of physical development and language development. The second will share the group's ideas of social and emotional development. The third group will share the group's ideas of cognitive development. The fourth group will share the group's ideas of what learning there is during play experiences and can play and learning be separated. The fifth group will share the group's ideas of how play is viewed today by families/the community and if play is viewed as part of children's education. It is important that each group keeps time. Shake the shaker at the 2 minutes mark.
11. After groups have reported back, explain the following about the importance of play in children's growth, development and learning. Participants can follow along in their ECCE Teacher Guide which has the same information.

### **Play for Children's Growth, Development and Learning**

#### **1. What is play?**

Play is a natural, universal experience. It is an enjoyable, spontaneous activity which can be done in a group or alone. Play can be quiet, loud, serious, amusing. It can happen anywhere and anytime. Play involves imagination, creativity, exploration, experimentation and repetition of experiences. It is free from expectations and failure. Play is a process. It involves self-expression, understanding others, making sense of the world and an expression of cultural practices. Play is flexible and free-flowing; it is different from organized games with rules.

Play is the work of children. It is important for children's healthy development. Article 31 in the United Nations Convention on the Rights of the Child (UNCRC) recognizes play as fundamental right of children.

#### **2. How play supports healthy child development**

Through their play, children experience the world through their senses. This stimulates the brain and contributes to their healthy development in different domains.

##### *Play and Physical Development*

- Children develop strength, coordination and control of their body movements.
- Children develop physical skills, i.e. run faster, jump higher, skip longer, and throw farther.
- Children develop a positive self-concept.

##### *Play and Language Development*

- Children practice and expand their vocabulary.
- Children learn to listen and respond to others.
- Children learn how to negotiate roles and coordinate actions.

#### *Play and Social Development*

- Children learn to interact with others.
- Children learn to cooperate, share, negotiate with others, and solve problems.
- Children learn how to take on others' perspectives.

#### *Play and Emotional Development*

- Children become aware of their own and others' feelings.
- Children learn to express and cope with their feelings.
- Children develop self-confidence and self-esteem.

#### *Play and Cognitive Development*

- Children develop their ability to think, remember and understand.
- Children develop creativity and imagination.
- Children develop concentration and attention.

### **3. Supporting children's play in the ECCE classroom**

- 3-5 years old children engage in different types of play:
  - Physical play like running, kicking a ball, jumping, climbing
  - Socio-dramatic play like acting out experiences of going on a picnic or looking after someone sick at the hospital
  - Constructive play like building with blocks, empty boxes, sand, sticks, stones
  - Social play like when children make or build something together and they all follow the same set of rules
  - Games with rules like playing football, hide-and-seek, catch
- ECCE teachers should provide:
  - Ample opportunity and time for children to play within the daily routine - outdoor time and plan-work-recall time are important times for children to play
  - Indoor and outdoor space to play
  - A sufficient variety of resources in the learning corners and for outdoor play
- Play is a process. The important outcome of play is this process and not the end product. Children should, therefore, be given enough time to play every day.
- There is growing global concern about children's physical play and activity decreasing. Some factors contributing to this are increase in television watching and use of digital devices, safety and security concerns, and increase in urban, apartment living. With a decrease in physical activity, health issues like obesity are increasing.

#### **Play in the ECCE Standards for Sindh 2018**

Standards for play are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

Activity 4	Making low cost play materials
Time	45 minutes
Materials	<ul style="list-style-type: none"> <li>• Shaker</li> </ul>
	<p><b><i>Station 1-Making a book – enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• Paper, card paper, empty product (tea, biscuits, etc.) boxes cut into different sized pieces</li> <li>• Old calendars, magazines, and newspapers with pictures</li> <li>• Decoration items like lace, beads, sequins, pompoms, buttons, cotton wool, fabric pieces</li> <li>• Writing tools like markers, crayons</li> <li>• Scissors, glue, string, hole punch, stapler</li> <li>• Paint brushes and a plate for the glue</li> </ul>
	<p><b><i>Station 2– Making a shaker - enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• Clean, empty plastic bottles with lids</li> <li>• Crepe paper cut into width-size of the empty plastic bottles, and long enough to wrap around the plastic bottle</li> <li>• Decoration items like lace, beads, sequins, pompoms, buttons, cotton wool, fabric pieces</li> <li>• Scissors, glue, tape, string</li> <li>• Small stones to fill the shakers</li> <li>• Paint brushes and a plate for the glue</li> </ul>
	<p><b><i>Station 3– Making letters, words, numbers – enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• Clay – <i>chikni mithi</i></li> <li>• Card paper – A4 size</li> </ul>
	<p><b><i>Station 4 – Making a puppet – enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• Empty brown paper bags like flour bags</li> <li>• Decorations like eyes, ears and tongue cut out of paper; sequins; small buttons; pompoms; lace pieces; fabric pieces; small beads; crayons</li> <li>• Glue</li> <li>• Paint brushes and a plate for the glue</li> </ul>

### Pre-procedure preparation

1. Facilitator to prepare all the items for each station before the session.

### Procedure

1. Facilitator explains the following to the participants:
  - Participants will be divided into small groups. Each small group will go to one station for 20 minutes and use the material to make the play item at that station. The play items at each station are: 1) station 1 – making a book; 2) station 2 – making a shaker; 3) station 3 – making letters, words, numbers; 4) station 4 – making a puppet.



2. Divides participants into 4 small groups and assign a different station to each small group. Request each group to go the station to which they have been assigned.
3. After 15 minutes, shake the shaker to alert participants that they should wind up the materials and get ready to share what they made with the larger group.
4. Once participants in each group have finished making the play item, facilitators invite them to return and sit in the large group.
5. Ask participants to share with each other what they made and how they felt doing this.
6. Ask participants to talk about:
  - How children might feel using these kinds of materials to make play items.
  - How such experiences might support active learning for children.
  - What they can do as teachers to support play in the ECCE classroom.

<b>Activity 5</b>	<b>Play for child growth, development and learning: Session summary</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Black permanent marker</li> <li>• Pen</li> <li>• Easel and board with clips</li> </ul>

### Procedure

1. Facilitator summarizes the following about play in the early years:

#### **Play in the Early Years**

- Children learn through play.
- Children are naturally curious.
- Through their play, children interact with others and the environment. They explore, experiment, create and use their imagination.
- Play stimulates children's brain and supports their physical, language, social, emotional and cognitive development.

2. Facilitators ask participants to think about one key message that they will take away from the session. Ask a few participants to share their key message before closing the session.

# **SINDH CURRICULUM FOR ECCE 2018**

## SESSION 7: SINDH CURRICULUM FOR ECCE 2018

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate the role of curriculum for the ECCE classroom</li> <li>• Explore and identify the components of the Sindh Curriculum for ECCE 2018</li> <li>• Understand and use the Sindh Curriculum for ECCE 2018 to plan for classroom experiences through which children's learning takes place</li> </ul>
Time	2 hours
Materials	<i>*Related materials are listed by each activity.</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the session's objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing before session.

<i>Objectives</i>	
<ul style="list-style-type: none"> <li>• Understand and articulate the role of curriculum for the ECCE classroom</li> <li>• Explore and identify the components of the Sindh Curriculum for ECCE 2018</li> <li>• Understand and use the Sindh Curriculum for ECCE 2018 to plan for classroom experiences through which children's learning takes place</li> </ul>	

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier during the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator to read the session objectives aloud.
4. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Discussion questions</b>
<b>Time</b>	10 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Facilitator writes the following discussion questions on flipchart before the session:

**Discussion questions**

1. What is curriculum for ECCE?
2. Why do we need a curriculum for ECCE?
3. How many of you have seen or used any kind of curriculum for ECCE?

**Procedure:**

1. Invite participants to sit in a large circle group.
2. Display the discussion questions prepared earlier during the pre-session activity.
3. Read the discussion questions, one at a time, and take a few responses from participants. Record participant responses on flipchart.

Activity 3	Exploring curriculum
<b>Time</b>	105 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Sindh Curriculum for ECCE 2018 – 1 per participant</li> <li>• Sets of Sindh Curriculum for ECCE 2018 Key Learning Area and Competency cards – See <a href="#">Appendix G</a> for template to prepare these cards               <ul style="list-style-type: none"> <li>• 6 small cards, each card with one Key Learning Area written on it</li> <li>• 34 small cards, each card with one Competency written on it</li> </ul> </li> <li>• Envelopes in which to put one set of 6 Key Learning Area and 34 Competency cards</li> <li>• Card sheets – all in the same color</li> </ul> <p><i>*Depending upon the size of the group, it might be necessary to create two or more sets of cards with names of the Key Learning Areas and Competencies. The above-mentioned materials are for one small group of 4-5 participants.</i></p>

**Pre-session preparation**

1. Prepare the sets of Key Learning Area and Competency cards. A template to prepare these cards is in Appendix G. Print the templates, stick the templates onto sheets of card sheet. Use the same colour card sheet. Cut each card out and make sets. Each set should have six Key Learning Area cards and 34 Competency cards in one envelope.

**Procedure:**

1. Invite participants to sit in a large group.
2. Explain that they will explore and learn how to use the Sindh Curriculum for ECCE 2018.
3. Distribute a copy of the Sindh Curriculum for ECCE 2018 to each participant.
4. Review the first part of the curriculum together with the participants, highlighting the following:

### Overview of the Sindh Curriculum for ECCE 2018

- Introduction and significance of the Sindh Curriculum for ECCE 2018.
- Philosophy and values of the Sindh Curriculum for ECCE 2018.
- Key learning areas, competencies and expected learning outcomes in the Sindh Curriculum for ECCE 2018.
- Learning environment for ECCE, assessment, guidelines for effective implementation of quality in the Sindh Curriculum for ECCE 2018.

5. Explain to participants that they will work in small groups. Each group will go to one station which has an envelope with 6 Key Learning Area and 34 Competency cards. Each group will sort the cards and match the Competencies which they think are part of a specific Key Learning Area in the Sindh Curriculum for ECCE 2018. For the first part of the activity, participants will attempt the task without referring to the Sindh Curriculum for ECCE 2018.
6. Divide the participants into 6 small groups. Distribute to each small group one envelope with 6 Key Learning Area and 34 competency cards. Participants have 20 minutes to complete the activity without referring to the Sindh Curriculum for ECCE 2018.
7. After 20 minutes, shake the shaker. Ask each group to share how many competencies were identified by each Key Learning Area.
8. Ask each group to review the Key Learning Areas and Competencies in the Sindh Curriculum for ECCE 2018 to see how many Competencies they were able to correctly match with each Key Learning Area. Ask each group to note down how many competencies they were correctly able to match for each Key Learning Area.
9. Ask each group to make any changes to how the initial competencies were initially categorized so that the correct Competencies match with the correct Key Learning Areas according to the Sindh Curriculum for ECCE 2018.
10. Explain to participants that, in the next sessions of the training, connections will continue to be made to the Sindh Curriculum for ECCE 2018.
11. Summarize the following about early childhood curriculum for the participants.

Curriculum in early childhood provides a guide for ECCE teachers. It outlines the knowledge and skills to be acquired by children in the educational program. It also provides direction to plan for experiences through which children's learning and development will take place. Curriculum is a critical component of quality provision of ECCE identified in the *ECCE Standards for Sindh 2018*.

# **LEARNING ENVIRONMENT AND PROVISIONS IN THE ECCE CLASSROOM**

## SESSION 8: LEARNING ENVIRONMENT AND PROVISIONS IN THE ECCE CLASSROOM

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate how the ECCE learning environment and provisions contribute to children's learning</li> <li>• Understand and articulate how to set-up conducive and safe ECCE learning environments to support children to meet expected learning outcomes in the <i>Sindh Curriculum for Early Childhood Care and Education 2018</i></li> <li>• Understand and articulate how to provide and organize contextually relevant and developmentally appropriate materials to support children to meet expected learning outcomes in the <i>Sindh Curriculum for Early Childhood Care and Education 2018</i></li> </ul>
Time	2 hours
Materials	*Related materials are listed by each activity

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the session objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing before session.

<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Understand and articulate how the ECCE learning environment and provisions contribute to children's learning</li> <li>• Understand and articulate how to set-up conducive and safe ECCE learning environments to support children to meet expected learning outcomes in the <i>Sindh Curriculum for Early Childhood Care and Education 2018</i></li> <li>• Understand and articulate how to provide and organize contextually relevant and developmentally appropriate materials to support children to meet expected learning outcomes in the <i>Sindh Curriculum for Early Childhood Care and Education 2018</i></li> </ul>
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### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator to read the session objectives aloud.
4. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Developing a floor plan for a utility store</b>
<b>Time</b>	50 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black, green, red and blue permanent markers</li> <li>• Shaker</li> <li>• Easel and board with clips</li> </ul>

### Procedure

1. Invite the participants to sit in a large circle.
2. Explain to participants that they will work in small groups for this activity. Read aloud the activity description below to the participants.

#### **Developing a floor plan for a utility store**

Your company is planning to put in a bid to design a new utility store that is opening up in your town. Your task is to work with a small group to draw a plan for this utility store that will help your company win this bid. Your plan will be judged amongst other plans which companies like yours are submitting in an attempt to win the bid. What will you design to make your floor plan unique and attractive?

3. Explain to participants that each group will get a flipchart and 4 permanent markers of different colours. They will discuss, plan, draw and label all the different areas they want to include in their utility store. One participant from the group will present the group's utility store floor plan.
4. Divide participants into 5 small groups of 4-5 people.
5. Distribute one flipchart and four different coloured permanent markers to each group.
6. After 20 minutes, facilitator shakes the shaker and asks participants to put away all the materials and return to the large group.
7. Each group will get 2 minutes to present their floor plan.
8. Appreciate the efforts of the group.

<b>Activity 3</b>	<b>Organizing classroom space</b>
<b>Time</b>	20 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the following discussion questions on flipchart before the session. The discussion questions should be written clearly and legibly using black marker and print writing.



**Discussion questions**

1. While preparing the floor plan for utility store what did your group think about while planning and organization the different areas?
2. How would you relate this experience to what might need to be considered while organizing the space and material in an ECCE class?

**Procedure:**

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the discussion questions prepared as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator reads the discussion questions aloud, one question at a time. Ask a few participants to share their responses. Write their responses on flipchart.
4. Explain to participants the following about the learning environment in the ECCE classroom. Participants can find the same information about the learning environment in the ECCE classroom in their ECCE Teacher Guide.

**Organizing the ECCE Classroom Space**

The learning environment plays an important role in child's development. It includes physical, social and emotional environment. Young children are easily fascinated by the environment which comprises space, materials, routines and the role of adults to organize the learning environment. Positive learning environments that are appropriately planned, labelled and provisioned promote safety, enhance curiosity, develop interest, and interaction.

While planning and organizing the classroom learning environment, it is important for teachers to consider the following:

- Welcoming space
- Space for large group and small group activities
- Space for learning corners
- Well defined areas that are clearly labelled
- Accommodation of different activities
- Visibility of areas to children
- Space for children to easily and safely move around and interact with others
- Change to accommodate children's interests
- Active learning opportunities: Material, manipulation, choice, language, support

**Learning Corners in the ECCE classroom**

Young children are active learners who need opportunities to explore materials, make choices, play independently or with others and have their learning supported and extended. Learning corners are an effective way of organizing and optimizing young children's learning.

Teachers can setup a number of learning corners in the class depending upon the availability of space. If the classroom has limited space, teachers can create mobile learning corners. Materials can be stored in carton boxes and set up as needed for mobile learning corners.

Learning corners should be well provisioned with materials that young children can manipulate, explore and talk about. While planning and organizing the materials for the learning corners, it is important for teachers to consider the following:

- Safety
- Age appropriateness
- Easily accessible for children
- Sufficient for children to use and make choices about using
- Low-cost and contextually available
- Inclusive, respect diversity, and gender sensitivity
- Attractive, interesting, and stimulating
- Clearly organized and labelled with print and image/symbol to help children easily take and return material

Learning corners should be organized in a context of the Key Learning Areas and Expected Learning Outcomes in the Sindh Curriculum for ECCE 2018. This allows children to experiment with concepts and skills that have been introduced by the teacher.

A description of the learning corners mentioned in the *Sindh Curriculum for ECCE 2018* (p. 112) is presented below:

- Language and literacy corner should include materials related to increasing vocabulary, reading and writing skills.
- Library corner should be set-up to promote reading and to learn how to handle, look after and value books.
- Art corner should include materials that help children to express themselves creatively.
- Math corner should include materials for children to explore and understand concepts related to shape, size, measurement, classification and number.
- Science corner should provide children opportunities to observe and experiment to understand the world around them.
- Home corner should reflect the cultural background of children. Furniture, dolls, utensils could be included.

#### **ECCE Classroom Environment and Learning Materials in the *ECCE Standards for Sindh 2018***

- ECCE classroom environment and learning materials are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

<b>Activity 4</b>	<b>Planning the ECCE classroom learning environment</b>
<b>Time</b>	45 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Sets of cards with materials for the different learning corners - See <a href="#">Appendix H</a> to prepare these cards – one per group</li> <li>• Envelopes – one per set of cards with materials for the different learning corners</li> <li>• Shaker</li> </ul>

### Pre-session preparation

1. Prepare the sets of cards with materials for the different learning corners. A template to prepare these cards is in Appendix H. Print the templates, stick the templates onto sheets of card sheet. Use the same colour card sheet. Cut each card out and make sets. Each set should have cards of materials for all the learning corners (language and literacy, math, art, science and home) in one envelope.

### Procedure:

1. Invite the participants to sit in a large group.
2. Explain to participants that they will work in small groups for this activity. Each group will prepare an ECCE classroom floor map. They will discuss, plan, draw and label all the different areas of the ECCE classroom for large group, small group and learning corner activities. Explain to participants that each group will get a flipchart and 4 permanent markers of different colours to make their classroom floor map. After completing the classroom floor map, the group will receive a packet of cards with different learning corner materials written on them. Each group will discuss and sort the different materials according to the learning corner which they feel the materials would best belong. One participant from the group will present the group's classroom floor plan and the materials for the different learning corners.
3. Divide participants into 5 small groups of 4-5 people.
4. Distribute one flipchart, four different coloured permanent markers, and a packet of cards with different learning corner materials written on them to each group.
5. After 20 minutes, facilitator shakes the shaker or bell and asks participants to put away all the materials and return to the large group.
6. Each group will get 2 minutes to present their floor plan.
7. Facilitator summarizes the following about setting up the ECCE classroom learning environment.

**Setting up the ECCE Classroom Learning Environment**

- Children need safe and secure spaces to engage in active learning experiences.
- Teachers have an important role to play in setting up the classroom environment for children to explore, engage in play, solve problems, make choices, and use language with adult support.

8. Facilitator asks participants to think about one key message that they will take away from the session. Ask a few participants to share their key message before closing the session.

# **HEALTH, NUTRITION, HYGIENE AND SAFETY IN THE ECCE CLASSROOM**

## SESSION 9: HEALTH, NUTRITION, HYGIENE AND SAFETY IN THE ECCE CLASSROOM

Objectives	<ul style="list-style-type: none"> <li>Understand and articulate the importance of health, nutrition, hygiene, and safety for children's learning and development in the ECCE classroom</li> <li>Understand and articulate how to create experiences within the ECCE classroom daily routine for children's health, nutrition, hygiene and safety</li> </ul>
Time	2 hours
Materials	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Black permanent markers</li> <li>Easel and board with clips</li> </ul>

### Pre-session preparation

- Write the session objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

<p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>Understand and articulate the importance of health, nutrition, hygiene, and safety for children's learning and development in the ECCE classroom</li> <li>Understand and articulate how to create experiences within the ECCE classroom daily routine for children's health, nutrition, hygiene and safety</li> </ul>
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### Procedure

- Invite the participants to sit in a large circle.
- Display the flipchart with the session objectives prepared as part of the pre-session activity. The flipchart should be visible to everyone.
- Facilitator to read the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Understanding health, hygiene, and safety in the early years</b>
<b>Time</b>	50 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Shaker</li> </ul>

### Pre-session preparation

1. Write the following discussion questions on a flipchart. The questions should be written clearly and legibly using black marker and print writing.

#### Discussion Questions

1. Why is health and hygiene important for young children's development and learning?
2. How do existing health and hygiene practices support or not support young children's development and learning at home and school?
3. Why is safety important for young children's development and learning?
4. How do existing safety practices support or not support young children's development and learning at home and school?
5. Why is nutrition important for young children's development and learning?
6. How do existing practices around nutrition support or not support young children's development and learning at home and school?

### Procedure:

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the discussion questions prepared as part of the pre-session activity. The flipchart should be visible to everyone.
3. Explain to participants that they will work in 6 small groups to discuss their ideas about the questions. One participant from the group will share the group's responses.
4. Divide the participants into 6 small groups. Distribute a flipchart and permanent marker to each group. Write group responses on flip chart.
5. After 15 minutes, the facilitator shakes the shaker and asks someone from each group to share their ideas. Group 1 will share their responses to question 1. Group 2 will share their responses to question 2. Group 3 will share their responses to question 3. Group 4 will share their responses to question 4. Group 5 will share their responses to question 5. Group 6 will share their responses to question 6. Each group has 2 minutes to present their ideas. After presenting, other groups may add any materials that they had on their list and which were not presented. Facilitator records the ideas on flipchart.
6. Facilitator explains the following about health, hygiene and safety in the early years. Participants can find the same description of health, hygiene and safety in the early years in their ECCE Teacher Guide.

**Health**

Health is “a state of complete physical, mental, social, psychological, sexual well-being and not merely the absence of disease” (WHO, 1947). A child who suffers from hearing, vision, hunger or any health problem may find it difficult to concentrate in school. It is important for schools to maintain records and know about children’s medical histories. Schools also need to partner with families to make sure children are vaccinated properly. School health screening programs are also important to track and record children’s health progress.

**Hygiene**

Hygiene includes practices to maintain health and prevent disease. Good hygiene practices include self-hygiene (washing hands, take bath, cutting nails, brushing teeth) and environmental hygiene (clean environment, covered dustbins, safe and clean water).

Clean water, basic toilets and good hygiene practices are essential for the survival and development of children. Organizations like UNICEF are actively engaged in promoting water, sanitation and hygiene (WASH) programmes in Pakistan for improved water and sanitation services as well as basic hygiene practices.

Good hygiene practices for young children in the ECCE classroom include:

- Personal hygiene
  - Washing hands after using the restroom, before and after eating a meal, after playing
  - Brushing teeth daily
  - Covering mouth while coughing or sneezing
  - Having short nails (nails should be cut at home; nail cutters should not be shared)
  - Drinking plenty of water
  - Having a neat and clean uniform
  - Clean, combed hair
  - Daily bathing
- Environmental hygiene
  - Cleaning learning corner materials daily
  - Cleaning the school and outdoor space daily
  - Providing covered dustbins
  - Dusting, sweeping and mopping the ECCE class daily

**Safe Environment**

Child safety and protection are important for young children. Safe environments are emotionally, intellectually, and physically nurturing where children feel respected, valued and encouraged to learn and explore. Safe, secure and friendly environments positively influence children’s learning and development.

Children are naturally curious and enjoy exploring. They require safe spaces in which to move around and explore freely. They also need to learn about safety. The ECCE classroom can be kept safe by:



- Organizing the classroom space and furniture for children to move freely
- Providing stable child-size furniture without sharp corners or glass, and that is arranged safely without obstructing the teacher’s view of children
- Placing safe, age-appropriate materials and toys on low, clearly labelled shelves
- Covering all electrical switches.

### Health, Hygiene and Safety in the ECCE Standards for Sindh 2018

Health, hygiene and safety standards are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

<b>Activity 3</b>	<b>Understanding nutrition in the early years</b>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A4 paper – 1 sheet per participant</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Procedure:

1. Invite the participants to sit in a large circle.
2. Explain to participants that this is an individual activity. They will think about and draw the different foods which they ate the previous day. Each participant will get a blank sheet of A4 size paper. The A4 size paper should be divided into four equal parts. On one part of the paper, participants write the word ‘Breakfast’ and draw and label all the foods and beverages which they had for breakfast the previous day. On the second part of the paper, participants write the word ‘Lunch’ and draw and label all the foods and beverages which they had for lunch the previous day. On the third part of the paper, participants write the word ‘Dinner’ and draw and label all the foods and beverages which they had for dinner the previous day. On the fourth part of the paper, participants write the word ‘Snacks’ and draw and label all the foods and beverages which they had for a snack the previous day.
3. Give each participant a sheet of A4 size paper. Ask each participant to fold the paper into four equal parts. The participants should label each part with ‘Breakfast’, ‘Lunch’, ‘Dinner’ and ‘Snack’. In the relevant part, participants draw and label the foods and beverages which they had for each meal the previous day.
4. After 10 minutes, ask participants to finish their work and to tidy up.
5. Ask the participants to display their papers with all the food and beverages they had the previous day– these can be displayed on a softboard or a piece of string.
6. Ask participants to take a gallery walk and see what each of them has eaten and drank the previous day. Participants should note down their observations in their notebook.
7. After 5 minutes, invite participants to sit in a large circle. Ask a few participants to share their observations. What did they observe about foods and beverages which were nutritious? What did they observe about foods and beverages which were not nutritious?
8. Facilitator explains the following about nutrition in the early years. Participants can find the same information in their ECCE Teacher Guide.

### **Nutrition in the Early Years**

Nutrition is the daily intake of food to keep the body healthy. What we eat and drink daily should contain key nutrients like protein, carbohydrates, fats, vitamins and minerals to help the body function and grow properly.

Food provides energy for the body. It helps us to grow, think, play, and run. Eating healthy food makes us strong. When we eat a variety of food in the right quantity, it is called a balanced diet. A balanced diet includes grains (rice, pasta, bread), vegetables and fruits, protein (meat, egg, fish, pulses) and dairy (milk, cheese, yoghurt).

Children have growing bodies. Eating a balanced diet helps them to grow properly. Children should be encouraged to eat three proper meals and 2-3 snacks daily. Families have an important part in encouraging and providing their children with healthy food choices. Families can involve children in making their snack or lunch for school. Teachers also have an important role to play in encouraging and imparting messages about healthy food to children and their families. For example, families can be encouraged to provide their child snacks like fresh fruits, dried fruits, boiled egg, boiled potato, sandwiches, vegetables, yogurt, and chapatti.

Along with nutritious food, children need to have daily physical activity. Children also need to drink enough water daily.

Undernutrition and obesity in childhood can have a negative impact on overall health throughout life. When children do not get enough food for the proper functioning of their body (undernutrition), this can have a negative effect on their academic performance, immunity, vulnerability for disease, physical and mental development, and productivity. When children have an excessive accumulation of body fat (obesity), they are at risk of developing chronic disease later in life.

Good nutrition, a balanced diet, and daily physical activity are important for children's healthy growth, development and learning.

### **Suggested Food Servings for Young School-Going Children**

- Food Group 1: 2-3 servings of dairy products such as milk, yogurt, cheese
- Food Group 2: 2-3 servings of grains such bread, cereal, rice and pasta
- Food Group 3: 2-3 servings of meat/beans such as fish, eggs, lentils, meat, poultry
- Food Group 4: 2-4 servings of fruit such as apple, mango, banana, guava, peach
- Food Group 5: 3-5 servings of vegetables such as cucumber, carrot, tomato, spinach
- Use fats, oils and sweets sparingly

### **Nutrition in the ECCE Standards for Sindh 2018**

Nutrition standards are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

<b>Activity 4</b>	<b>Action plan to support health, hygiene, safety and nutrition in the ECCE classroom</b>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A4 paper</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Prepare the following action plan table on a flipchart in the same way as it appears below. The information should be clear and legible using black marker, a ruler to draw the lines, and print writing.

<b>Health, Hygiene, Safety and Nutrition Action Plan for the ECCE Classroom</b>			
	<b>Action</b>	<b>Resources</b>	<b>Support</b>
<b>Health</b>			
<b>Hygiene</b>			
<b>Safety</b>			
<b>Nutrition</b>			

### Procedure:

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the action plan table prepared earlier during the pre-session activity.
3. Explain to participants that they will work in small groups to develop an action plan to support health, hygiene, safety and nutrition in the ECCE classroom. In their small groups, they will discuss the: 1) actions which need to be put in place for the ECCE classroom for children's health, hygiene, safety, nutrition; 2) what resources are require for this; 3) whose support is needed. Each small group will prepare an action plan table on flipchart like the one displayed to record their ideas. Participants will choose a person to share their plan to the large group.
4. Divide participants into 4 groups (4-5 people). Distribute to each group two blank flipcharts and a black permanent marker.

5. After 20 minutes, invite one participant from each group to report back to the whole group. Each group has 2 minutes to present. The first group will report on health. The second group will report on hygiene. The third group will report on safety. The fourth group will report on nutrition. It is important that each group keeps time. Shake the shaker at the 2 minutes mark.
6. After groups have reported back, summarize the following about health, hygiene, safety and nutrition in the early years.

- Good nutrition, safe environments, emotional and physical health, care and prevention of disease are very important for young children to reach their full potential for growth and development.
- Caregivers at home and school can help children to eat nutritious food and take care of their physical health.
- Caregivers at home and school can provide safe, enjoyable environments for children to play, explore, discover and be physically active.

7. Facilitators ask participants to think about one key message that they will take away from the session. Ask a few participants to share their key message before closing the session.

# **SETTING UP THE DAILY ROUTINE IN THE EARLY CHILDHOOD CLASSROOM**

## SESSION 10: SETTING UP THE DAILY ROUTINE IN ECCE CLASSROOM

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate the role of the daily routine in the ECCE classroom</li> <li>• Explore and identify the components of the daily routine in the Sindh Curriculum for ECCE 2018</li> <li>• Understand and use the Sindh Curriculum for ECCE 2018 to plan the classroom daily routine</li> </ul>
Time	<p>2 hours</p> <p><i>*In the Sindh Curriculum for ECCE 2018, the classroom daily routine is approximately 4 hours. The timing for each part of the daily routine is mentioned on page 112 of the Sindh Curriculum for ECCE 2018. For the purpose of the training, this session will cover a practical demonstration of each part of the daily routine in the Sindh Curriculum for ECCE 2018. However, the timings for the purpose of this session only has been modified. In the actual classroom context, it is important to follow the timings mentioned in the Sindh Curriculum for ECCE 2018.</i></p>
Materials	* Related materials are listed under each activity

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the session objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing before session.

<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Understand and articulate the role of the daily routine in the ECCE classroom</li> <li>• Explore and identify the components of the daily routine in the Sindh Curriculum for ECCE 2018</li> <li>• Understand and use the Sindh Curriculum for ECCE 2018 to plan the classroom daily routine</li> </ul>
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### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator to read the session objectives aloud.
4. Explain to participants that by the end of the session, these objectives will be met.

Activity 2	Daily routine in action
<b>Time</b>	100 minutes (*Note that this time allocation is only for training purpose to cover the relevant content and pedagogy. The appropriate time allocation for each part of the daily routine in the ECCE classroom should be followed according to the Sindh Curriculum for ECCE 2018.)
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Daily routine schedule from the Sindh Curriculum for ECCE 2018</li> </ul> <p><b>Dua/National Anthem (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• National Anthem written clearly and legibly on chart</li> <li>• One stanza of “Pyar bara har ek ishara...” written clearly and legibly on chart</li> </ul> <p><b>Pyar bara</b>  <i>Pyar bara har ek ishara, pyara ooska har nazara</i>  <i>Jisnay zameen peh pyar oothara, woh kudh hoga kithna pyara</i>  <i>Pyar ka ooskay nahi shoomar, Allah heh bas pyar hi pyar</i></p> <p><b>Geet Dhani Jaa Gadhji Gayon</b> (song is appended)</p> <p><b>Nandhra Mithra Suhna Bar, Aas Watan Ji Aen Adhar</b> (Bait) (song is appended)</p> <p><b>Greeting Circle (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Greeting Song song chart in Urdu – written clearly and legibly; the words are provided below</li> </ul> <p><b>Greeting Song</b>  <i>Assalam o’alaikoum</i> (name)  <i>Assalam o’alaikoum</i> (name)  <i>Assalam o’alaikoum</i> (name)  <i>Kesay heh, kesay heh, kesay heh aaj aap?</i> (x2)</p> <ul style="list-style-type: none"> <li>• Name cards of each child in Urdu – written clearly and legibly</li> <li>• Urdu alphabet frieze</li> <li>• Fruit salad song in English – written clearly and legibly using print; the words are provided below</li> </ul> <p><b>Fruit Salad Song</b>  Avocado, avocado  Pineapple, pineapple  Chicoo, chicoo, chicoo (x2)  Fruit salad, fruit salad</p> <p>Watermelon, watermelon</p>

	<p>Strawberry, strawberry Mango, mango, mango (x2) Fruit salad, fruit salad</p>
	<p><b>Group Work Time (22 minutes)</b> Large Group (7 minutes)</p> <ul style="list-style-type: none"> <li>• <i>The Very Hungry Caterpillar</i> storybook by Eric Carle</li> <li>• Urdu Butterfly Song song chart – written clearly and legibly</li> </ul> <p><b>Titli</b> <i>Rang, barangi, pyari titli aaja meray paas</i> <i>Nani, muni, pyari titli aaja meray paas</i> <i>Nilay, pilay, phur phelayeh</i> <i>Jaldi, jaldi, oorthi jaiya</i> <i>Har koi oosay pakar nah chahay, par woh kisikay haath nah aye.</i></p> <p><b>Jhoo Jhoo Maati</b> (song is appended)</p> <p><b>Paiso Ladham Pat Taan</b> (song is appended)</p> <p>Small Group (15 minutes)</p> <ul style="list-style-type: none"> <li>• Low-cost or natural materials for counting like buttons, ice-cream sticks, bottle caps, feather, pebbles, seeds, pistachio shells, small stones – 15 objects per participant</li> <li>• Small containers in which to put the materials for counting - 1 per participant</li> <li>• Number cards from 1-5, prepared with the printed numerals and their representation as in the example below - 1 set per participant</li> </ul> <div data-bbox="592 1367 928 1539" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">O O O</p> <p style="text-align: center;">3</p> </div> <ul style="list-style-type: none"> <li>• <i>Wapas Rakhdai</i> song chart – written clearly and legibly</li> </ul> <p><b>Wapas Rakhdai</b> <i>Wapas rakhdai saree cheezayn</i> <i>Jaha(n) seh ootahein, wahi(n) par rakhdai.</i></p> <p><b>Wapas Rakho, Wapas Rako</b> <i>Wapas rakho wapas rakho sabhai shahyon</i> <i>Uttay ee Rakho, Jithan Ihay Khayon</i></p>



	<p><b>Outside Time (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Medium-sized balls for kicking, throwing, catching</li> <li>• Skipping ropes</li> <li>• Bean bags and an empty box</li> <li>• Small bat and ball</li> <li>• Small hockey stick and ball</li> <li>• Large boxes/containers to store the outside time materials</li> </ul> <p><b>Snack Time (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Large plastic mat</li> <li>• Fruit in season – 1 per participant</li> <li>• Soap and clean towel</li> <li>• Water to wash hands</li> <li>• Khagaz ki tookray song chart - – written clearly and legibly using print</li> <li>• Bits of paper song chart – written clearly and legibly using print</li> </ul> <p><b>Khagaz ki tookray</b>  <i>Khagaz ki tookray, khagaz ki tookray,</i>  <i>Zameen par, zameen par.</i>  <i>Jaga ghandi lagay, jaga ghandi lagay,</i>  <i>Oosko oothao, oosko oothao.</i></p> <p><b>Bits of Paper</b>  Bits of paper,  Bits of paper,  Lying on the floor, lying on the floor.  Makes the place untidy,  Makes the place untidy,  Pick them up, pick them up,  Throw them in the dustbin, throw them in the dustbin.</p> <p><b>Wahh Rhay Tara (Bait) (song is appended)</b></p> <p><b>Awaz (Koyal Kooke Koo Koo Koo, Gero Gaye Gho Gho Gho)</b>  (song is appended)</p>
	<p><b>Plan-Work-Clean up-Review (40 minutes)</b></p> <ul style="list-style-type: none"> <li>• Well-resourced learning corners</li> <li>• Butterfly prop made out of low-cost material</li> </ul> <p><b>Story and Rhyme Time (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Urdu Storybook <i>Lambhi, pathli, kitab</i> published by Book Group Publishers</li> </ul>

	<ul style="list-style-type: none"> <li>• Butterfly, butterfly fly up and down song chart – written clearly and legibly using print</li> </ul> <p><b>Butterfly, butterfly</b></p> <p>Butterfly, butterfly fly up and down          Flip-flap, flip-flap, on my lap.          Butterfly, butterfly will you stay          No, no, I have to go far, far away.</p>
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### Pre-session preparation

1. Facilitator to prepare all the items for each part of the daily routine before the session.
2. Display all the song charts before the session.

### Procedure

*During this part of the session, participants will take the role of children.*

#### 1. Dua/National Anthem

- Invite the participants to stand in a large circle.
- Facilitator and participants recite Surah-e-Fateha.
- Facilitator displays the National Anthem chart.
- Facilitator and participants sing the National Anthem.

#### 2. Greeting Circle

- Invite participants to sit in a large circle.
- Display the Greeting Song chart.
- Facilitator sings the Greeting Song and invites participants to join in.
- Display the Fruit Salad song chart.
- Facilitator and participants sing the Fruit Salad song together.
- Facilitator asks participants, “Which fruits do you like to eat?” Invite a few participants to share their responses.
- Facilitator tells participants that we are going to read a story with many different types of fruit.

#### 3. Group Work Time

##### Large Group

- Invite participants to sit in a large circle.
- Facilitator sits on the floor or a small chair in front of the group.
- Facilitator introduces the storybook:
  - Facilitator shows the participants the cover of the storybook while reading the title, *The Very Hungry Caterpillar*.

- Facilitator tells the participants that this story has been written and illustrated by Eric Carle.
- While showing the cover of the storybook, facilitator asks participants, “What do you think this book is about?” “Have you ever seen a caterpillar?” “What do you know about caterpillars?” “What happens to a caterpillar as it grows?”
- Facilitator says to participants, “This caterpillar is hungry. What do you think it will eat?”
- Facilitator reads the storybook:
  - While reading, facilitator should focus on the text which is repeated and invite the participants to join in to say the repeated text.
  - Facilitator should encourage the participants to make predictions. For example, “What do you think the caterpillar will eat?” “The caterpillar has eaten one apple. What do you think the caterpillar will eat next?”
  - On the page where the caterpillar builds a cocoon around itself, ask participants to think about what will happen next.
- After reading the storybook, facilitator asks the participants if they remember what the caterpillar ate first, second, third, fourth, etc., and how much of each food the caterpillar ate.
- Display the *Titli* song flipchart.
- Facilitator and participants sing *Titli* song together.

### Small group

- Invite participants to sit in a large circle.
- Facilitator has a set of number cards and a container with 15 small objects for counting.
  - Facilitator explains to participants that today we are going to count small objects and match the number of small objects to the correct number card.
  - Facilitator demonstrates the activity.
    - Facilitator places the number ‘1’ card on the floor, takes out one small object, says ‘one stone (name of the object)’ and places the small object in front of the number ‘1’ card.
    - Facilitator places the number ‘2’ card on the floor next to the number ‘1’ card, takes out two small objects, says ‘one stone, two stones (name of the object)’ and place the two small objects in front of the number ‘2’ card.
    - Facilitator repeats with the rest of the cards and numbers until number ‘5’.
- Facilitator explains to participants that they will each get a set of number cards and a container with small objects. They will sit in small groups and work individually with their materials.
- Facilitator divides the participants into small groups of 4-5 people. Request participants to sit in a circle in their small groups.
- Facilitator distributes to each participant a set of number cards and a container with 15 small objects.
  - Facilitator asks the participants to place the number cards in sequence in front of them. Participants should count the number of objects which correspond to the number card and place these objects next to the correct number card.

- As participants work, facilitator observes and supports the participants where required. Facilitator can encourage participants to support each other as well.
- After 10 minutes, facilitator sings *Wapas Rakhday* and participants tidy up and return all the materials to the facilitator.
- Facilitator invites all the participants back to sit in the large circle and explains that they will go outside for outside time.

#### 4. Outside Time

- Facilitator asks participants to line up in a straight line at the door for outside time.
- Facilitator requests a few participants to help carry the materials for outdoor play.
- Facilitator and participants go outside to the ground to play.
- Facilitator places the outdoor play materials in a place where participants can easily get them.
- Facilitator explains to participants that they can use these materials or play any other game they would like to during their outside time.
- Facilitator plays with the participants and encourages their play activity.
- After 10 minutes, facilitator sings *Wapas Rakhday* and participants tidy up and return all the materials to the boxes/containers.
- Facilitator asks participants to line up in a straight line to return back inside.
- Before going to the classroom for snack, facilitator takes the participants to wash their hands.

#### 5. Snack Time:

- Facilitator takes participants back to the classroom from the area where they have washed their hands.
- Facilitator requests a few participants to spread the plastic sheet onto the floor.
- Facilitator asks participants to sit in a large circle around the plastic sheet as a *dasterkhawn*.
- Facilitator distributes the plates with fruit to the participants for snack time (in the classroom, children will bring their own snack boxes; they can get these from their bag before sitting together for the snack).
- Facilitator and participants recite a small prayer before eating.
- Participants eat their snack. As participants eat their snack, facilitator can talk with them about healthy food brought from home, healthy food to make our bodies strong and healthy, and drinking safe water. Facilitator and participants can also count, classify and talk about food.
- After 10 minutes, facilitator asks participants to finish their snack and put their plates away. Facilitator and participants can sing the tidy up song, 'Khaghaz ki tookray', while putting everything away.

#### 6. Plan –Work-Clean-up-Review:

##### Planning time

- Facilitator invites participants to sit in a large circle.

- Facilitator explains to participants that they will now have an opportunity to play in the learning corners. First, they will make a plan of the corner in which they would like to play and what they would like to do there.
- Facilitator holds up the butterfly prop and ask participants to tell the butterfly the corner in which they would like to play and what they would like to do there. For example, ‘Sameena, in which learning corner would you like to go and what do you plan to do there?’
- After all the participants have shared their plans, they can fly like butterflies to the different learning corners which they have selected for their play.

### Work/Gosha time

- Participants engage in play in the learning corners, carrying out their plans. Facilitator goes to each learning corner, observes the participants, talks with them to extend their learning and thinking, and can even join their play.
- After 15 minutes, facilitator alerts the participants that it is almost time to wind up.
- After 5 more minutes facilitator proceeds to clean up time activity.

### Clean up time

- Facilitator sings *Wapas rakh dhey* and invites participants to do the same as they tidy up and put all the materials back in their place.
- Facilitator asks participants to sit down in a large group.

### Review time

- In the large group, facilitator asks participants to tell the butterfly what they did in the learning corners. Facilitator allows each participant to share what she or he did during the work/gosha time.

## 7. Story and Rhyme Time

- Facilitator invites participants to sit in a large group.
- Facilitator sits on the floor or a small chair in front of the group.
- Facilitator reads the storybook *Lambhi, Pathli, Kitab* published by Book Group Publishers.
- Display the Butterfly song flipchart.
- Facilitator and participants sing the Butterfly song together.
- Facilitator says *Allah Hafiz*/goodbye to the participants.

Activity 3	Importance of the daily routine in the ECCE classroom
Time	15 minutes
Materials	<ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Facilitator writes the following discussion questions on flipchart before the session:

#### Discussion Questions

1. What are some similarities and differences in the daily routine which you experienced based on the Sindh Curriculum for ECCE 2018 and in current daily routine practices in schools with ECCE age children?
2. What might be advantages for children's learning and development by following the daily routine as outlined in the Sindh Curriculum for ECCE 2018?

#### Procedure:

1. Invite the participants to sit in a large circle.
2. Explain to participants that the purpose of each part of the daily routine in the Sindh Curriculum for ECCE 2018 will be discussed.
3. Facilitator refers to the following information to explain the daily routine in the ECCE classroom. Participants can find the same description of the daily routine in the ECCE classroom in their ECCE Teacher Guide.

#### Importance of the Daily Routine in the ECCE Classroom

A classroom daily routine includes specific activities organized in blocks of time. Routines are important for young children. Routines give children a sense of security and time about what will happen next. Routines also give children sufficient time to engage in a range of independent and teacher-planned learning experiences.

The *Sindh Curriculum for ECCE 2018* identifies different components for the ECCE classroom daily routine, drawn from the HighScope approach. Below is a brief description of each part of the ECCE classroom daily routine in the Sindh Curriculum for ECCE 2018 (p.112-113).

- **Dua/National Anthem:** During this time, children and teachers gather together to recite a small prayer and sing the National Anthem. This can be done in the classroom or as a whole school activity. Teachers should consider diverse experiences of children and alternatives/inclusive prayers for children of minority religions.
- **Greeting Circle:** Teachers greet and welcome the children. Teachers and children gather together in a large group and discuss areas of children's interest or any important events. During this time, children have an opportunity to share any daily news like what they did yesterday at home, something which made them happy or sad, someone who visited them, their plan for the evening or weekend. This part of the daily routine helps to create the tone for the day, develop children's listening skills, and builds children's confidence as they express themselves.
- **Group Work Time:** This segment has two parts. During the first part, teachers discuss concepts from different Key Learning Areas with all the children in a large

group. Once the concept has been discussed, teachers divide the children into small groups to engage in hands-on, active learning activities related to the concept from the Key Learning Area. All the children should be provided with materials to manipulate during the small group time. Group work time is largely teacher-guided with teacher-planned activities.

- **Outside Time:** This is a time for physical education exercises. Teachers can plan activities like running, bending, stretching, and jumping. Teachers can also make available materials, like bean bags, balls, skipping ropes, large boxes and old tires for children to play with. During this time, teachers can discuss safety rules like lining up and turn taking. Teachers can also talk with children about the importance of physical activity to stay healthy.
- **Snack Time:** During this segment, children have many opportunities to learn as they enjoy eating their snack together with each other. Children learn handwashing before eating to stay healthy. Teachers can talk with children about eating nutritious foods like fruits, vegetables, sandwiches, boiled eggs. Children also learn to look after their belongings by taking out and putting their lunchboxes into their bags. They learn by talking and interacting with their peers and with the teacher.
- **Plan – Work - Clean-up – Review:** This segment gives children opportunities in their play to develop confidence to make choices, follow their interests and reflect upon their experiences.
  - **Planning Time** is when children have a chance to initiate the activity and take responsibility for their learning. They plan which learning corner they would like to play in and what they hope to accomplish there. Children make their plans according to their choice. When the class-size is large, teachers could carry out review time in two concurrent groups if two adults are available in the classroom. Alternatively, if there is only one teacher, all the children can think about their plan and a few of them could share their plan every day; teacher can make sure that all children have had a chance to share their plan at least 2 times a week.
  - **Work/Gosha Time:** During work time, children carry out their plans in the learning corners to do. They explore materials according to their choice. They interact and talk with their peers and teachers. Teachers scaffold and support their learning.
  - **Clean-up Time:** Children put back all materials in their place when the teacher signals that work time is over. Labels in the learning corners help children to take and put back materials in their proper place.
  - **Review Time:** During review time, children talk about what they did during work time and whether they accomplished their plans. When the class-size is large, teachers could carry out review time in two concurrent groups if two adults are available in the classroom. Alternatively, if there is only one teacher, all the children can reflect upon what they did during work time, and a few of them could share their review every day; teacher can make sure that all children have had a chance to share their review at least 2 times a week.
- **Story and Rhyme Time:** This time of the daily routine is for stories and songs. Children can sing their favourite songs and ask teachers to tell them their favourite

stories. Teachers and children can select stories to read. Children can also be invited to tell stories they have heard at home or school.

4. Display the flipchart with discussion questions prepared earlier as part of the pre-session activity.
5. Facilitator reads the questions aloud, one at a time. Ask participants to think about their ideas in response to the discussion questions. Invite a few participants to share their thoughts. Facilitator records their ideas on flipchart.
6. Facilitator summarizes the session by explaining the following.

Routines are important for children's learning and development. When children have a predictable sequence of events to follow in the daily routine, this helps them to feel confident to make choices, interact with others, and develop abilities and skills in the Key Learning Areas.

7. Facilitator asks participants to think about one key message that they will take away from the session. Ask a few participants to share their key message before closing the session.



# **KEY LEARNING AREA: LANGUAGE AND LITERACY**

## SESSION 11: KEY LEARNING AREA: LANGUAGE AND LITERACY DEVELOPMENT

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate how young children learn language</li> <li>• Understand and articulate how to support early language development in the ECCE classroom</li> <li>• Understand and articulate how young children develop early literacy</li> <li>• Understand and articulate how to support early literacy development in the ECCE classroom</li> </ul>
Time	4 hours
Materials	<i>*Related materials are listed with each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Facilitator to write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

<p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• Understand and articulate how young children learn language</li> <li>• Understand and articulate how to support early language development in the ECCE classroom</li> <li>• Understand and articulate how young children develop early literacy</li> <li>• Understand and articulate how to support early literacy development in the ECCE classroom</li> </ul>
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### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier during the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator reads the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Having fun with language: What I like to eat...</b>
<b>Time</b>	20 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

### Procedure

1. Facilitator invites the participants to sit in a large circle.
2. Facilitator explains to participants that the session will begin with an enjoyable activity. Each participant will say her or his name and something they like to eat which begins with the same letter as her or his name. For example, Sameer likes to eat samosas (in English) or *Sameer koh samosa pasand heh* (in Urdu). For this activity, use the language with which most participants are familiar and which may be the medium of instruction of the ECCE classroom. Facilitator begins with her or his name and what she or he likes to eat and then goes around the circle for participants to do the same.

<b>Activity 3</b>	<b>Early language development</b>
<b>Time</b>	60 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Photocopies of the ‘Early Language Abilities’ activity in <a href="#">Appendix I</a> – 1 per participant</li> </ul>

### Pre-procedure preparation

1. Make enough photocopies of the ‘Early Language Abilities’ activity sheet – 1 per participant.

### Procedure

1. Invite participants to sit in a large circle.
2. Explain to participants that will work individually for the next activity.
3. Explain the task. Each participant will record their ideas about the language abilities of children at different ages: 1 month old; 18 months old; 3 years old; 5 years old. For each age, participants will record their ideas for two aspects of language abilities: 1) language ability to express feelings, emotions, needs, thoughts, ideas (through sounds, words, speech and/or gestures); 2) language ability to understand language (through sounds, words, speech and/or gestures). Each participant will record their ideas in the four different columns listed on the ‘Early Language Abilities’ activity sheet.
4. Distribute to each participant one blank copy of the ‘Early Language Abilities’ sheet.
5. Ask the participant to think about and record their ideas in each column. Participants should work individually for this part of the task. They have 15 minutes to complete the task.
6. After 15 minutes, invite a few participants to share their responses. Allow 10 minutes for sharing of responses.
7. Facilitator explains how early language develops, referring to information below. Participants can find the same description of how early language develops in their ECCE Teacher Guide.

## Early Language Development

### 1. When human communication begins

Language development is learning to speak and use words and sentences to communicate our feelings, ideas, and needs.

Human beings are born ready to communicate. Babies communicate by crying, making sounds, and gestures. Before using words, babies coo and then babble. When caregivers respond to babies' crying, cooing, babbling and gestures, babies learn that this is a form of communication. They learn turn-taking, for example, as they engage back and forth cooing at a caregiver who coos back. Babies need caregivers to talk to them even before they begin to use words. They listen and begin to understand words long before saying them.

At age 1-year old, babies start making sounds like words that they have heard spoken around them, for example, 'meow, meow' to mean a cat if they learn that a cat says, 'meow, meow.' By about 18 months old, most babies begin to use words. For example, they might say 'milk' to ask the question 'May I have a glass of milk?'. By three years old, children speak in simple sentences which eventually become longer with more details in their preschool years.

### 2. Supporting children to learn language

From birth, children learn spoken language at home, in the community, and at school. Children hear adults and older children speak, they practice making sounds and using the words they hear. They learn how and why people talk by listening to others.

Children learn that language is used to:

- Talk about events that have happened, are happening, or will happen.
- Name and describe things.
- Ask and answer questions.
- Get or give information about people, places, things.
- Talk about feelings, emotions and ideas.
- Tell stories.
- Sing songs.

Children need to learn to use language in many different ways. Caregivers at home and school can help them. Children who hear more and richer language at home and at school have a larger vocabulary size and are better prepared to start to learn to read and write.

### 3. Learning more than one language in the early years

Children can learn to speak more than one language. The first language children learn at home is called the home language. A strong foundation in the home language helps children to learn another language like English, Urdu or any other dominant language. When children's home language is valued and they continue learning vocabulary and conceptual skills in their home language, this helps them acquire fluency in another language. The

ability to speak more than one language gives children long-term cognitive, social and economic advantages.

### **Early Learning and Development in the *ECCE Standards for Sindh 2018***

Early learning and development standards for language are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

8. Facilitator then explains how children’s early language development can be supported in the ECCE classroom, referring to the information below. Participants can find the same description of how early language develops in their ECCE Teacher Guide.

### **How to support children’s early language development in the ECCE classroom**

- Ask questions and respond to and encourage questions from children
- Play games with children that encourage asking and answering questions
- Talk with children about objects, daily experiences, thoughts and feelings
- Introduce new words to children, explain the meaning
- Talk about similarities and differences in things, i.e. bicycles, tricycles, skateboard
- Play games which require sorting and classifying things
- Tell stories, read books, sing songs, recite rhymes
- Play with children and talk with them during play experiences
- Use children’s home language when possible, i.e., sing songs, say a few words and phrases in the child’s home language.
- Accommodate for children who still need to use their home language as they learn the classroom language, i.e. letting them use their home language to express feelings.

<b>Activity 4</b>	<b>Early literacy development: When this begins?</b>
<b>Time</b>	70 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### **Pre-session preparation**

1. Write the questions related to “Early literacy development: When this begins?” on a flipchart. Make sure that the responses are not written on the flipchart. The questions should be written clearly and legibly using black marker and print writing.

<b>Early literacy development: When this begins?</b>	<b>Age</b>
At what age do children begin to learn to read?	
At what age do children begin to learn to write?	
At what age should caregivers (mothers, fathers, teachers) begin to read to children?	
At what age should caregivers (mothers, fathers, teachers) begin to give children books to read?	
At what age should caregivers (mothers, fathers, teachers) begin to give children writing tools like a pen and paper to write?	

[Correct response: 1) Birth; 2) Birth; 3) Before birth – prenatal period; 4) Around 4-6 months old; 5) Around 12-15 months old]

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the questions about when early literacy development begins prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
3. Explain to participants that these are questions about their current beliefs.
4. Facilitator reads each question aloud two times. Ask participants to record their responses in their notebook. Explain to participants that this task is to be done individually without discussion.
5. Explain to participants that at the end of the session, participants will have a chance to review their responses and see if they want to make any changes.
6. Facilitator then refers to the following information to explain how early literacy develops. Participants can find the same description of how early literacy develops in their ECCE Teacher Guide.

#### How early literacy develops

- Early literacy refers to what children know about reading and writing before they can actually read and write, and begins to develop from birth.
- Early experiences with books, talk, songs, rhymes and play sow the seeds for early literacy success.
- The words that children first learn to read and write are the same words they will have learned to speak in their first six years.
- Most children learn how to talk through daily interactions with people without formal instruction. Reading and writing, however, is not natural and needs to be taught.
- With teaching, children will generally learn to read by about age 5 or 6 years old.
- It takes children many years of schooling to gain mastery in reading and writing.

#### Early Learning and Development in the *ECCE Standards for Sindh 2018*

Early learning and development standards for literacy are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE

7. Facilitator then refers to the following information to explain how reading develops in the early years. Participants can find the same description of how reading develops in the early years in their ECCE Teacher Guide.

### How reading develops in the early years

Learning to read is complex. Children need to develop competency in identifying words, comprehension, fluency and motivation. To develop these competencies and succeed in learning to read, children require foundational skills in:

1. **Oral language** is the ability to understand and use vocabulary. Talking, singing, storytelling and playing help children develop a rich vocabulary.
2. **Phonological awareness** is learning to pay attention to sounds in words and match these sounds to letters. This helps children to understand that reading is putting sounds and letters together. Rhyming words, for example in stories with rhyme and songs, help children to think about sounds in language.
3. **Alphabet knowledge** is learning individual letter names, sounds which letters make and the shape of letters. Pointing out and naming letters in books, signs and labels helps to develop children's letter knowledge.
4. **Print awareness** is knowledge that print carries a message and that the message can be conveyed in different ways like letters, words, symbols and pictures. Environmental print, like road signs and product labels, helps children to develop their understanding that print has different purposes and formats. Print awareness is also knowledge that writing follows basic rules like reading right-to-left in Urdu and left-to-right in English.
5. **Narrative ability** is being able to tell events in order, retell stories, and describe things. This helps children understand what they hear and read. Asking children to retell a story or talk about things they have done helps strengthen their narrative skills.
6. **Print motivation** is interest in and enjoyment of books. Children who develop print motivation enjoy being read to and enjoying reading books. Reading to children regularly, having plenty of storybooks accessible, letting children see you enjoy reading and talking with children about how reading is used in everyday life helps children to develop print motivation.

Most children begin to read independently through formal instruction in school. As such, good reading instruction in the ECCE classroom is very important. Positive early reading experiences with adult support help children to become confident, motivated readers who enjoy reading.

8. Facilitator then refers to the following information to explain how writing develops in the early years. Participants can find the same description of how writing develops in the early years in their ECCE Teacher Guide.

## How writing develops in the early years

- Learning to write is complex.
- Children need to understand that print is a tool to make meaning and to communicate.
- Children who see others write and are given opportunities to use writing tools like pen and paper, begin to understand that writing is a way of saying on paper what we might otherwise think to ourselves or say aloud. They start to understand that letters and words on paper mean the same thing as words they hear spoken.
- Good writing instruction in the ECCE classroom is very important. Positive early writing experiences with adult support help children to become confident, motivated writers who enjoy writing.

### *Stages in children's writing*

Children become writers over time. They go through a series of stages as they learn to write. There are variations in the way each child moves through these stages and it may not happen in the same way or at the same time. At all stages of children's writing, it is important to honor their efforts and achievements. Display their writing on the wall or a softboard. Invite them to share their writing and talk about their writing with others.

Some common stages of writing which children go through are provided below:

#### **1 Scribbling, mark making, drawing**

- Begin writing by scribbling, making marks and drawing.
- Read drawings as if there is writing on them.

#### **2 Letter-like forms and shapes**

- Begin to make random patterns, shapes (circles, squares) and letter-like forms.
- Begin to show their understanding that writers use symbols to convey meaning.
- Start to write letters in long strings or in random order, may not be properly spaced.

#### **3 Letters and spaces**

- Write with beginning and ending sounds.
- Begin to spell high frequency words correctly.
- Begin to use invented spelling, i.e. "bs" (bus), "kmptr" (computer), "t" (tea).
- Start to use spaces to separate words.
- Begin to write words the way words sound.
- Begin to use punctuation.

#### **4 Conventional writing and spelling**

- Spell most words correctly.
- Use punctuation marks correctly.
- Write in a way that resembles adult writing.
- Write for different purposes, for example, write cards, write letters.
- Begin to use storybook language to write stories.



9. Facilitator then refers to the following information to explain how children’s early literacy development can be supported in the ECCE classroom. Participants can find the same description of how writing develops in the early years on in their ECCE Teacher Guide.

### **How to support children’s early literacy development in the ECCE classroom**

- Teacher’s use of rich vocabulary.
- Listen to and respond to what children say using rich vocabulary.
- Read storybooks aloud and talk with children before, during and after reading the book.
- Tell stories, sing songs, and play games with rhyme; identify the rhyme with children.
- Identify with children words that begin with the same sound; match sounds with them.
- Identify with children alphabet letters in materials like alphabet books, alphabet frieze.
- Display alphabet and number friezes, word walls, functional print.
- Provide literacy-rich environments with a variety of books, print material, writing material, and play material like road signs, menus, recipes, labels.
- Model and explain the purpose of different types of writing, i.e. Eid card, recipe.
- Write down what children say – this is called ‘shared writing’.
- Teach letters, letter sounds, letter formation, word formation, sentence formation, punctuation, directionality.
- Provide children literacy opportunities like reading books, practicing different forms of writing, talking about their writing, and socio-dramatic play.
- Provide children opportunities to develop control and strength in hand muscles for writing, i.e., buttoning buttons, playing with clay, stringing beads.

10. Facilitator then reviews the Language and Literacy Competencies in the Key Learning Areas of the *Sindh Curriculum for Early Childhood Care and Education 2018*. Participants can refer to this in their ECCE Teacher Guide.

<b>Key Learning Area</b>	<b>Competencies (3 - 4 Years Old)</b>
Language and literacy	<ul style="list-style-type: none"> <li>• Children will engage in conversation with others and talk confidently about matters of immediate and personal interest.</li> <li>• Children will describe objects, events and their plans for the day.</li> <li>• Children will enjoy listening to stories and poems and make up their own stories and rhymes.</li> <li>• Children will handle books carefully and will enjoy.</li> <li>• Children will understand how to follow books in different languages.</li> <li>• Children will read new alphabets and recognize first and last sounds of the words.</li> <li>• Children will use pictures, symbols and familiar letters and words to communicate meaning, showing an awareness of some purposes of writing.</li> </ul> <p>(P. 19 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

<b>Key Learning Area</b>	<b>Competencies (4 - 5 Years Old)</b>
Language and literacy	<ul style="list-style-type: none"> <li>• Children will engage in conversation and communicate with others in a variety of ways, purposes and contexts</li> <li>• Children will describe everyday events and express needs, feelings, ideas, opinions and preferences</li> <li>• Children will enjoy listening to stories and poems, make up their own stories and rhymes, act out stories with expressions and participate in role play</li> <li>• Children will read simple words and identify text by reading books</li> <li>• Children will understand how to follow books in different languages and how a book is organized</li> <li>• Children will read simple text, recognize familiar words from the text and make rhyming words</li> <li>• Children will use pictures, symbols and familiar letters and words to express their creativity and imagination</li> <li>• Children will write to communicate meaning, showing an awareness of some of the different purposes of writing</li> </ul> <p>(P. 63 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

<b>Activity 5</b>	<b>Supporting early language and literacy learning</b>
<b>Time</b>	80 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>
	<p><b>Station 1 – Children’s storybooks</b></p> <ul style="list-style-type: none"> <li>• 5 children’s storybooks with pictures and text</li> <li>• Card with the following questions for participants to answer at the station: <ul style="list-style-type: none"> <li>• What are some things about the storybook pictures that you could talk about with children?</li> <li>• What questions could you ask children before, during and after reading the storybook aloud?</li> <li>• What new ideas and words could the children learn from these storybooks?</li> </ul> </li> </ul>
	<p><b>Station 2 – Exploring writing tools</b></p> <ul style="list-style-type: none"> <li>• Crayons, pens, pencils, paper, birthday/greeting/Eid cards, blank recipe cards, small notepads, envelopes</li> <li>• Card with the following questions for participants to answer at the station: <ul style="list-style-type: none"> <li>• How might children use these materials?</li> <li>• What different types of writing could you teach children to do using these materials?</li> <li>• Does it matter if children’s writing does not look like adult writing?</li> </ul> </li> </ul>
	<p><b>Station 3 – Picture and word cards</b></p> <ul style="list-style-type: none"> <li>• 5 pairs of different picture and word cards of something familiar to the child, i.e. animals, objects at home or in school, nature, etc.</li> <li>• Card with the following questions for participants to answer at the station: <ul style="list-style-type: none"> <li>• What questions could you ask children about the pictures?</li> <li>• What are some different ways you could use the cards with children?</li> <li>• What new ideas and words could children learn by talking about the pictures?</li> </ul> </li> </ul>
	<p><b>Station 4 – Discovery basket</b></p> <ul style="list-style-type: none"> <li>• Basket with different objects, i.e. stones, leaves, shells, cup, plate, purse, scarf, hat</li> <li>• Card with the following questions for participants to answer at the station: <ul style="list-style-type: none"> <li>• How might children use these materials?</li> <li>• How many different ways can children use these materials?</li> <li>• What new ideas and words could children learn by talking about these materials?</li> </ul> </li> </ul>
	<p><b>Station 5 – Song cards</b></p>

	<ul style="list-style-type: none"> <li>• 5 cards, each with a different song written on it using rebus</li> <li>• Cards with the following questions for participants to answer at the station:             <ul style="list-style-type: none"> <li>• How could you support children’s language learning using these cards with songs?</li> <li>• What might children’s language and literacy develop while singing these songs with you?</li> </ul> </li> </ul>
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### Pre-session preparation

1. Facilitator to prepare all the items for each station before the session.

### Procedure

1. Facilitator explains the following to the participants:
  - Participants will explore the different materials at each station and reflect upon how these materials can support young children’s early language and literacy development in the ECCE classroom. The materials are as follows: 1) storybooks at station 1; 2) writing tools at station 2; 3) picture cards at station 3; 4) discovery basket at station 4; 5) song cards at station 5.
  - Each station has a card with questions related to the materials for participants to discuss and note down in small groups.
2. Facilitator explains that participants will be divided into 5 small groups of 4-5 people. Each small group will go to one station for 10 minutes, explore the material and discuss the questions. After 10 minutes, the groups will move to another station.
3. Facilitator to shake the shaker or bell when 8 minutes are over so that participants can wind up the materials and get ready to explore the next station.
4. Once each group has had a chance to explore all stations, facilitator invites participants to return and sit in the large group.
5. Ask participants to share key points in response to the questions which they discussed at each station.

<b>Activity 6</b>	<b>Early language and literacy development: Session summary</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart with “Early language and literacy ability” from the introductory activity</li> </ul>

1. Display the flipchart with the “Early language and literacy ability” from the introductory session activity. The flipchart should be visible to everyone.
2. Facilitator asks participants for any changes in their understanding.
3. Facilitator summarizes that early language and literacy development is very important for success in school and throughout in life.

- Caregivers at home and school can help children build a strong language and literacy foundation through environments with rich language, books, songs, play and writing materials.
  - Children need to see adults and other children engaged in reading and writing activities and to also have enjoyable experiences exploring reading and writing.
4. Facilitator asks participants to think about one key message that they will take away from the session. Ask a few participants to share their key message before closing the session.

# **KEY LEARNING AREA: BASIC MATHEMATICAL CONCEPTS**

## SESSION 12: KEY LEARNING AREA: BASIC MATHEMATICAL CONCEPTS

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate how young children learn and develop basic mathematical skills</li> <li>• Understand and articulate how to support early mathematical skills in the ECCE classroom</li> <li>• Understand and use the Sindh Curriculum for ECCE 2018 to plan for children's learning of basic mathematical concepts</li> </ul>
Time	2 hours
Materials	<i>*Related materials are listed under each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

<p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• Understand and articulate how young children learn and develop basic mathematical skills</li> <li>• Understand and articulate how to support early mathematical skills in the ECCE classroom</li> <li>• Understand and use the Sindh Curriculum for ECCE 2018 to plan for children's learning of basic mathematical concepts</li> </ul>
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### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator to read the session objectives aloud. Explain to participants that by the end of the session these objectives will be met.

<b>Activity 2</b>	<b>Having fun with numbers through singing</b>
<b>Time</b>	10 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

### Procedure

1. Invite the participants to stand in a large circle.
2. Divide the participants into two equal groups. Call one group ‘Group 1 and the other group ‘Group 2’. Participants should remain standing.
3. Ask participants to recall their memories related to childhood rhymes and songs. Explain that each group will have 2 minutes to think about, discuss and select a rhyme or song related to numbers from their childhood. The poem can be in either English, Urdu or any other local language. Each group will sing the rhyme or song which they have selected. While they sing, the other group should join in.
4. Ask Group 1 to start. Group 2 can go next. Each group can have a chance to sing 3 songs.
5. At the end of the activity, ask participants to share how they felt.
6. Ask participants what kind of mathematical knowledge and skills can children learn by singing rhymes and songs. Invite a few participants to share their ideas.

<b>Activity 3</b>	<b>Early mathematics development</b>
<b>Time</b>	50 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Photocopies of the ‘Early Mathematical Abilities’ activity in <a href="#">Appendix J</a> – 1 per participant</li> </ul>

### Pre-procedure preparation

1. Make enough photocopies of the ‘Early Mathematical Abilities’ activity sheet – 1 per participant.

### Procedure

1. Invite participants to sit in a large circle.
2. Explain to participants that will work individually for the next activity.
3. Explain the task. Each participant will record their ideas about the mathematical abilities of children at different ages.
  - 1 year old
  - 2 years old
  - 3-4 years old
  - 4-5 years old
4. Each participant will record their ideas in the four different sections of the ‘Early Mathematical Abilities’ activity sheet.
5. Distribute to each participant one blank copy of the ‘Early Mathematical Abilities’ activity sheet.
6. Ask the participant to think about and record their ideas in each section. Participants should work individually for this part of the task. They have 10 minutes to complete the task.



7. After 10 minutes, invite a few participants to share their responses. Allow 10 minutes for sharing of responses.
8. Facilitator explains how mathematical concepts and skills develop in the early years, referring to information below. Participants can find the same description of how mathematical concepts and skills develop in the early years in their ECCE Teacher Guide.

### **How Mathematical Concepts and Skills Develop in the Early Years**

Mathematics plays a major role in a child's development. It is part of a child's daily routine. Children start learning mathematical concepts from birth through daily experiences as they watch, notice and interact with their caregivers. While playing, for example, children begin to notice differences in quantity, they compare the shape and size of objects. This helps children to make sense of the world around them.

Infants begin to learn math before they can sit up. It helps children to develop the ability to think critically and solve problems. Basic mathematical skills include counting (1, 2, 3); quantity (more, fewer); shapes (circles, squares, triangles); spatial relations (over, under); measurement (tall, short; bigger, smaller); and patterns (red, blue, red, blue).

Children learn mathematical concepts during their interaction with environment e.g. playing with blocks, taking a bath, visiting a playground. Children can learn counting skills while sitting near window and counting the cats they see outside or counting stairs as they climb up and down. Some children learn addition and subtraction before starting school through daily life experiences, i.e. "Ali has two apples. Mama wants one. Ali shares one apple with Mama and realizes that he is left with one." Children learn mathematical concepts at their own pace.

Children explore and understand mathematical concepts first through concrete objects and then through symbols before moving to abstract manipulation. Stories, poems and hands on activities help children to learn concepts in an effective manner. These help children to become creative and curious mathematicians.

The following is a description of some basic mathematical concepts which young children develop, even before they start school. It is important that ECCE teachers build upon the early mathematical knowledge which children bring to the classroom.

#### **Number Sense**

Number sense involves relationships of 'more', 'less' and 'same'. It also involves early counting. There are two separate skills with early counting. The first is being able to count words in order, i.e. "one", "two", "three", "four". The second is being able to connect this sequence in a one-to-one manner. One-to-one correspondence is about the element of one set being paired with exactly one element of another set. Counting is about how many items are in a set. This helps children to understand quantity. Graphing helps children to learn number relationships and to connect numbers with real quantities.

### **Sorting and Classifying**

Sorting involves finding things that are the same or different, and grouping them according to specific traits or attributes, i.e. colour, size, texture, and shape. Children usually begin to sort objects with one quality or characteristic. They are gradually able to sort with more than quality or characteristic. They begin to use more complex concepts by sorting sets into sub-sets and looking at the properties of objects.

### **Patterns**

A pattern is an arrangement of objects that is repeated in a logical sequence in the same order, i.e. red block, blue block, red block, blue block.... Patterns help children learn to compare, to make predictions, to understand what comes next, to make logical connections, and to use reasoning skills.

### **Measurement and Estimation**

Measurement is finding the weight, height, length, and capacity. It involves assigning a number to things to compare on the same attributes. Standard units like meters, inches, feet, grams tell how much (volume), how heavy (weight), and how long (length). Children can begin to understand the concept of measurement by making comparisons like bigger-smaller, heavier-lighter. Non-standard units ('cups', 'footprints', 'pieces of string') are a helpful way for young children to begin learning about measurement, i.e. the length of the classroom is 50 footprints. To help children understand estimation, encourage them to use the word 'about'. This also helps them to learn how to make predictions.

### **Geometry**

Geometry involves shape, size, position, direction and movement. Shape is a basic way that children learn names of objects. There are two-dimensional and three-dimensional shapes. The ability for children to classify and distinguish between shapes, the better able they are to classify them. Spatial relationships involve understanding of relationship among shapes and objects.

### **Early Learning and Development in the *ECCE Standards for Sindh 2018***

Early learning and development standards for basic mathematical concepts are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

9. Explain how children's early mathematical development can be supported in the ECCE classroom, referring to the information below. Participants can find the same description of how early mathematics develops in their ECCE Teacher Guide.

### How to support children’s early mathematical development in the ECCE classroom

- Ask questions and respond to and encourage questions from children about math concepts in daily life
- Play games with children that encourage development of math concepts
- Provide children with material, including natural material, to explore math concepts
- Provide blocks of different two-dimensional and three-dimensional shapes
- Use mathematical language with children during daily routine activities
- Play games which require sorting, classifying, making patterns, counting, estimation
- Engage children in activities which require problem-solving
- Tell stories, read books, sing songs, recite rhymes with math concepts
- Play with children and talk with them during play experiences in the math area

10. Facilitator then reviews the Basic Mathematical Competencies in the Key Learning Area of the Sindh Curriculum for ECCE 2018. Participants can refer to this in their ECCE Teacher Guide.

Key Learning Area	Competencies (3-4 Years Old)
Basic Mathematical Concepts	<p>Children will demonstrate an understanding of the different attributes of objects, such as, colour, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They will also engage in pattern seeking and pattern making using different attributes of objects.</p> <p>Children will develop a basic understanding of quantity, counting from 0-9 and of simple number operations.</p> <p>Children will recognize basic geometrical shapes and the position of objects in relation to each other.</p> <p>Children will develop an understanding of measurement.</p> <p>Children will develop an understanding of handling data.</p> <p>(P. 19 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

<b>Key Learning Area</b>	<b>Competencies (4-5 Years Old)</b>
Basic Mathematical Concepts	<p>Children will demonstrate an understanding of the different attributes of objects, such as, colour, shape, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They will also engage in pattern seeking and pattern making using different attributes of objects.</p> <p>Children will develop a basic understanding of quantity, counting from 0-100 and of simple number operations.</p> <p>Children will recognize basic geometrical shapes and the position of objects in relation to each other.</p> <p>Children will develop an understanding of measurement.</p> <p>Children will develop an understanding of handling data.</p> <p>(P. 63 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

<b>Activity 4</b>	<b>Supporting early mathematical concepts</b>
<b>Time</b>	50 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• 4 cards with mathematical competencies from the Sindh Curriculum for ECCE 2018 – one card is to be placed at each station</li> <li>• Shaker</li> </ul>
	<p><b><i>Station 1 – Children’s storybooks</i></b></p> <ul style="list-style-type: none"> <li>• 5 children’s storybooks with pictures and text that are related to mathematical concepts</li> <li>• Card with the following questions for participants to answer at the station: <ul style="list-style-type: none"> <li>• What are some things about the storybook pictures that you could talk about with children in relation to mathematical concepts?</li> <li>• What questions could you ask children before, during and after reading the storybook aloud?</li> <li>• What new mathematical ideas and words that the children could learn from these storybooks?</li> </ul> </li> </ul>
	<p><b><i>Station 2 – Exploring mathematical concepts with shapes</i></b></p> <ul style="list-style-type: none"> <li>• Cut the following shapes from cardboard or empty boxes: <ul style="list-style-type: none"> <li>• 15 squares - 5 small, 5 medium, 5 big</li> <li>• 15 triangles - 5 small, 5 medium, 5 big</li> <li>• 15 rectangles - 5 small, 5 medium, 5 big</li> <li>• 15 circles - 5 small, 5 medium, 5 big</li> <li>• 15 ovals - 5 small, 5 medium, 5 big</li> </ul> </li> <li>• Card with the following questions for participants to answer at the station: <ul style="list-style-type: none"> <li>• How might children use these materials to explore mathematical concepts?</li> <li>• How many different ways can children use these materials?</li> <li>• What new ideas and words about mathematics could children learn by talking about these materials?</li> </ul> </li> </ul>
	<p><b><i>Station 3 – Having fun exploring mathematical concepts with water</i></b></p> <ul style="list-style-type: none"> <li>• One medium-sized tub <math>\frac{1}{4}</math> filled with water, different sized plastic containers, i.e. bottles, empty tubs, etc.</li> <li>• Card with the following questions for participants to answer at the station: <ul style="list-style-type: none"> <li>• How might children use these materials to explore mathematical concepts?</li> <li>• How many different ways can children use these materials?</li> <li>• What new ideas and words about mathematics could children learn by talking about these materials?</li> </ul> </li> </ul>
	<p><b><i>Station 4 – Discovering mathematical concepts with low-cost and natural materials</i></b></p>

	<ul style="list-style-type: none"> <li>• A variety of low-cost and natural materials: buttons, ice-cream sticks, bottle caps, feather, pebbles, seeds, pistachio shells, strings, straws, small stones, sticks</li> <li>• Number cards from 1-9, prepared with the printed numerals and their representation as in the example below</li> </ul> <div style="text-align: center; border: 1px solid black; width: 150px; height: 80px; margin: 10px auto;"> <p style="margin: 0;">O O O</p> <p style="margin: 0;">3</p> </div> <ul style="list-style-type: none"> <li>• Card with the following questions for participants to answer at the station:             <ul style="list-style-type: none"> <li>• How might children use these materials to explore mathematical concepts?</li> <li>• How many different ways can children use these materials?</li> <li>• What new ideas and words about mathematics could children learn by talking about these materials?</li> </ul> </li> </ul>
	<p><b><i>Station 5 – Song cards</i></b></p> <ul style="list-style-type: none"> <li>• 5 cards, each with a different song related to a mathematical concept and written using rebus</li> <li>• Cards with the following questions for participants to answer at the station:             <ul style="list-style-type: none"> <li>• How could you support children’s development of mathematical concepts and use of mathematical language through these cards with songs?</li> <li>• What might children’s knowledge of mathematical concepts develop while singing these songs with you?</li> </ul> </li> </ul>

### Pre-session preparation

1. Facilitator to prepare all the items for each station before the session.

### Procedure

1. Facilitator explains the following to the participants:
  - Participants will explore the different materials at each station and reflect upon how these materials can support young children’s early development of basic mathematical concepts in the ECCE classroom. The materials are as follows: 1) storybooks at station 1; 2) shape cut-outs at station 2; 3) water activity at station 3; 4) low-cost and natural materials at station 4; 5) song cards at station 5.
  - Each station has a card with questions related to the materials for participants to discuss and note down in small groups.
2. Explain that participants will be divided into 5 small groups of 4-5 people. Each small group will go to one station for 8 minutes, explore the material and discuss the questions. After 8 minutes, the groups will move to another station.

3. Shake the shaker when 6 minutes are over so that participants can wind up the materials and get ready to explore the station.
4. Once each group has had a chance to explore all stations, facilitator invites participants to return and sit in the large group.
5. Ask participants to share key points in response to the questions which they discussed at each station.

<b>Activity 5</b>	<b>Development of basic mathematical concepts in the early years: Session summary</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

1. Summarize that the development of basic mathematical concepts in the early years is very important for success in school and throughout life.

- Caregivers at home and school can help children build a strong mathematics foundation through environments with rich language, books, songs, play and materials to explore.
- Children need to see adults and other children having fun using mathematical language and talking about mathematical concepts in daily routine activities.
- Children need to have enjoyable experiences exploring mathematics.

2. Facilitators ask participants to think about one key message that they will take away from the session. Ask a few participants to share their key message before closing the session.

# **KEY LEARNING AREA: THE WORLD AROUND US**



## SESSION 13: KEY LEARNING AREA: THE WORLD AROUND US

Objectives	<ul style="list-style-type: none"> <li>Understand and articulate how to support young children to develop early knowledge and skills about science and the environment</li> <li>Understand and use the Sindh Curriculum for ECCE 2018 to plan for activities in the Key Learning Area of The World Around Us</li> </ul>
Time	2 hours
Materials	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Black permanent markers</li> <li>Easel and board with clips</li> </ul>

### Pre-session preparation

- Write the session objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

<p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>Understand and articulate how to support young children to develop early knowledge and skills about science and the environment</li> <li>Understand and use the Sindh Curriculum for ECCE 2018 to plan for activities in the Key Learning Area of The World Around Us</li> </ul>
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### Procedure

- Invite the participants to sit in a large circle.
- Display the flipchart with the session objectives prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
- Facilitator to read the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Matching animals and sounds</b>
<b>Time</b>	10 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Black permanent marker</li> <li>• Basket</li> <li>• 30 small cards with names of animals as follows: <ul style="list-style-type: none"> <li>• 6 cards written with the word ‘cat’</li> <li>• 6 cards written with the word ‘cow’</li> <li>• 6 cards written with the word ‘duck’</li> <li>• 6 cards written with the word ‘hen’</li> <li>• 6 cards written with the word ‘sheep’</li> </ul> </li> </ul> <p><i>*Depending upon the number of participants, the number of cards can be increased, an equal number for each animal.</i></p>

### Pre-session preparation

1. Facilitator to write the 30 small cards with names of the different animals: cat; cow; duck; hen; sheep.

### Procedure

1. Invite the participants to sit in a large circle.
2. Explain the activity to the participants.
  - Participants will arrange themselves into small groups according to animal sounds.
  - Each participant will select a card with the name of an animal from the basket. Participants should not tell anyone what animal name they have selected. After, each participant has selected a card, the facilitator will ask them to stand up and make the sound which the animal on their card makes. Participants need to walk around and group themselves with those individuals who are making the same animal sound as them.
  - Facilitator invites each participant to select a card with an animal from the basket. Facilitator reminds participants not to share the name of the animal with anyone else.
  - Once all the participants have a card, facilitator asks all the participants to stand up and to begin making the sound of the animal on their card. They have to walk around the room and group themselves with all the participants who are making the same animal sound as they are.
  - After the participants have formed their small groups according to the animal sounds, they sit together with their group members.
  - Explain to participants that this enjoyable activity to learn about animals and their sounds can be used as a grouping strategy.

<b>Activity 3</b>	<b>Developing early knowledge and skills about science and the environment</b>
<b>Time</b>	40 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Procedure

- 1 Invite the participants to sit in a large circle.
- 2 Ask participants to think about how young children develop scientific knowledge and skills. Invite a few participants to share their thoughts.
- 3 Ask participants to think about how young children develop knowledge and skills about people, events and physical and cultural environment. Invite a few participants to share their thoughts.
- 4 Explain the following to participants about how children develop: 1) scientific knowledge and skills; 2) knowledge and skills about people, events and physical and cultural environment. Participants can find the same description in their ECCE Teacher Guide.

#### 1. How Early Scientific Knowledge and Skills Develop

Children are naturally curious and enjoy exploring the world around them. They actively engage with their environment and use all their senses to make meaning of the world and people around them. Children like to touch, push, pull, fill and empty objects. They observe animals, plants and people around them. Children try to test and figure out how things work. They try to solve problems. This is the beginning of scientific inquiry.

Children also need to develop the following basic skills for scientific inquiry:

- **Observation** which involves collecting information to solve a problem or to understand a phenomenon, i.e. observing the life cycle of a plant from seed, to plant, to flower, and to seed again.
- **Comparing** which is noticing the similarities and differences. For example, asking children which is bigger / smaller, heavier / lighter.
- **Classification** which is grouping objects according to similar attributes. For example, classifying objects which float and which sink.
- **Prediction** which involves thinking about what will happen by asking children open-ended questions that may not require a single right answer to promote guessing and prediction. For example, asking children what will happen to the leaf if I put it in the water - will it float or will it sink?
- **Experimentation** which is testing out the prediction. For example, children predict that the leaf will sink, and when they put it into the water, it floats.
- **Measurement** is finding the weight, height, length and capacity. Non-standard and standard units can be used to measure. For example, the table is five handspans long (non-standard) or the table is 70 cm long (standard unit).

- **Communication** involves the ability for children to communicate (talk, draw, write) their ideas in a way that others can understand. For example, after observing the life cycle of a plant, children to draw or write what they observed.

For young children, **the process is more important than the results.**

## **2. How Knowledge and Skills about People, Events, Physical and Cultural Environment Develops**

From the time children are born, they begin to develop an understanding about themselves and the social and environmental context in which they live. Children develop a positive sense of self when they appreciate their uniqueness as well as the similarities and differences which they share with others. This helps them to develop respect for themselves and for other people. As children interact with people and their environment, they begin to develop concepts about the natural environment, civic and social responsibilities, beliefs about inclusion and equity, solutions for social problems, and history.

### **Early Learning and Development in the *ECCE Standards for Sindh 2018***

Early learning and development standards for concepts related to the world around us are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

6. Explain how children’s scientific knowledge and skills as well as knowledge and skills about people, events and physical and cultural environment can be supported in the ECCE classroom, referring to the information below. Participants can find the same description of in their ECCE Teacher Guide.

### **How to support children’s early knowledge and skills about science and the environment in the ECCE classroom**

- Provide a range of material, including from the natural world, for children to explore, discover, and engage in experimentation
- Hands-on activities to engage in using the scientific method, i.e. observing, asking why, making predictions, developing hypothesis, experimenting
- Opportunities to repeat experiences
- Ask questions and respond to and encourage questions from children to stimulate their thinking
- Read books and tell stories from diverse cultures and the natural world
- Sing songs from diverse cultures

7. Facilitator then reviews the World Around Us in the Key Learning Area of the Sindh Curriculum for ECCE 2018. Participants can refer to this in their ECCE Teacher Guide.

Key Learning Area	Competencies (3-4 Years Old)
The World Around Us	<p>Children will develop an understanding of how families are important.</p> <p>Children will develop an understanding of the people and places around them.</p> <p>Children will recognize the plants and animals in their environment and explore their basic features and habitat.</p> <p>Children will observe the weather and develop an understanding of the seasons and their significance to people.</p> <p>Children will develop a caring attitude towards the environment.</p> <p>Children will develop an understanding of their rights and responsibilities in order to participate in society.</p> <p>(P. 19 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

Key Learning Area	Competencies (4-5 Years Old)
The World Around Us	<p>Children will develop an understanding of how people contribute to their communities in different ways.</p> <p>Children will demonstrate an awareness of their surroundings including people and places around them.</p> <p>Children will demonstrate an understanding of plants and animals and the need to care for and respect their environment.</p> <p>Children will observe the weather and develop an understanding of the seasons and their significance to people.</p> <p>Children will demonstrate an awareness of natural and built environment and develop a caring attitude towards the environment.</p> <p>Children will demonstrate an awareness that people in society are interdependent on each other and that rights and duties should be upheld.</p> <p>(P. 64 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

Activity 4	Having fun exploring the world around us
Time	65 minutes
Materials	<ul style="list-style-type: none"> <li>• Shaker</li> </ul>
	<p><b><i>Station 1 – Sinking and floating</i></b></p> <ul style="list-style-type: none"> <li>• Medium size tub ½ filled with water</li> <li>• Observation sheet in <a href="#">Appendix K</a> – 1 per participant</li> <li>• Pencils</li> <li>• 1 basket or box with the following materials:               <ul style="list-style-type: none"> <li>• 1 leaf</li> <li>• 1 shell</li> <li>• 1 small piece of cotton cloth</li> <li>• 1 sponge</li> <li>• 1 cotton ball</li> <li>• 1 plastic block</li> <li>• 1 clothes peg</li> <li>• 1 coin</li> <li>• 1 stone</li> <li>• 1 piece of wood</li> <li>• 1 piece of newspaper</li> <li>• 1 plastic spoon</li> <li>• 1 button</li> </ul> </li> <li>• Card with the following instruction for participants to carry out the task:               <ul style="list-style-type: none"> <li>• Each participant gets a pencil and an observation sheet.</li> <li>• The group discuss and predicts what will happen to each object in the basket/box when it is dropped in the water – will it float or will it sink?</li> <li>• Each participant records her/his prediction on the observation sheet.</li> <li>• One person drops one object into the water. All the participants in the group observe what happens.</li> <li>• Each participant records on the observation sheet whether the object sank or floated.</li> <li>• Participants continue this until they have made a prediction and tested out each object to see if it sinks or floats.</li> </ul> </li> <li>• Card with the following questions for participants to reflect upon:               <ul style="list-style-type: none"> <li>• How might children use materials like this to explore scientific concepts?</li> <li>• What new ideas and concepts about science could children learn by using and talking about these materials?</li> </ul> </li> </ul>
	<p><b><i>Station 2 – Animal characteristics</i></b></p> <ul style="list-style-type: none"> <li>• A set of 15 small cards in Appendix L as follows:               <ul style="list-style-type: none"> <li>• 5 cards, each with a different picture of an animal that lives on land (cat, lion, sheep, horse, tiger)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 5 cards, each with a different picture of an animal that lives in water (fish, octopus, whale, shark, dolphin)</li> <li>• 5 cards, each with a different picture of an animal that lives on both land and water (frog, crocodile, snake, duck, turtle)</li> <li>• Card sheet with Venn diagram in Appendix M – 1 per participant</li> <li>• 1 envelope</li> <li>• Card with the following instructions for participants to carry out the task:             <ul style="list-style-type: none"> <li>• The group sorts and categorizes the animals according to whether they live on land, in water or both on land and in water.</li> <li>• The group uses the Venn diagram to put all the animals that live on land in one side of the circle, all the animals that live in water in the other side of the circle, and all the animals that live both on land and in water in the middle where the circles overlap.</li> <li>• After completing the task, the group can think of and try other ways in which the animal cards can be sorted and categorized.</li> </ul> </li> <li>• Card with the following questions for participants to reflect upon:             <ul style="list-style-type: none"> <li>• How might children use materials like this to explore scientific concepts?</li> <li>• What new ideas and concepts about science could children learn by using and talking about these materials?</li> </ul> </li> </ul>
	<p><b><i>Station 3 – Growing a plant</i></b></p> <ul style="list-style-type: none"> <li>• Paper cups – 1 per participant</li> <li>• Markers to label participants’ cups with their names</li> <li>• 1 large plastic mat/sheet to cover the floor</li> <li>• 1 small tub ½ filled with soil and fertilizer</li> <li>• 5 small spades or spoons</li> <li>• 1 small tub ½ filled with water</li> <li>• 5 small empty plastic bottles</li> <li>• 500 grams of mustard seeds</li> <li>• Card with the following instruction for participants to carry out the task – this task is to be done individually:             <ul style="list-style-type: none"> <li>• Fill a cup with soil using a small spade or spoon.</li> <li>• Poke a hole in the soil and sow some mustard seeds.</li> <li>• Cover the hole with soil to protect the mustard seeds.</li> <li>• Pour a little water over the soil using an empty plastic bottle.</li> <li>• Label the cup with the participant’s name.</li> </ul> </li> <li>• Card with the following questions for participants to reflect upon:             <ul style="list-style-type: none"> <li>• How might children use materials like this to explore scientific concepts?</li> <li>• What new ideas and concepts about science could children learn by using and talking about these materials?</li> </ul> </li> </ul>

	<p><b><i>Station 4 – Looking after the environment</i></b></p> <ul style="list-style-type: none"> <li>• Recycled materials like – ensure that these are all clean: <ul style="list-style-type: none"> <li>• Used calendars</li> <li>• Empty boxes</li> <li>• Empty plastic bottles</li> <li>• Ice-cream cups</li> <li>• Tins</li> <li>• Sticks</li> <li>• Old newspapers</li> </ul> </li> <li>• Scissors</li> <li>• Glue</li> <li>• Markers</li> <li>• Pencils</li> <li>• Erasers</li> <li>• String</li> <li>• Card with the following questions for participants to carry out and reflect upon the task: <ul style="list-style-type: none"> <li>• How might children use these materials to explore concepts about the physical environment?</li> <li>• How many different ways can children use these materials?</li> <li>• What new ideas and concepts might children learn about the physical environment and people?</li> </ul> </li> </ul>
	<p><b><i>Station 5 – Festivals and Celebrations</i></b></p> <ul style="list-style-type: none"> <li>• A4 size paper – 1 sheet per participant</li> <li>• Crayons</li> <li>• <i>Chikni mitti</i></li> <li>• Pictures from newspapers, magazines, old calendars, post cards, etc. related to festivals and celebrations, i.e. Independence Day: national flag of Pakistan; Quaid-e-Azam’s Birthday: tomb of Quaid-e-Azam or photograph of Quaid-e-Azam; Eid: clothes, special food and sweets, money for <i>Eidi</i>, animals for sacrifice, picture of mosque; festivals and celebrations of different traditions: picture of a temple, picture of a church, Christmas tree, etc.)</li> <li>• Card with the following instruction for participants to carry out the task: <ul style="list-style-type: none"> <li>• Each participant gets a blank sheet of A4 size paper.</li> <li>• Each participant folds their A4 size paper into half and then into quarter.</li> <li>• Each participant opens the A4 size paper up and in each quarter draws or makes a picture of any festival or celebration that they enjoy with their family, 1) clothing which they usually wear during the festival; 2) special food the family cooks and eats during this</li> </ul> </li> </ul>



	<p>festival or celebration; 3) decorations they make or put in their homes or buildings; 4) relatives or places they visit.</p> <ul style="list-style-type: none"> <li>• Card with the following questions for participants to reflect upon the task: <ul style="list-style-type: none"> <li>• What new ideas and concepts might children learn about festivals and celebrations from this task?</li> </ul> </li> </ul>
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### Pre-session preparation

1. Facilitator to prepare all the items for each station before the session.

### Procedure

1. Facilitator explains the following to the participants:
  - Participants will explore the different materials at each station and reflect upon how these materials can support young children's concepts.
  - Each station has a card with questions related to the materials for participants to discuss and note down in small groups.
2. Facilitator explains that participants will be divided into 5 small groups of 5 people. Each small group will go to one station for 10 minutes, explore the material and discuss the questions. After 10 minutes, the groups will move to another station.
3. Facilitator to shake the shaker when 8 minutes are over so that participants can wind up the materials and get ready to explore the station. As the participants put away the materials.
4. Once each group has had a chance to explore all stations, facilitators invite participants to return and sit in the large group.
5. Ask participants to share key points in response to the questions which they discussed at each station.
6. Once each group has had a chance to explore all stations, facilitator invites participants to return and sit in the large group.
7. Ask participants to share key points in response to the questions which they discussed at each station.

<b>Activity 5</b>	<b>Developing early knowledge and skills about science and the environment: Session summary</b>
<b>Time</b>	5 minutes
<b>Materials</b>	• None

1. Summarize that the development of early knowledge and skills about science and the environment is very important for success in school and throughout life.

- Caregivers at home and school can help children build a strong foundation for scientific inquiry as well as understanding about people and the environment by encouraging exploration, observation, prediction, critical thinking and imagination.
- Children need to see adults and other children having fun with and being interested in science.

2. Facilitators ask participants to think about one key message that they will take away from the session. Ask a few participants to share their key message before closing the session.

# **KEY LEARNING AREA: CREATIVE ARTS**

## SESSION 14: KEY LEARNING AREA: CREATIVE ARTS

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate the importance of creative arts for children’s learning</li> <li>• Understand and articulate how to support creative arts experiences in the ECCE classroom</li> </ul>
Time	2 hours
Materials	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

<p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• Understand and articulate the importance of creative arts for children’s learning</li> <li>• Understand and articulate how to support creative arts experiences in the ECCE classroom</li> </ul>
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### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator reads the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Creative arts: A cultural heritage</b>
<b>Time</b>	30 minutes
<b>*Materials</b>	<ul style="list-style-type: none"> <li>• 1 <i>ralli</i></li> <li>• 1 traditional cap</li> <li>• 1 truck with truck art</li> <li>• 1 piece of cloth with traditional embroidery</li> <li>• 1 tile painted with local pattern</li> <li>• 1 picture with a cultural heritage site</li> <li>• 1 piece of <i>ajrak</i></li> <li>• 1 <i>dhol</i></li> </ul> <p>*(In case any of the above are unavailable, these materials can be replaced by any other traditional item which is easily available.)</p>

### Procedure

1. Invite the participants to sit in a large circle.
2. Ask participants to think about why Creative Arts might be a Key Learning Area in the *Sindh Curriculum for Early Childhood Care and Education 2018*. Ask a few participants to share their ideas.
3. Place all the materials – *ralli*, traditional cap, cloth with traditional embroidery, truck, tile, *ajrak* piece, *dhol* - in the centre of the large circle so that they are visible to all the participants.
4. Ask a few participants to name the different objects.
5. Ask participants to think about what children can learn about creative arts (art and music) from these objects. Ask a few participants to share their ideas.
6. Explain the importance of creative arts in the ECCE classroom, referring to the information below. Participants can find the same information in their ECCE Teacher Guide.

### What is Creative Arts?

Creative arts are activities that involve children's use of imagination to come up with new and original ways of representation ideas. This can include activities like art, music, movement, drama, theatre, dance and puppetry. Such activities are open-ended, flexible, enjoyable and support children's development across all domains. When children engage in creative arts, they explore and experiment with different tools, materials, sounds, shapes and colors. Through creative arts, children express ideas and feelings and use language in enjoyable ways. They gain experience making choices. Children's creativity can happen in any area of the curriculum, for example, singing and moving to songs, making a clay lion, telling a story with puppets, painting letters of the alphabet. Process rather than product is emphasized through children's experiences with creative arts.

### Supporting Creative Arts in the ECCE classroom

- Set up a well-provisioned art learning corner with material for collage, printing, drawing, painting, cutting, pasting, printing, making models and working with clay.

- Set up a well-provisioned music and movement learning corner with a variety of low cost and contextual musical instruments, i.e. flutes, drums, shakers, cymbals, etc.
- Plan and implement active learning strategies which encourage children’s creativity during greeting time, group work time and story and rhyme time.
- Sing songs, recite poems and rhymes during daily routine activities.
- Provide children with opportunities to try traditional art forms, i.e. making *rallis* with pieces of different colored cloth; block printing; making clay tiles or pots, making puppets
- Provide children with opportunities to look at and talk about different types of local, national and international art in books, pictures, paintings, cloth pieces, etc.

### Early Learning and Development in the *ECCE Standards for Sindh 2018*

Early learning and development standards for creative arts are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

7. Review the Creative Arts Competencies in the Key Learning Areas of the *Sindh Curriculum for Early Childhood Care and Education 2018*. Participants can refer to this information in the ECCE Teacher Guide.

Key Learning Area	Competencies (3-4 Years Old)
Creative Arts	<ul style="list-style-type: none"> <li>• Children will express themselves through the use of drawing and colouring</li> <li>• Children will work with a variety of low cost and waste material to create craft projects of their choice</li> <li>• Children will experiment with a variety of materials to represent their observations and imaginations in the form of cut outs/models</li> <li>• Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns</li> <li>• Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns</li> <li>• Children will listen to, identify and appreciate a variety of sound patterns, rhythms, and rhymes as a form of expression</li> <li>• Children will participate with increasing confidence in a variety of dramatic play activities to express themselves</li> </ul> <p>(P. 20 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

Key Learning Area	Competencies (4-5 Years Old)
Creative Arts	<ul style="list-style-type: none"> <li>• Children will express themselves through the use of drawing and colouring.</li> <li>• Children will work with a variety of low cost and waste material to create craft projects of their choice.</li> <li>• Children will experiment with a variety of materials to represent their observations and imaginations in the form of models/sculptures.</li> <li>• Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns.</li> <li>• Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.</li> <li>• Children will listen to and identify a variety of sound patterns and create their own rhythms and rhymes for poems.</li> <li>• Children will participate with increasing confidence in a variety of dramatic play activities to express themselves.</li> </ul> <p>(P. 64 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

Activity 3	Creative arts using low cost materials
Time	75 minutes
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Shaker</li> </ul>
	<p><b><i>Station 1 – Making a ralli– enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• A variety of fabric pieces in different colours and different patterns, cut into strips.</li> <li>• A variety of lace pieces cut into different sizes.</li> <li>• Old calendars or empty cardboard boxes cut into A4 size and on which to stick the fabric pieces to make the <i>ralli</i></li> <li>• Scissors, glue</li> </ul> <p>Paint brushes and a plate for the glue</p>
	<p><b><i>Station 2 – Making a farm– enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• Clay – <i>chikni mithi</i></li> <li>• Card paper – A4 size</li> </ul>
	<p><b><i>Station 3 – Building a school – enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• Empty boxes and containers of different sizes and shapes</li> <li>• Low-cost paper/card cut into different size pieces</li> <li>• Small pieces of fabric</li> <li>• Lace pieces</li> <li>• Scissors, glue, tape, string</li> <li>• Paint brushes and a plate for the glue</li> </ul>
	<p><b><i>Station 4 – Block printing– enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• A4 size pieces of white or light colored fabric</li> <li>• A variety of paper in different sizes and colors</li> <li>• A variety of low-cost card paper / card from boxes in different sizes</li> <li>• Blocks with traditional patterns</li> <li>• Paints</li> <li>• Paint brushes</li> </ul>
<p><b><i>Station 5 – Making a dhol – enough material for all participants</i></b></p> <ul style="list-style-type: none"> <li>• An empty tin or plastic tub with the lid</li> <li>• Decorations like crepe paper; sequins; small buttons; pompoms; lace pieces; fabric pieces; small beads; crayons</li> <li>• Scissors, tape, glue, string</li> <li>• Paint brushes and a plate for the glue</li> </ul>	



### Pre-session preparation

1. Prepare all the items for each station before the session.

### Procedure

1. Explain the following to the participants:
  - Participants will be divided into small groups. Each group will go to one station and make a play item. The play items at each station are: 1) station 1 – making a *ralli*; 2) station 2 – making a farm; 3) station 3 – building a school; 4) station 4 – making a doll puppet; 5) station 5 – making a *dhol*.
2. Divide participants into 5 small groups (4-5 people). Each small group will go to two station for 20 minutes at each station and use the creative arts material there: Group 1 will go to stations 1 and 5; Group 2 will go to stations 2 and 4; Group 3 will go to stations 3 and 2; Group 4 will go to stations 4 and 3; Group 5 will go to stations 5 and 1.
3. Shake the shaker when 20 minutes are over. Ask participants to put away the materials from their first station and to move to their next assigned station.
4. Shake the shaker when 20 minutes are over. Ask participants to put away the materials and return to sit in the large group with both pieces of art which they have created.
5. Ask participants to share with the large group what they made and how they felt doing this.
6. Ask participants to think and talk about:
  - How children might feel using these kinds of creative arts material.
  - How such experiences might support children’s learning with regards to different domains of development and culture.
  - What they can do as teachers to support creative arts in the ECCE classroom.

<b>Activity 4</b>	<b>Creative arts in the early years: Session summary</b>
<b>Time</b>	5 minutes
<b>Materials</b>	• None

1. Facilitator summarizes the following about creative arts in the early years. Participants can also find this information in the ECCE Teacher Guide.

- Creative arts help develop children’s:
  - Language skills, for example, when they listen to and use language in songs, act out stories, talk about how they feel when they see a piece of art.
  - Cognitive skills, for example, when they use their imagination and make decisions about which materials to use and how to put them together to represent ideas.
  - Physical skills, for example, when they cut, paste, build, paint and color.
  - Social and emotional skills, for example, when they interact with others, express feelings and listen to others express their feelings.
- Through experiences with creative arts in the ECCE classroom, teachers can support children to learn about traditional forms of art and music to maintain the rich cultural

heritage, and to learn about forms of art and music from other contexts to increase awareness and respect for other cultures.

2. Facilitators ask participants to think about one key message that they will take away from the session. Ask a few participants to share their key message before closing the session.

# **ASSESSMENT IN THE ECCE CLASSROOM**

## SESSION 15: ASSESSMENT IN THE ECCE CLASSROOM

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate the role of assessment in the ECCE classroom</li> <li>• Understand, identify and learn to use different strategies to assess children’s learning and development in the ECCE classroom</li> <li>• Understand how to communicate children’s learning and development progress with parents</li> </ul>
Time	2 hours
Material	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	<ul style="list-style-type: none"> <li>• 5 minutes</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

#### *Objectives*

- Understand and articulate the role of assessment in the ECCE classroom
- Understand, identify and learn to use different strategies to assess children’s learning and development in the ECCE classroom
- Understand how to communicate children’s learning and development progress with parents

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier during the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator to read the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Remembering assessment in our childhood</b>
<b>Time</b>	<ul style="list-style-type: none"> <li>• 30 minutes</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Shaker</li> <li>• Crayons – enough for all participants</li> <li>• A4 size paper – enough for all participants</li> <li>• 5 small baskets or boxes to organize the crayons and A4 size paper</li> </ul>

### Pre-session procedure

1. Write the following questions on a flipchart. The questions should be written clearly and legibly using black marker and print writing.

### Discussion Questions

1. What kind of assessment practices do you remember from your childhood when you were in an ECCE or early primary classroom?
2. How did you feel when you had an assessment / were being assessed?
3. What kind of assessment practices are currently being used in ECCE or early primary classrooms?
4. How did you think children today feel when they have an assessment / are being assessed?
5. Have assessment practices today changed from when you were a child in school?

### Procedure

1. Invite participants to sit in a large circle.
2. Introduce the session topic, “Assessment in the Early Years”.
3. Explain to participants that for this activity, they will reflect upon assessment experiences from their childhood and assessment experiences of young children today. Each participant will draw their responses to each question on an A4 size paper using crayons. This is an individual task. However, for purposes of organizing materials, participants will be divided into 5 small groups.
4. Divide participants into 5 small groups. Request participants to sit in a circle in their groups.
5. Distribute a basket with crayons and A4 size paper to each small group. Request participants to draw their responses to the questions. They will have 10 minutes for this task. Remind participants that this is an individual task and that they should do this quietly. Participants may need to be reassured that the purpose of this activity is to use another form of reflection, i.e. drawing. They should not feel concerned or worried about their drawing skills; rather they should focus on the process. They will have a chance to discuss their responses with the large group; they do not need to show their drawings to anyone.
6. After 8 minutes, shake the shaker to alert participants that they have 2 more minutes to complete the reflective task. Shake the shaker again after 2 minutes and request participants to put away the materials.
7. Ask participants to return to the large circle.

8. Request a few participants to share their ideas and experiences. For each question, facilitators note down the participants’ responses on a blank flipchart.
9. Explain to participants that at the end of the session, the group will return back to the experiences of assessment which they have just discussed and review these in light of what is currently recommended for assessment in an ECCE classroom.

<b>Activity 3</b>	<b>Purpose of assessment in an ECCE classroom</b>
<b>Time</b>	<ul style="list-style-type: none"> <li>• 45 minutes</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

**Pre-session procedure**

1. Write the following questions on a flipchart. The questions should be written clearly and legibly using black marker and print writing.

<p><b>Discussion Questions</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose of assessment?</li> <li>2. Why do we assess young children?</li> <li>3. What should be done with the assessment information about young children?</li> </ol>
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**Procedure**

1. Invite participants to sit in a large circle.
2. Display the flipchart with the questions about the purpose of assessment.
3. Explain to participants that for this activity they will work in pairs. Each pair will think about these questions and discuss and write down their ideas. Participants will have 10 minutes to discuss in their pairs.
4. Divide participants into pairs.
5. After 8 minutes, shake the shaker to alert participants that they have 2 more minutes to complete the task. Shake the shaker again after 2 minutes to conclude the discussion.
6. Request a few pairs to share their ideas and experiences. For each question, facilitators note down the participants’ responses on a blank flipchart.
7. Explain the following information about assessment in the ECCE classroom to participants. Participants can find the same description of assessment in the ECCE classroom in their ECCE Teacher Guide.

<p><b>Assessment in the ECCE classroom is:</b></p> <ul style="list-style-type: none"> <li>• An integral part of planning in a high-quality early childhood programme.</li> <li>• Aligned with instructional strategies that assess what children have learned and understood in relation to learning standards in the ECCE curriculum</li> <li>• An on-going pedagogical behaviour by which teachers determine children’s competencies, i.e. understand what children can do, what they are interested in and what they already know, and what they need support to learn.</li> </ul>
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- A way to plan activities, environments and experiences that are responsive to children's interests and needs and that help them grow to their developmental potential.
- A basis to report children's learning and progress to parents/families, and also gain important insight from the family.
- A way to assist children with assessing their own learning and progress.
- A way to identify and plan for children who may require specialized services.

### **Appropriate assessment strategies in the ECCE classroom**

- Appropriate assessment in the ECCE classroom requires gathering and analyzing child performance information during everyday classroom activities and routines to understand each unique child's development.
- Open-ended, performance-oriented assessment strategies which extend over a period of time are most suitable for young children. This helps avoid labelling children.
- Children's progress should be determined using a diverse range of assessment tools.
- Three assessment tools mentioned in the *Sindh Curriculum for Early Childhood Care and Education 2018* are described below.
  1. **Observations:** Teachers watch children closely and write down what they see and hear. Observations can be recorded in a notebook, on small cards or in a folder. Some guidelines include observing: over a long-period of time; during different times of the day; during different activities; in different learning corners. It is important to write the date and time of EACH observation. It can be helpful to make an observation schedule. Choose a way that is simple to record observations.
  2. **Portfolios:** Tell a story of children's efforts, developmental progress and/or achievements in relation to curriculum standards. A portfolio includes a purposeful collection of children's work, i.e. stories, drawings, numbers, writing. A portfolio is usually kept in an individual folder. Teachers should involve children in selecting samples of their work for their portfolios.
  3. **Checklists:** A list of statements about the knowledge, skills and concepts which teachers can use to assess children's learning and development in relation to curriculum standards. Checklists should be used together with observations as checklists may not provide in-depth information about a child's progress.

### **Note about assessment in the ECCE classroom**

Young children are poor test takers. Formal tests usually provide an inaccurate evaluation of children's abilities, particularly the younger the child. Test situations can make children feel tense. Children may have trouble understanding the test language and reading the test instruction.

### **Assessment in the ECCE Standards for Sindh 2018**

Assessment standards are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

<b>Activity 4</b>	<b>Narrative and checklist</b>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Photocopies of ‘Rehan at Play’ activity sheet in <a href="#">Appendix N</a> – 1 per participant</li> <li>• Photocopies of ‘4 Years Old Sameer’s Reading Development’ activity sheet in <a href="#">Appendix O</a> – 1 per participant</li> <li>• Shaker</li> </ul>

### Pre-session preparation

1. Make enough photocopies of the ‘Rehan at Play’ and ‘4 Years Old Sameer’s Reading Development’ activity sheets – 1 per participant.
2. Write the following discussion questions on a flipchart. The questions should be clearly and legibly written using black marker and print writing.

#### Discussion Questions

1. What do you notice about Rehan’s play?
2. What was Rehan trying to do and learn?
3. What was Rehan focusing and concentrating on?
4. How do you think Rehan might have felt during his play? What parts of the observation suggest to you how he might have felt this way?
5. What do you think Rehan’s teacher can do to plan activities and experiences for him that might help extend his learning?

3. Write the following discussion questions on a flipchart. The questions should be clearly and legibly written using black marker and print writing.

#### Discussion Questions

1. What do you notice about Sameer’s reading ability?
2. What is Sameer able to do most of the time? What is Sameer able to do sometimes? What areas of Sameer’s reading ability are still developing?
3. What do you think Sameer’s teacher can do to plan activities and experiences for him that might help extend his reading development?

### Procedure

1. Invite the participants to sit in a large circle.
2. Explain to participants that will work in small groups for the next activity.
3. Before dividing participants into groups, explain the task. Each group will read the scenario of “Rehan at Play” and the sample checklist of “4 Years Old Sameer’s Reading Development”. In their groups, participants will respond to the discussion questions about each scenario. They will record their ideas on a flipchart.



4. Display the flipcharts with the discussion questions for both scenarios. The flipcharts should be visible to everyone.
5. Facilitator reads the discussion questions aloud, one question at a time.
6. Divide the participants into 6 small groups (4-5 people).
7. Distribute to each group one copy of the ‘Rehan at Play’ activity sheet, one copy of the “4 Years Old Sameer’s Reading Development” activity sheet, two sheets of flipchart paper and a black marker.
8. Ask each group to discuss and write their responses to the questions about ‘Rehan at Play’ scenario and “4 Years Old Sameer’s Reading Development” on the flipcharts provided.
9. Participants will choose a person to share the group’s ideas with the large group.
10. After 10 minutes, invite one participant from each group to report back to the whole group. Each group has 2 minutes to present. The first group will share the group’s ideas for questions 1 of “Rehan at Play”. The second group will share the group’s ideas for question 2 of “Rehan at Play”. The third group will share the group’s ideas for question 3 of “Rehan at Play”. The fourth group will share the group’s ideas for question 4 of “Rehan at Play”. The fifth group will share the group’s ideas for question 1 of “Sameer’s Reading Development”. The sixth group will share the group’s ideas for question 2 of “Sameer’s Reading Development”. It is important that each group keeps time. Shake the shaker or a small bell at the 2 minutes mark.
11. Facilitator summarizes the discussion by highlighting how the narrative of Rehan’s play experience and checklist of Sameer’s reading development provides important information about their competencies to help plan experiences to extend their learning. This kind of information about their competencies would be difficult to determine through traditional paper and pencil test methods.
12. Ask participants for their reflections about similarities and differences in the kind of information a checklist and a narrative like what they have just discussed can provide about a child’s learning and development. Which one do they feel provides a more detailed understanding about a child’s competencies?

<b>Activity 5</b>	<b>Assessment in the ECCE classroom: Reflecting on our contexts?</b>
<b>Time</b>	10 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the following discussion questions on a flipchart. The questions should be clearly and legibly written using black marker and print writing.

#### Discussion questions

1. What key messages would you give families about the importance of assessment practices like observations, checklists and portfolios to determine their child's learning and development?
2. What key messages would you give school management about the importance of assessment practices like observations, checklists and portfolios to determine child's learning and development?

### Procedure

1. Display the flipchart with the discussion questions. The flipchart should be visible to everyone.
2. Ask participants to think back to the start of the session and their reflections about assessment experiences from their childhood and assessment experiences of young children today.
3. Facilitator reads the discussion questions below aloud, one question at a time. Ask participants to note down their responses in their notebooks.
4. After 4 minutes, facilitator asks a few participants to share their ideas and experiences. Facilitators should encourage those participants who have not yet shared anything to speak. For each question, facilitators note down the participants' responses on a blank flipchart.

# **SCHOOL IMPROVEMENT PLAN FOR INTRODUCING ECCE CLASSROOMS**

## SESSION 16: SCHOOL IMPROVEMENT PLAN FOR INTRODUCING ECCE CLASSROOMS

Objectives	<ul style="list-style-type: none"> <li>• Understand and articulate the role of school improvement planning for effective ECCE implementation</li> <li>• Understand and design a school improvement plan for effective ECCE implementation based on the Sindh Curriculum for ECCE 2018</li> </ul>
Time	2 hours
Material	<i>*Related materials are listed by each activity</i>

<b>Activity 1</b>	<b>Review session objectives</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session preparation

1. Write the sessions objectives on a flipchart. The objectives should be written clearly and legibly using black marker and print writing.

#### *Objectives*

- Understand and articulate the role of a school improvement plan for effective ECCE implementation
- Understand and design a school improvement plan for effective ECCE implementation based on the Sindh Curriculum for ECCE 2018

### Procedure

1. Invite the participants to sit in a large circle.
2. Display the flipchart with the session objectives prepared earlier as part of the pre-session activity. The flipchart should be visible to everyone.
3. Facilitator reads the session objectives aloud. Explain to participants that by the end of the session, these objectives will be met.

<b>Activity 2</b>	<b>Developing a school improvement plan for implementation of effective ECCE</b>
<b>Time</b>	15 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>

### Pre-session procedure

1. Write the following discussion questions on a flipchart. The questions should be clearly and legibly written using black marker and print writing.

#### Discussion Questions

1. What do you think a school improvement plan is?
2. Why do you think a school should have a school improvement plan to introduce and/or upgrade an ECCE classroom?
3. What role do you think school management, teachers, community, families and students should have in the development of a school improvement plan to introduce and/or upgrade an ECCE classroom?

### Procedure

1. Invite participants to sit in a large circle.
2. Introduce the session topic, “School Improvement Plan for Introducing ECCE Classrooms”.
3. Display the flipchart with the discussion questions prepared as part of the pre-session activity. The flipchart should be visible to everyone.
4. Facilitator reads the discussion questions aloud, one question at a time.
5. Ask participants the following question: **“What do you think a school improvement plan is?”** Take responses from a few participants.
6. Ask participants the following question: **“Why do you think a school should have a school improvement plan to introduce and/or upgrade an ECCE classroom?”** Take responses from a few participants.
7. Ask participants the following question: **“What role do you think school management, teachers, community, families and students should have in the development of a school improvement plan to introduce and/or upgrade an ECCE classroom?”** Take responses from a few participants.
8. Explain the following about school improvement planning to participants. Participants can find the same description of school improvement planning in their ECCE Teacher Guide.

#### School Improvement Planning

Sustainable Development Goal 4.2 states: “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.” Introducing early childhood care and education classrooms into schools is an important step towards realization of this SDG.

A key function of schooling is to ensure high quality education for children’s overall learning and development needs. Introducing and/or upgrading early childhood care and education classrooms into schools is a significant undertaking and requires proper planning for quality provision. School improvement planning is, therefore, important towards ensuring quality provision of newly integrated early childhood care and education classrooms.

### **School Improvement Planning for Introducing ECCE Classrooms**

School Management Committees (SMCs) have an important role in school improvement planning. The following are useful components which SMCs can include to develop a school improvement plan for introducing ECCE classrooms.

- Improvement, care and maintenance of the school compound, grounds, buildings, and wall
- Improvement, care and maintenance of classroom space, resources, furniture and fixtures
- Improvement, care and maintenance of washroom facilities
- Improvement care and maintenance of facilities for safe, drinking water
- Improvement of the teaching-learning spaces and atmosphere
- Teacher professional development
- Teacher mentoring
- Parental involvement
- Community involvement

<b>Activity 3</b>	<b>Poster of a school improvement plan to introduce an ECCE classroom</b>
<b>Time</b>	90 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> <li>• Photocopies of the “Poster of a School Improvement Plan to Introduce an ECCE Classroom” activity sheet in Appendix P – 1 per participant</li> </ul>

### **Pre-procedure preparation**

1. Make photocopies made of the ‘Poster of a School Improvement Plan to Introduce an ECCE Classroom’ activity sheet – 1 per participant.

### **Procedure**

1. Invite participants to sit in a large circle.
2. Explain to participants that they will work in 6 small groups to prepare a ‘Poster of a School Improvement Plan to Introduce an ECCE Classroom’.
3. Distribute to each participant one blank copy of ‘Poster of a School Improvement Plan to Introduce an ECCE Classroom’ activity sheet. Read the task description with the large group. Participants will have 30 minutes to make their poster.

4. Divide the participants in 6 small groups. It is preferable if participants be divided to work in groups according to the communities in which they live or according to the type of school contexts in which they work.
5. Provide each group a basket with chart paper, crayons and black permanent markers.
6. After 35 minutes, alert participants that they have 10 more minutes to complete their posters. A shaker can be used to signal that 10 minutes are left.
7. After the task time of 45 minutes is over, shake the shaker and request participants to put away all the materials.
8. Invite the participants back to the large group.
9. Invite each group to present their poster. Each group has 7 minutes to present. The facilitator could shake a shaker or a small bell at the 7 minutes mark.
10. After groups have reported back, ask participants to think about some of the key issues emerging through the presentations which need to be planned for to introduce effective ECCE provision in schools in their communities.

<b>Activity 4</b>	<b>School improvement planning to introduce an ECCE classroom</b>
<b>Time</b>	5 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Black permanent markers</li> <li>• Easel and board with clips</li> </ul>



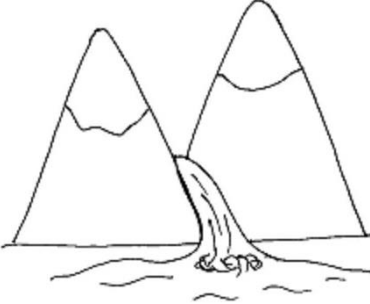
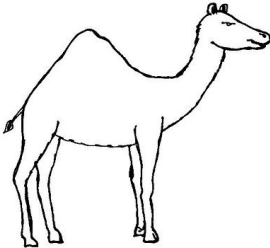



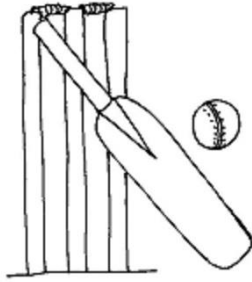
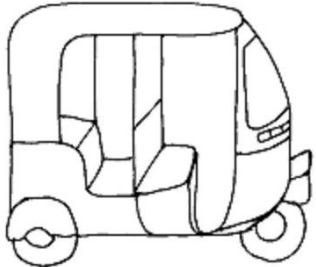
### Procedure

1. Facilitator asks participants to share key learnings from the session today.
2. Facilitator summarizes the session to the group.

School improvement planning is an important part of planning to introduce effective ECCE provision. Quality ECCE provision is critical for later school success. It is important to include all key stakeholders like school management, teachers, community, families and students in this process.

## APPENDIX A

## Introduction Session Activity: Bingo

<p><b>Likes ice cream</b></p> 	<p><b>Has a birthday in December</b></p> 	<p><b>Has seen mountains</b></p> 
<p><b>Has ridden a camel</b></p> 	<p><b>Has a sister</b></p> 	<p><b>Wears glasses</b></p> 
<p><b>Likes storybooks</b></p> 	<p><b>Can play cricket</b></p> 	<p><b>Has been in a rickshaw</b></p> 



## APPENDIX B

### Early Brain Development Session Activity: Amna and Farzana Start ECCE at School

#### **Amna and Farzana Start ECCE at School**

##### *Scenario 1: Amna's mother drops her to school*

Today is 3-year-old Amna's first day in the ECCE class at school. Her mother drops her off. Amna cries when her mother says "Allah Hafiz". Amna's mother gives her a hug, tells her she will return soon and then leaves. Amna's teacher kneels down in front of Amna and tells Amna that her mother will return soon to pick her up. She holds Amna's hand and takes her into the classroom to sit with a group of children who are playing with blocks. The teacher sits down beside Amna. Amna is still crying and says that she wants her mother. The teacher tells her that her mother will return soon and directs Amna's attention to some blocks. The teacher starts building with a few blocks and asks Amna to join her. Amna looks at her teacher and her teacher smiles at Amna. Amna picks up a block and puts it on top of a block that her teacher has placed.

##### *Scenario 2: Farzana's mother drops her to school*

Today is 3-year-old Farzana's first day in the ECCE class at school. Her mother drops her off. Farzana is crying as her mother says "Allah Hafiz" and rushes off. Farzana's teacher tells her to come inside the class. The teacher scolds Farzana for crying. She tells Farzana that she is a big girl now and that no one else in the class is crying like her. Farzana sits in a chair at a table near the door and continues to cry. The teacher goes to her desk, takes the attendance register and asks all the children to be seated for the class to start. Farzana remains seated by herself near the door.

#### **Discussion Questions**

1. How do the caregivers – mothers and teacher - respond to the way Amna and Farzana are feeling when they arrive at the school?
2. How might these experiences impact Amna's and Farzana's brain development?

**APPENDIX C****The Growing and Developing Child Session Activity: Domains and Stages of Development  
Placemat**

1 year old	2 years old
3 years old	4 years old

## APPENDIX D

**The Growing and Developing Child Session Activity: What Can Mothers, Fathers, Other Family Members and Teachers do to Support Child Development and Growth?**

Physical Fine Motor Development	Physical Gross Motor Development	Language Development	Cognitive Development	Social and Emotional Development
Mother, father, other family member •	Mother, father, other family member •	Mother, father, other family member •	Mother, father, other family member •	Mother, father, other family member •
ECCE Teachers •	ECCE Teachers •	ECCE Teachers •	ECCE Teachers •	ECCE Teachers •

## APPENDIX E

**Nurturing Care: Home and ECCE Classroom Session Activity: Role of Caregivers in Early Child Development**

<b>Periods</b>	<b>Mother</b>	<b>Father</b>	<b>Grandmother</b>	<b>Grandfather</b>	<b>Teacher</b>
<b>Prenatal</b>					
<b>Birth – 3 years old</b>					
<b>3-5 years old</b>					

## APPENDIX F

### Play in the Early Years Session Activity: Play During My Childhood

Questions	Play During My Childhood
What did I enjoy playing?	
What materials / toys / resources did I use in my play?	
Who did I play with?	
Which adults, if any, played with me?	
Where did I play?	
How did I feel when I played?	

## APPENDIX G

### Sindh Curriculum for ECCE 2018 Session Activity: Matching Key Learning Areas and Competencies

#### *Key Learning Area Cards*

Personal & Social Development	Language and Literacy
Basic Mathematical Concepts	The World Around Us
- Health Hygiene and Safety	Creative Arts

*Competency Cards***Personal & Social Development**

Children will develop a sense of identity and honour their own uniqueness and that of others.	Children will develop an understanding of their likes, dislikes, strengths and emotions.
Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours.	Children will be aware of social skills in play and other contexts.
Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhoods.	Children will learn about and appreciate heritage and culture of their own family, their peers and neighbours.

**Language and Literacy**

Children will engage in conversation with others and talk confidently about matters of immediate and personal interest.	Children will describe objects, events and their plans for the day.
Children will enjoy listening to stories and poems and make up their own stories and rhymes.	Children will handle books carefully and will enjoy them.
Children will understand how to follow books in different languages.	Children will read new alphabets and recognize first and last sounds of the words.
Children will use pictures, symbols, and familiar letters and words to communicate meaning, showing awareness of some purposes of writing.	



### Basic Mathematical Concepts

<p>Children will demonstrate an understanding of the different attributes of objects, such as, colour, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They will also engage in pattern seeking and pattern making using different attributes of objects.</p>	<p>Children will develop a basic understanding of quantity, counting from 0-9 and of simple number operations.</p>
<p>Children will recognize basic geometrical shapes and the position of objects in relation to each other.</p>	<p>Children will develop an understanding of measurement.</p>
<p>Children will develop an understanding of handling data.</p>	

**The World Around Us**

Children will develop an understanding of how families are important.	Children will develop an understanding of the people and places around them.
Children will recognize the plants and animals in their environment and explore their basic features and habitat.	Children will observe the weather and develop an understanding of the seasons and their significance to people.
Children will develop a caring attitude towards the environment.	Children will develop an understanding of their rights and responsibilities in order to participate in society.

**Health Hygiene and Safety**

<p>Children will develop a sense of balance, agility and coordination.</p>	<p>Children will have increased hand-eye coordination and the ability to handle tools and materials effectively.</p>
<p>Children will develop an understanding of the importance of safe and hygienic practices.</p>	

**Creative Arts**

Children will express themselves through the use of drawing and colouring.	Children will work with a variety of low cost and waste material to create craft projects of their choice.
Children will experiment with a variety of materials to represent their observations and imaginations in the form of cut-outs/models.	Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns.
Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.	Children will participate with increasing confidence in a variety of dramatic play activities to express themselves.
Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression.	

## APPENDIX H

### Learning Environment and Provisions in the ECCE Classroom Session Activity: Material for Different Learning Corners

<b>Language Corner</b>	
Storybooks and song charts	Variety of print material like newspaper and magazines
Alphabet cards	Writing tools like pencils, pens, crayons, markers, paper
Storyboard and puppets	Variety of language games like bingo, story sequencing cards, memory game
Stuffed toys and dolls	Environmental print
Slates, easels	Old keyboard

<b>Math Corner</b>	
Pebbles	Different sized containers
Number cards	Clean bottle caps
Sticks	Variety of lace and string pieces
Variety of beads and buttons	Blocks
Rulers	Shapes

<b>Art Corner</b>	
Clay	Art tools like paint brushes, paint, sponges, glue, cotton wool, blocks for printing, crayons, water
Variety of low-cost paper like used calendars, magazines, paper bags, recycled paper	Empty boxes of different sizes
Variety of natural materials like leaves, feathers, shells, seeds	Variety of lace and string pieces
Variety of beads, buttons, sequins	Collage material like pencil shavings, crayon shavings, wood shavings, small pieces of paper, small pieces of fabric, nut shells
Calligraphy samples and geometric patterns	Books with a variety of art forms from different local cultures and different parts of the world

<b>Science Corner</b>	
Variety of natural materials like leaves, feathers, shells, seeds	Magnifying glass
Weighing scale	Toy animals
Toy fruits and vegetables	Weather pictures
Magnets	Sand and water play materials like tub, sieve, spade, empty plastic bottles, funnels
Map	Cultural artefacts like fabric pieces, bags, caps



<b>Home Corner</b>	
Unbreakable utensils like cups, saucers, plates, spoons, pots, pans	Stuffed toys and dolls
Stove, fridge and toy furniture made out of boxes/low-cost material	Empty product containers like shampoo bottle, toothpaste box
Variety of cloth bags	Old telephone
Cradle with pillow and blanket	Dress-up clothes, hats, scarves and costume jewellery
Dustpan and brush	Play sets like construction set, doctor set

## APPENDIX I

### Key Learning Area Language and Literacy Session Activity: Early Language Abilities

Early Language Abilities	1 month old	18 months old	3 years old	5 years old
Express feelings, emotions, needs, thoughts, ideas (through sounds, words, speech and/or gestures)				
Understand language (through sounds, words, speech and/or gestures)				

## APPENDIX J

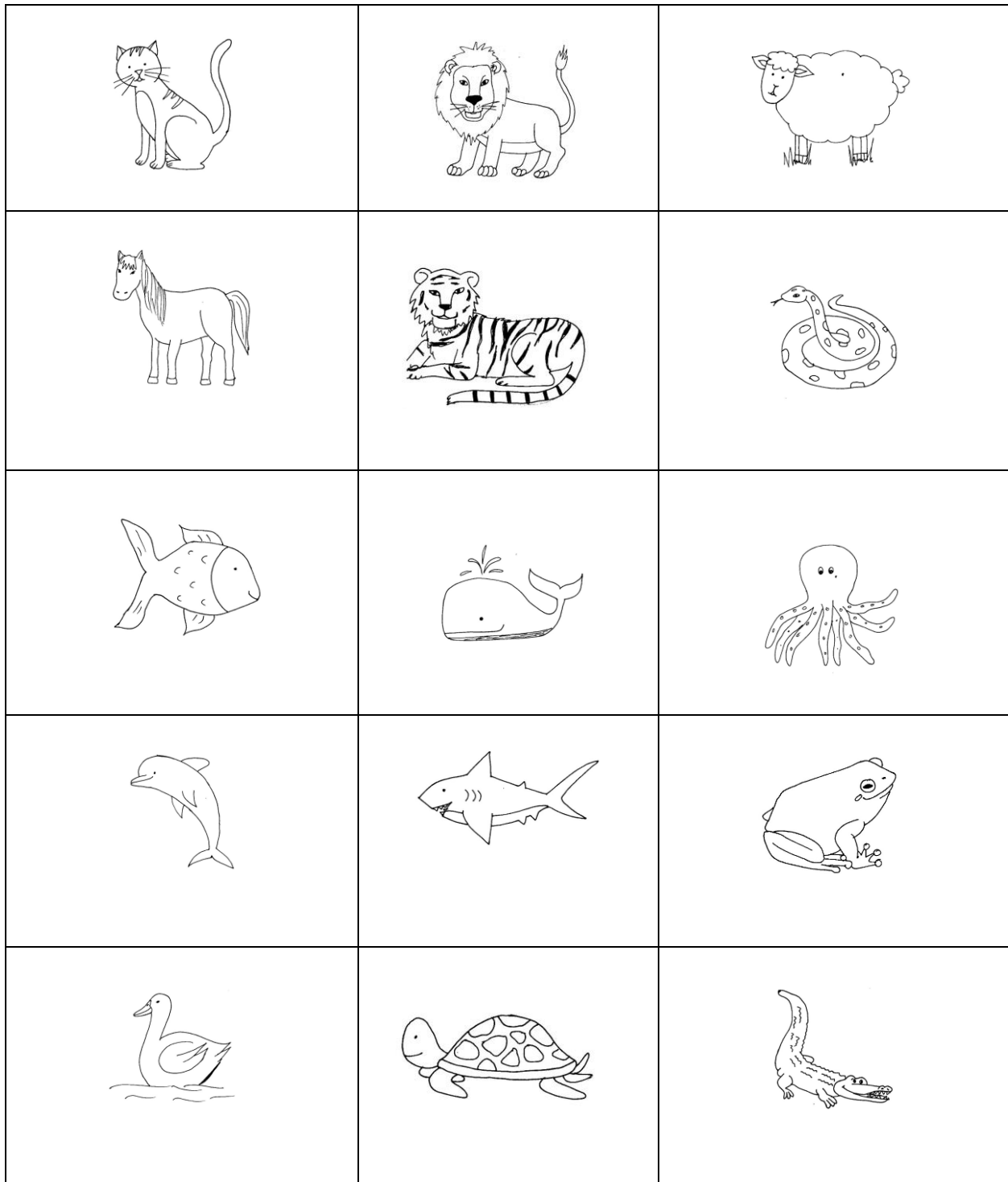
**Key Learning Area Basic Mathematical Concepts Session Activity: Early Mathematical Abilities**

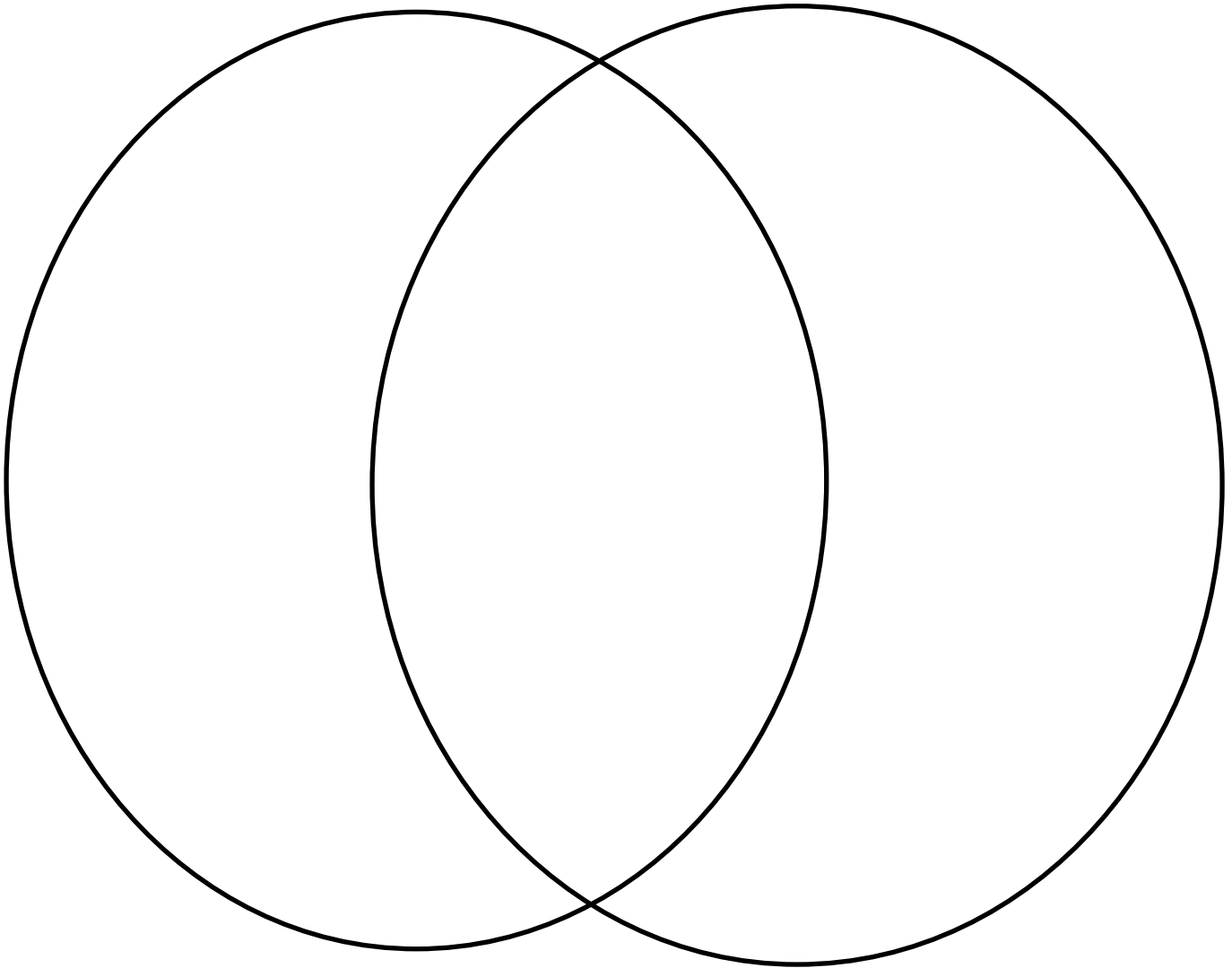
1 years old	2 years old
3-4 years old	4-5 years old

## APPENDIX K

**Key Learning Area The World Around Us Session Activity: Observation Sheet**

Objects	Predictions		What actually happens	
	Sink	Float	Sink	Float
leaf				
shell				
small piece				
sponge				
peg				
cotton ball				
plastic block				
clothes peg				
coin				
stone				
piece of wood				
piece of newspaper				
plastic spoon				
button				

**APPENDIX L****Key Learning Area The World Around Us Session Activity: Animal Cards**

**APPENDIX M****Key Learning Area The World Around Us Session Activity: Venn Diagram**

## APPENDIX N

### Assessment in the ECCE Classroom Session Activity: Rehan at Play in the ECCE Classroom

#### Rehan at Play in the ECCE Classroom

Rehan walks across the classroom and takes the stacking shapes manipulative from the shelf. He then sits down in the chair at the left corner of the table. He removes all the shape pieces. Then he puts every circle shape piece in its place, then he places two of the triangle shape pieces, then all of the square shape pieces, then three of the rectangle shape pieces, then the last rectangular shape pieces and finally the last two triangle shape pieces. He then leans against the shelf watching the other children play. Another child wanders over and Rehan helps him redo the stacking shapes manipulative. Then Rehan goes and takes out puzzles. He turns one puzzle upside down and all the puzzle pieces fall to the floor. He tries to connect two pieces together flat but struggles, he then walks to the music area and grabs the bells. He stacks bells on top of each other and then puts them back in the basket. He pulls out some blocks and then walks away from them. Then he goes and puts back the stacking shapes manipulative he was playing with earlier.

#### Discussion Questions

- What was Rehan trying to do and learn?
- What was Rehan focusing and concentrating on?
- How do you think Rehan might have felt during his play? What parts of the observation suggest to you how he might have felt this way?
- What do you think Rehan's teacher can do to plan activities and experiences for him that might help extend his learning?

## APPENDIX O

### Assessment in the ECCE Classroom Session Activity: 4 Years Old Sameer's Reading Development

#### *Sample Checklist: 4 Years Old Sameer's Reading Development*

CATEGORY	Always	Sometimes	Still developing
<b>Attitude about Reading</b>			
Voluntarily looks at or reads books	X		
Asks to be read to		X	
Listens attentively while being read to		X	
Responds with questions and comments to stories being read aloud			X
<b>Concepts About Books</b>			
Knows that a book is for reading	X		
Able to identify the front, back, top, and bottom of a book	X		
Can turn pages properly in Urdu	X		
Knows the difference between pictures and print	X		
Knows that pictures on a page are related to what the print says	X		
Knows where to begin reading on a page in Urdu	X		
Knows what a title is	X		
Knows what an author is		X	
Knows what an illustrator is		X	
<b>Comprehension of Text</b>			
Tries to read stories that he or she has heard before		X	
Retells stories		X	
Responds to questions about stories before, during and after reading			X

#### **Discussion Questions**

1. What is Sameer able to do most of the time? What is Sameer able to do sometimes? What areas of Sameer's reading ability are still developing?
2. What do you think Sameer's teacher can do to plan activities and experiences for him that might help extend his reading development?



## APPENDIX P

### School Improvement Planning for ECCE Session Activity: Poster of a School Improvement Plan to Introduce an ECCE Classroom

#### Task description

Think about the school in your community where the ECCE classroom is going to be established and where you will either teach or support ECCE teachers hired to teach there. You will develop poster using pictures and text of a school improvement plan to introduce an ECCE classroom in this school. Your poster must include the following details:

#### ECCE Policy

1. What are the existing policies on ECCE locally/provincially/nationally?

#### School Description

1. Name of the community in which your school located?
2. Number of classrooms?
3. School facilities: washroom, handwashing, safe drinking water, offices, library, computer lab, etc.?
4. Key achievements of the school in the community?
5. Student data maintained by the school, for example, enrolment, attendance, health records, etc.
6. Number of teachers teaching in this school?
7. Number of children attending this school?
8. Number of people on the school management committee?
9. Family engagement with the school?
10. Profile of children and families: where children who attend this school live; distance the children have to travel to school (foot, vehicle); who brings them to school; mothers' roles and responsibilities (home, employment, farm); fathers' roles and responsibilities (home, employment, farm).

#### Introducing the ECCE Classroom

1. What already exists to help establishment an ECCE classroom in the school in relation to young children's healthy learning and development?
2. What might need to be improved in the school to introduce an ECCE classroom to support young children's healthy learning and development, i.e., classroom, furniture, teaching-learning resources, space to display children's work, teaching-learning, washroom, storage space, grounds, boundary wall/security, outdoor play area for small children, safe drinking water, teacher professional development, parental engagement?
3. What kind of data about young children in the ECCE classroom should be maintained, i.e. birthdate, enrolment, attendance, immunization, health screening, etc.?
4. How would you involve different stakeholders to bring about these changes: teachers, SMCs, parents, community, children?
5. How would you facilitate strong home-school partnership with active family engagement?
6. What timelines would you develop for different activities bring about all the changes required for improving the school to be able to introduce ECCE classrooms?

#### Messages for Key Stakeholders

1. What are three key messages you would deliver to families to ensure that their children access the ECCE classroom in their community?
2. What are three key messages you would deliver to the SMCs about the importance of introducing an ECCE classroom in the school?

## ACKNOWLEDGEMENT

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## ACRONYMS

AKU-IED	Aga Khan University Institute for Educational Development
ECCE	Early Childhood Care and Education
RSU	Reform Support Unit
SDG	Sustainable Development Goal
SELD	Sindh Education and Literacy Department
SESP	Sindh Education Sector Plan
SESP&R	Sindh Education Sector Plan and Roadmap
SMC	School Management Committee
UNCRC	United Nations Convention on the Rights of the Child
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

## ENERGIZERS

### **Below are some suggested team building energizers**

#### *Example 1: Birthday line up*

Ask participants to stand in a line side-by-side. Without talking, the group has to line up according to their birthdays (month and date). The line should begin with January 1<sup>st</sup> and end with December 31<sup>st</sup>. Participants can arrange themselves by using sign language, gestures, and other non-verbal communication. However, no one is allowed to talk. Allow the group to silently complete the activity. Once the group feels that they have completed lining up in order according to their birthdays, invite participants to say the month and date in which they were born aloud, starting at the beginning of the line. Everyone will be in calendar order if the group was successful in arranging itself.

#### *Example 2: Shoe size line up*

Ask participants to stand in a line side-by-side. Without talking, the group has to line up according to their shoe size. The line should begin with the smallest shoe size and end with the biggest shoe size. Participants can arrange themselves by using sign language, gestures, and other non-verbal communication. However, no one is allowed to talk. Allow the group to silently complete the activity. Once the group feels that they have completed lining up in order according to their shoe size, invite participants to say their shoe size aloud, starting at the beginning of the line. Everyone will be in order of shoe size if the group was successful in arranging itself.

#### *Example 3: Where is my name in the circle?*

All the participants should stand in a circle. All the participants should call out loudly their first names in unison and then stay quiet. The participants should then arrange themselves in alphabetical order in the circle without talking. Without talking, the participants should decide which is the 'start' and which is the 'end' in the circle. After participants have arranged themselves, each person should say her or his name beginning from where they chose to 'start' the circle. They should not change their positions once they start saying their names. After the order has been announced and the participants see where they need to move, they should repeat calling their names aloud and have the group move again without talking. Continue until the group is standing in the correct order (MPS Ropes and Challenges Curriculum, 2006).

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