

# ***Millennium Child 2000 Combo***



**Dr. Edna Dookie Crabbere  
Child Advocate**

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Dr. Edna Esther Dookie Crabbere



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## ABOUT THE AUTHOR

Dr. Edna Crabbère (called Esther) began her childcare/development career when she became a mother; she believes that every child has the right to be nurtured in all areas of development in order to promote maximum potential.

In 1986 she gained a National qualification in Child Development in a London college where she continued to Advanced Level.

Further studies included psychology and training in counselling skills.

Dr. Crabbere's philosophy of pre-school education is "FUN"; she believes that if a child is having fun in a safe, loving and stimulating environment then that child is in a supreme environment for acquiring knowledge.

Her belief in equal opportunity is evident in her projection to the world and her confidence, qualification, experience, skill and optimism has induced success in all of her commitments.

Edna Dookie Crabbère called Esther.  
“I am master of my intentions.”

## ACKNOWLEDGEMENTS

I am thankful to my parents, James and Catherine Dookie. “I love you for allowing me to make my own choices in life and I wish that you were alive to read my writings.”

My dad often told me, “you are a smart girl” and I thank him for those words, they made me feel that I had potential.

I am thankful to my children, Paul A. Mclean and Andy P. McLean; “you are my precious gifts from heaven, I have learnt a lot from you and my love for you is perpetual.”

I am thankful to all my brothers and sisters, Kenneth, Hannah, Doris, Peter, Phillip, Felix, Oscar and Martina also Ruth, Daniel and Mary who died as infants. “You are all very special to me in your own way because of my individual and invaluable experiences with you; these will stay with me forever.”

I am thankful to my husband who believed in my ability to produce a book which could change the lives of children and adults.

I thank Prof. Herbert Blankson for his guidance.

Most of all, I acknowledge my Heavenly Father who has blessed me with His grace and mercy in my earth experiences. I adore and praise Him.

*Dr. Edna Dookie Crabbere, BSc., D.Litt., NNEBcert., FSNN, FSSM,  
CPQS: Child Observation & Assessment.*

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In every situation, all the adults in the child's life must practice the same strategy when dealing with unacceptable behaviour.

Parents in particular must uphold the family ethos at all times, both in and outside of the home environment.

Corporal punishment, including smacking, slapping, shaking etc. Must not be allowed in any circumstance.

Disciplinary practices must not humiliate or frighten the child; nor any practice, which instils shame, guilt or inferiority. Young children should be encouraged to express their feelings such as anger, sadness, frustration, jealousy, sulk etc. and feel that it is safe to do so.



Children have a right to behave how they feel, if we do not validate their feelings; we destroy the process of bonding.

Food, including candy must not be used to reward or punish children.

Discipline in general must not be mainly based on a system of reward and punishment.

If a child's behaviour is unacceptable the child must always be told why it is unacceptable and the reason for any action taken by the adult to modify the behaviour must be explained to the child.

The child must not be forced to give a reason for her or his unacceptable behaviour.

The actions taken by the adult must be appropriate to the child's age and stage of development.

Action must be taken immediately and not minutes later, when the child may have forgotten about it.

Rules that the child is expected to follow must be; simple, clear, consistently applied and understood. The needs of the child must be considered first.

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## PREFACE

In my experience as a child development student (1984) I found that parents would generally leave the responsibility of educating their children to the teacher; failing to realize that the best teachers for children, aged 0-5 years are the adults themselves who are parents or who are performing that role. However, teachers are trained to know what is best for the child in some ways, in terms of the child's overall development.

This title concentrates on the social and emotional aspects of development and I believe that the adult or adults, who have been with the child from birth, will invariably know what is best for the child until an assessment of the child's development is made with adequate parental participation in putting together a history of the child's development.

Adults who are responsible for young children need to keep up with the changes in Society and to involve themselves in the various learning processes which their children are experiencing in their pre-school education. An adult/child/teacher relationship is imperative for a practical support system to be in

place and for the child to be nurtured in an individual way.

I feel that it is a divine and legal role that we play in the development of children.

It is believed that during the tender years; from birth to five that the child is being prepared for adulthood. If this concept is true, then at aged six, when the child commences formal education, he or she would have already acquired the “age appropriate” intellectual achievements to which further knowledge could be easily or not so easily added.

I spent the first ten years of my children’s life at home and I feel very sure that it is the best thing that I have done for them; I know that circumstances are not always ideal but one can prioritize.

During my practical experiences at college I found that most of the children I worked with needed more stimulation in the area of emotional development which evidently delayed their development in general.

The lack of emotional development in young children has not changed; in fact there is an increase in

behavioural difficulties which is a direct lack of adequate nurturing in the social/emotional areas of development. I have observed that more and more children are in need of the emotional security which is preventing them from developing at the rate that they could have developed to heighten their potential.

### **Observations in USA**

The situation in USA was beyond my comprehension. This is a country that has the top ratings of world greatness and I was amazed at the lack of emotional development that I witnessed; how could this have happen? It was an immediate conclusion for me and the media continued to present exactly what I have observed, experienced and concluded, of the families I worked with and of my observations regarding the social standing of its population. It seemed to me that adults had no idea about how children developed.

In the education system anyone who were interested in children were given the opportunity to become a teacher because teacher training was virtually non-existent.

Generally, Americans would give their children candy or money to make them feel that they are loved

or to make them do their chores and candy is always offered as a form of praise or to say thanks to the child. If they showed signs of inadequacies, the proper thing that adults did to protect their child's feelings was to turn the other way and pretended that they had not see what had just occurred.

This meant that children had no idea about what is wrong or right in their efforts to learn because adults, in their child rearing customs, felt bad to correct the child. I have also observed that when adults did make a query, it was more likely to be about the child's behaviour and the query was more often displayed in an impatient or abusive manner; putting pressure on the child to be good.

I was really astonished when I witnessed a six-week old baby who cried in his daddy's arms just after having an injection; dad immediately took the blame for the child's upset, in fact, he became upset to the point of saying, "the baby will never forgive me." And he was not jesting, his eyes welled up and he left the room.

My prediction is that by the time this book gets published, the situation regarding the lack of adequate emotional development in young children

would worsen and that behaviour difficulties would be constantly on the rise in adulthood.

As a result of my college and working experiences I felt compelled to produce this book. It is not just another child development book; it is of my personal experiences, of the knowledge and wisdom I gained from raising my own children, studying, and working with young children since the age of 21.

I am currently living in USA having lived in England for 27 years and working in the statutory sector of early education for 13 years.

I want to pass on my knowledge because I feel committed to all children and to do whatever I can for them by having this book available to all.

**“MY HEART IS FULL OF JOY WHEN I SEE A CONFIDENT CHILD.”**

## **SECTION ONE**

### **EMOTIONS ARE FEELINGS**

Love

Cry

Laugh

Sulk

Tantrum

Fear

Anger

Frustration

Hate

Happy

Distress

Jealous

Anxious

Pleasure

Bitter

Stress

Depression

Confidence

Inadequate

Shy

Contented

Guilt

Like



Appreciate  
Praise  
Acceptance  
Tolerance  
Shame  
Patience  
Security  
Approval  
Enthusiastic  
Glad  
Excited  
Pleased.

The above are some examples of various feelings which both children and adults do experience from time to time. I have made this extensive list because I found that there were more negative than positive words that came to mind, so I kept on writing to strike a good balance of positives and negatives. This experience in itself tells me how I am feeling at this moment and it makes me think of the complexities of human emotions.

Take five minutes to make a list of your own, then count the number of positive words, which you have written down. I hope that you would find it interesting.

Many people today find it difficult to say,  
“No, I don’t know..., I don’t want to..., I don’t  
like..., I am angry...,” These are feelings that we  
need to teach young children to express so that they  
can do better than we are doing.

Feelings reflect our behaviour and it is the same with  
children. Quote: (*Freud*).

The following are some expressions I have composed  
to give you some idea of how I believe the child  
feels.

### 0-5 YEARS OLD - I HAVE FEELINGS

My speech is not yet developed so I cry when I want  
to tell you something.

I like to feel your loving touch so I smile when you  
tickle my chin.

I giggle when I feel content.

I think that everything belongs to me so I get angry  
when I can’t touch what I see.

When you try to stop me, I show you how I feel in a  
tantrum.

I am happy when I feel safe and loved.

I like to be told what is going on around me in “age  
appropriate terms.”

## WHAT IS EMOTIONAL DEVELOPMENT

In this development the child is learning to feel a variety of emotions and it is necessary for the adult to be aware of this and to help the child to express these feelings in socially acceptable ways.

As adults, we have a responsibility that is all too often, taken lightly.

Read widely, until you identify a writer whose work you feel that you can easily relate to and you will not only learn about how to help your child but also add to your own development.

Times, things and methods have changed and so has society and philosophy; we owe it to our children to seek ways to help them understand the world which they have come into and we can do this by moving with the changes that are occurring.

This means hard work and if you want your child to do better than you did congratulations! You are moving with the changes in this millennium.

When children are allowed to experience their emotions with the support of a loving and understanding adult, they would eventually develop a

personality which would help them to feel safe and confident to explore their environment and thereby increasing their overall knowledge at a faster rate.

The adult needs to help the child to understand the following in the first few months of his/her life:

The child needs to be aware of his “being” as a permanent object in the world.

That other people are also permanent.

That his/her fingers, arms, legs, etc., are parts of his/her body and these belong to him/her.

The following are the stages of emotional development with ideas of the adult’s role and how to implement these.

Age: 0-6 months:

The child is totally wrapped up within himself/herself and exploring all the senses. At about four months, a self-image develops, the child is beginning to build up a value of self, by what others think and express of him or her. It is therefore imperative that adults are careful to verbalise positive words and display actions that would help the child to grasp a concept that is positive and supportive.

High self-esteem could be built or destroyed in a blink. The child needs to hear that he/she is clever, bright, beautiful, handsome, and acceptable, as oppose to words such as horrible, bad and naughty; to describe the child's behaviour.

This can be done without being deceptive to the child if there is some difficulty in the child's behaviour.

**Role of the adult:**

Meet the basic needs of the child and offer love, stimulation, and medical care when necessary.

In the first few weeks of life the child would need more sleep than anything else, devote this time to your personal needs, have a makeover, do gentle exercises, practice healthy eating and rest while the child is sleeping.

When the child is awake and alert, this is the time to introduce quality playtime, a few toys will help but more important to the child is, the adult's interaction; dad, mother or carer.

If the child is not happy in the first few weeks, seek professional help. It is most important to develop a daily routine as soon as possible, this does not only

benefit the family but is especially beneficial to the infant, in fact, it is the beginning of helping the infant to feel loved, secured and cared for. In other words you will be telling the child that he/she is an individual and the child will soon appreciate this as your routine become more consistent.

I must stress that it is the lack of such routine that often results in emotional insecurity and an insecure child becomes an unhappy child who will eventually become insecure and lacking confidence in some areas of his/her adult life.

For the first-time mother, I want to expand on the basic needs of the child. If you are breast-feeding, you may need professional help; in my experience, it is so much easier than getting out of bed to find a feeding bottle. It is also the most natural way to feed the new born as it contributes enormously to bonding which adds to feelings of security.

If you are not breast-feeding, get all the professional help you need; a routine is most convenient, prepare all the baby's needs for the day in one preparation and keep them in the refrigerator.

Feeding time is bonding time, hold the baby close to you, speak to the baby, in a way that would make him/her feel that they are in a safe place and the baby would go to sleep without fussing, that is, providing that the child is well. As you develop your routine the child would become more and more content and happy; bath times, feeding times, rest times and especially at playtimes.

Playtime is the time when the child would most likely be picking up information about the world, he/she needs to do this safely and especially with mother present, in the first few weeks, then with dad and other family members as time goes by.

The baby's body temperature is vital to maintain, especially in winter months, be careful not to overdress or under-dress, take note of the room temperature where the baby sleeps and keep a check on the baby as often as you feel you want to.

When you are away from home or have visitors, encourage the baby to socialize safely with adults that you trust, the child would have developed a little more confidence, and you would have had a good five minutes to rest, while someone else is enjoying your baby.

When you buy clothing for the baby, be conscious of the fitting, comfort is more important than fashion, it is vital that freedom of movement is allowed as the child is growing and developing at a very rapid rate and any restriction would cause physical discomfort.

Fathers need to be more involved with their young children; a feeding bottle and dad's cuddly arm can offer the same emotional security to that of mother's breast-feeding routine.

Today, some fathers are realizing that they are loosing out on being a parent if they are not involved in the actual nurturing of their children. Sex stereotyping is something of the past and some children are now enjoying the feeling of love and security with the involvement of both parents.

This brings me to the topic of "Bonding." My first child was born by Caesarean Section, this left me highly sedated; I had been in labour and drugged with painkillers for 18 hours when it was realized that an emergency operation was needed, for the baby to survive. As a result of this, I was not alert and well enough to hold my baby for about 3 days; was I late for bonding? Empathetically No!



Bonding is the first relationship that is established between the newborn and his/her mother/father/carer. This relationship is continuously taking place as the emotional needs of the child are being met on a daily basis.

Experts say that babies do recognize their mother's smell, but that they do not discriminate between different people; it is therefore quite natural for dad or another adult to take this role and establish bonding successfully. The child also plays an important part in bonding as he/she seeks bodily contact and comfort to feel happy and safe.

Each child is an individual and this makes bonding an individual issue for baby and adult. I believe that the young child will bond to whoever is more responsive to his/her emotional needs.

Age: 6-9 months:

It is quite usual for the child to display violent emotions, which swings in extremes of pleasure and rage.

The child quickly develops the concept of permanence; he/she knows that mother and father are permanent figures and if there is another fulltime

carer the child would quickly develop the concept of what to expect in his/her daily routine. The child is eager and interested in everything; the child is also aware of disapproval and is beginning to be shy of the people he/she is not familiar with.

The child can quickly overcome shyness by you being creative about the things you disapprove of, such as offering choices of items that the child is allowed to touch rather than saying no, to the things that the child is attracted to but not allowed to have.

**Role of the adult:**

Meet the child's basic needs; provide play materials to stimulate the child's interest. More attention is needed to build on feelings of security. This means more quality time with father, mother or carer. Apply flexibility in the routine, for example, if the child is more interested in bath time than a few weeks ago, why not offer an extra two minutes to splash around in the water?

Alternatively, let the child have a second bath at the end of the day to provide extra stimulation in a way that is currently interesting to the child. Talk to the child and encourage vocal responses, this will help in language development.

It is most important that the child is allowed to show his/her interest in an activity, rather than the adult choosing an interest for the child. If shyness is displayed with new people, reassure the child; let him/her know in “age appropriate” terms that it is okay to be shy rather than being critical to the child’s shyness.

I wish that I had studied child development to a greater extent before my children were born.

At this age (6-9 months) the child loves playing peek-a-boo because he/she is learning that some things in his/her life are permanent and some are not.

“Children all over the world develop in the same way, one stage building upon the other but the rate of development will vary according to the quality of stimulation which the child receives.” (*Quote: Piaget*). As the child grows older he/she develops culturally.

Age 9-12 months:

The child continues to display the same emotions as earlier, only that he/she is now stronger and uses the whole body to display this, for example, the whole body stiffens when the child is angry, the child will

throw his/her body backwards in this anger and the action can be very sudden at times. The child is also eager and interested in everything, especially with family members and familiar adults.

Role of the adult:

Meet the usual basic needs of the child.

The child is now ready for extra stimulation and at this stage, rhymes and songs will interest the child more than before.

I would like to point out that this information is based on emotional development, which is closely linked with social development. In fact, all areas of development are closely linked and these areas depend on each other for further development.

The young child must be allowed to taste what he/she is exploring; this is why constant supervision is vital.

Check all materials for safety. Young children need to explore with their mouths and if they are not allowed to do so, they will still put things in their mouths at a later date, because it is a stage of development.

Every stage of development must be experienced to the child's satisfaction in order to move on to the next stage of development. If this does not occur the child's development is delayed and insecurity steps in when the child is expected to perform "age appropriately."

### SUGGESTED PLAY MATERIALS

Picture books  
Musical toys  
Songs and rhymes  
Bath times toys  
Wooden blocks/bricks  
Rattles and chimes  
Soft toys  
Push along toys  
Jack in the box  
Posting box  
Balls (varying sizes and colours)

It is very important to offer the child play materials which complement his/her age and stage of development. If the material is too advanced the child will get frustrated, because his/her ability would be over-challenged. If the play material were below the child's development, he/she would get bored and lose interest in what is provided. It is therefore of vital

importance that a balance is struck and one can only do this successfully if the child's development is assessed.

Here is where observing the child comes in, be alert and do this while the child is being supervised; which is all the time. As the child grows older supervision is not needed so intensely; remember the child is developing individuality and within limits the child should be allowed to choose what he/she wants to play with.

It is very tempting for the adult to invest in attractive toys before the child reaches the stage of development to appreciate them, if this happens, put these away until the child is developed to the stage when he/she would enjoy these most. You may like to consider buying certain play materials when the child reaches the appropriate stage in development; this option will offer a good advantage of buying what is new on the market.

Children are often happy to play with household items such as cereal boxes, daddy's shoes, pots and pans but check these for safety.

The first year of emotional development is now concluded and I would like to offer a summary to help you to evaluate your child's stage of development in order to concentrate on raising your child to be confident.

**Summary:**

The child is dependent for the basic needs.  
A display of violent emotions at times is quite normal but the child is very pleasurable for most of the time.  
The development of personality and social skills.  
A time of great egocentricity.

As you take a note of the summary, try to imagine how you are going to meet the needs of the child by planning and making preparations where necessary, to respond to the child in "age appropriate" terms.

**Age: 12-15 months:**

The child is much more mobile at this age, very curious and wants to explore everything he/she sees or hears. If the adult tries to hinder this interest or investigation the child is likely to go into a rage, however the child is less violent than three months ago, providing that he/she has had satisfactory stimulation in a supportive and loving way.

I am not saying that you should allow the child to do what he/she wants to do but rather to think of ways of structuring the child's environment and interest so that the child would be free to explore without the adult having to say "no", this would also make life much easier for both adult and child.

Remember the child is developing a personality and he/she needs to know that, at least, some of his/her ideas are permitted so that a high self-esteem is built and maintained.

Very often the child who is allowed to climb on a chair with the help of an adult would do it safely and would be happier to move on to something else after a few attempts; maybe more than a few attempts would be demanded by the child and this is where the adult needs to do some structuring.

Change the scene by introducing the child to something different and safer, as a result of such stimulation and support, growing independence and confidence will naturally take place and this is what should be happening.

The child can also store ideas in his/her head, for example, the child will remember the chair I talked



about earlier. The child also knows his/her name and is generally friendly, likes to keep mother and familiar adults in sight and is not so worried about meeting new people like three months ago. The child at this age is also co-operative in getting dressed.

**Role of the adult:**

I have already given a few examples above and I hope that it makes sense, I encourage you to have a fair try, all these examples are experiences that helped me to gain the knowledge that I have about child development, and I feel sure that you will also find your own experiences valuable.

It is very tempting to allow the child to wander around; this should not be allowed for long periods, so it may be a good idea to offer a prompt to stimulate the child's interest. It is a good idea to take the child's favourite play materials with you when travelling.

As I said before, this is where observing and assessing the child comes in, if you don't keep an interest in your child's interest, you will never think of an idea that will satisfy the child's interest. I hope that you can see how this structuring could be beneficial for a good parent/child relationship later

on. The child is learning that the adult is there when he/she needs the support and it is also teaching the child to concentrate, even if it is only for two minutes.

My second baby had a great interest in the kitchen, especially the kettle, so I emptied one of the lower cupboards in my kitchen for him. I chose the cupboard which he was always trying to get into, I placed in it, the kettle, two wooden spoons, a small saucepan with lid, plastic cups, spoons bowls and a couple of cereal boxes. I then labelled the cupboard, “Andy’s Kitchen” and while I was not cooking, he had a fantastic time cooking for his brother and me.

Every two weeks I changed the contents of the cupboard to keep his interest, then one day he said to me, “NO MORE TEA” as he extended his arm to me, in his hand was the kettle; my kettle, which he was returning.

Please remember that young children should not be playing in the kitchen when you are cooking.

I enjoyed my children very much, they understood the different tones I used when I communicated with them, I know that sometimes I was a little mean with

my loud tones and I sorely regretted not studying child development before they were born.

**Summary:**

The child is much more relaxed and sociable.

**Age: 15-18 months:**

This is a time when the child could develop some jealousy of the attention given to peers and adults, he/she loves to explore animals and friends and becoming more independent.

**Role of the adult:**

Notice how the child's development is extending. He/she is more anxious at mealtime and this is because of growing independence. While the child is being fed, give the child a spoon also, in fact, this could be done much earlier in life to encourage independence at mealtimes. I remembered my son Paul refusing to open his mouth because he wanted to feed himself and he would have fed himself with his fingers, if I did not offer him his own spoon.

Young children should be allowed to explore food with their fingers but chocolate pudding or foods of similar consistency could be more fun at the child's birthday party. Play dough should be supplied for the

child to experience this “sensory stage” of development.

The child needs a lot of praise and encouragement in the attempts to be independent, try not to use words like, messy child, stupid child; it is better to tell the children what they can do rather than what they cannot do.

“No!” and “Stop!” are not words that will help the child to develop self-value especially if these words are angrily expressed by mother or dad, think about the situation and use substitute words. For example, if the child is being very noisy while someone is trying to concentrate, the child can be told; “you can make that noise in the garden” or “when you are finished crying we can have a cuddle.”

The tone and volume of your voice matters very much, if you are going to make the child feel valued, loved and secure in your relationship with him/her. Children under five do suffer emotionally (more than the adult can imagine) if they are put on “time out” for more than one minute, especially if they are not dealt with in a loving way. Many people do not realize how this can affect the child in his/her adult life.

Age: 18-24 months:

The child continues to be sociable and independent and could get frustrated and violent in trying to understand her/himself.

Still very energetic and could be enjoying his/her own company for short periods while investigating things. The child would probably make attempts to join in rhymes and songs.

Role of the adult:

Same as before, the adult should enjoy the learning experiences with the child and offer a lot of praise and reassurance. The child will remember these experiences and develop further feelings of security, which will continuously build on her/his confidence.

#### **SUGGESTED PLAY MATERIALS**

Other similar materials could be added for variety. Chunky crayons and paper; let the child have these at quality time when you can see what he/she is doing on a one to one basis and offer praise and encouragement.

There are lots of other items on the market; I have only mentioned a few examples. Take time when

shopping, it may be a good idea to take the child to explore the shops one day, make a note of the items that interests the child, evaluate the items “age appropriately” and then do your shopping another day, without the child.

Children are not always interested in what is best for their stage of development so be knowledgeable and wise when shopping for play materials. Choose items that would help the child’s development and be enjoyable at the same time. Children could also loose interest in drawing materials if offered too many times during one day.

Age: 2-3 years:

This age group is known as the “TERRIBLE TWOS.” A time of tantrums but this should lessen toward the child’s third birthday. Tantrums occur because the child is not intellectually mature enough to cope with his/her feelings.

The child is frightened of what seems complicated to them. This is also a time of frequent nightmares; he/she is loveable, cuddly, responsive and sociable. The child is also aware of gender and racial differences.

I prefer to call this age group “terrific two.”

Role of the adult:

Offer experiences that would build on the child’s self esteem and individuality, this means a lot of involvement within the family unit or at the baby and mother’s Club, Playgroup and community relationships in general. If a tantrum occurs, allow the child to express those emotions but keep a watchful eye for danger in the immediate environment which may cause injury.

This awkward moment may occur in a public place and everyone may be observing, so what? It’s tantrum time! As oppose to dinnertime or playtime.

One of the ways that this can be dealt with is by sitting quietly and watch the child, after a minute or so, you would have hopefully, composed yourself and the two-year-old would probably be wondering why you are not opposing to this behaviour. If the child is still carrying on with the tantrum, approach the child when you can hear the volume lessening and gently offer a tissue and a cuddle.

This method may not always work but it’s worth a try, you will soon learn of an ideal way to deal with

this situation, sometimes you may not need to approach the child, just offer your soothing voice when the child is not so loud in order to let the child know that you are trying to understand him/her.

I have seen children rushing back to mother, after having a good cry and rolling all over the floor to their satisfaction. Do not worry about onlookers who may think that you are being mean, you know your child, and at that moment only you know what is best. Be sure to maintain safety and strict observation until the child is pacified, then reassure the child without making him/her feel that they have done a good or a bad thing.

This is not easy to do, so here is an example.

Offer a tissue for the tears, hold the child close to you and speak in soft and reassuring tones. “I am glad that you are better now, you were very upset” If the child responds and wants to conduct a conversation, try to communicate at the level of the child’s development, this will teach the child to confide in you, as he/she grows older.

Do you see how you can help the child to develop confidence? If he/she can talk about how they are



feeling to the person who is closest to them, this is the beginning of good relationships for the rest of their life.

Children who are not allowed to express their negative emotions with loving and caring adults could turn out to be arrogant and insensitive in adult life.

One mother said to me:

“I allowed my daughter to do whatever she wanted while she was in her own room and at the end of the day, we tidied up together, by her 3<sup>rd</sup>. Birthday, she was helping me to tidy my room also, we were great friends, and we are still great friends, sixteen years later.”

Talk to your child as you go through the day, talk about breakfast time, lunchtime, play time and whatever you are going to do next. The child is also ready to learn about colours at this age and this is a good time to talk about the skin colour of other people who they see and come in contact with; no need to make a big issue, the child is only learning the concept of colours, keep the learning experience simple, as in red; like the red car, as in green; like the green leaves.

Avoid situations where the child would need to share because preschool children cannot understand this until they are a little older. However, you should let the child see your example of sharing with another adult or with other children. This will help the child to copy your example and slowly get used to the idea of sharing as development progresses.

## SUGGESTED PLAY MATERIALS

Opportunities to climb nursery apparatus.

Toys that pushes and pulls.

Large and small balls.

Push along tricycle.

Videos.

Detailed picture books.

Paints crayons, pencils and other creative materials.

A variety of construction materials such as, Lego, wooden bricks.

A variety of imaginative materials such as, dolls, cars, kitchen set, dad's old shoes, grandma's hat.

The above are only some examples of play materials in general and for the child who is having a difficult (2<sup>nd</sup>.) year, you may like to offer added materials, which will help to soothe his/her, emotions.

These could include:

More opportunities for water/sand/dough/clay play.

Cuddly toys.

Bubbles.

Soft music at bedtime.

Quality time with adult.

Lots of free play.

There is no such thing as “boy’s toys” and “girl’s toys” each child should have opportunities to explore and choose from whatever is available to all children.

Summary:

The two-year-old has a growing desire to be independent, they know what they want to do and they try to do it, if stopped by the adult or an object they are likely throw a tantrum.

Children learn discrimination from adults, we therefore need to be careful about what we allow young children to hear or what we allow them to watch on television, how we react to the differences in the skin colour of other children or adults.

Age: 3 years:

The three-year-old is also known as: “THREE IS EASY.”

Isn't it rewarding? From a "terrible two" to an "easy three."

The child is now co-operative, friendly, loving and easy. The three-year-old is also willing to please the adult. The child knows his/her gender, has a self-image, and plays happily with one or two children. As the child approaches four years old he/she becomes self-conscious, irritable, shy and insecure, even to the point of being nervous.

Role of the adult:

This is the age when the adult can get the young child to do almost anything, so grab the opportunity; introduce new play ideas, do mini projects, start a scrap book, do writing skills etc. Remember to be consistent, especially with your discipline policy - this is a good time to lay down some ground rules.

Start toilet training if the child is not already trained. If the child is not happy to start toilet training, leave it for a later date, seek professional advice if your child is really upset about this.

Because of the nature of the three-year-old, (*willing to please the adult*) she/he is vulnerable to the world, care should therefore be taken to teach the child that

he/she needs your permission to make friends with new people. Try not to alarm the child by offering too much information, just simply teach them to say no to people whom they are not familiar with. This is also a good time to teach children about protection from sexual abuse, by helping them to understand that they can say “no”. There are play materials and books on the market to help you approach this subject with sensitivity so that you do not frighten the child but help them to be assertive.

This can be practiced at home by allowing the child to say “no” to some ideas, which you may offer to him/her for example, you can pose a question to the child. “Would you like mummy or daddy to help you in the bath today?” Encourage the child to make a decision, “No, I do not want mummy to help me today, I want daddy to help me” This will counteract stereotyping concepts, which the child needs to learn, it will also give dad an opportunity to develop parenting skills while mother will enjoy some free time.

The child is also about to experience full-time nursery, and he/she needs to be prepared; take the child for a casual visit, no need to fill the child’s mind with a lot of information, allow the child to ask

questions and give the answers in a few words. When introducing new information to young children, it would be best introduced and talked about while the child is in the said situation.

Three year olds are loveable, let the child know that they are loveable in your actions and words while relating to him/her. “Honey, sweetheart, love,” are all nice words but the child will develop more self esteem if you call him/her by name.

For example, “come along Joseph let’s tidy up.” As oppose to, “come along honey, let’s tidy up.”

### SUGGESTED PLAY MATERIALS

Similar materials as before and the following could be added:

Jigsaw puzzles.

Fiction and factual books/videos.

Out door play (tricycle etc.)

Creativity (collage, painting etc.)

Ring games/rhymes/songs/music.

Summary:

“Easy three,” developing more independence.

Age: 4 years:

The four-year-old was once described as: “Four is reasonable.”

The child is trying hard at this age to understand him/herself, is aware of how he/she looks- e.g. “big ears”, the child is not ego-centric, as in early life, the child copies the values and standards of the adult closest to him/her, the child understands turn taking, can hold a conversation, could get tired easily and can work out an untrustworthy adult.

Role of the adult:

It is important to be truthful to the 4-year-old, because he/she finds it difficult to trust again, once they have experienced the adult being untrue.

This does not mean that you should tell the child every detail about why daddy is not around or why grandma is crying. Remember the child’s stage of cognitive development, think of what he/she is capable of understanding and explain the matter in a short sentence. It is better to allow the child to ask a question and give your answer in “age appropriate” terms. I know that the British culture is very good at applying this theory in their child development values and the result is quite evident to the world.

It is a good idea for the adult to say sorry to a child if they are caught lying, rather than telling another lie to cover the first lie, the adult should wait for the child to ask questions and to answer the questions according to the child stage of development allowing the child to lead the dialogue in order to help the child to develop true concepts

The four-year-old appreciates being treated as an individual and could hold a good conversation. He/she needs a lot of opportunity to ask questions and this is the time to offer new information but remember, not more than the child can comprehend and not more than what he/she is asking for.

Always finish what you start with the child, for example, reading a book, playing a game, or doing a mini project.

Give praise and encourage the child to express an opinion at convenient times, this will help the adult to know what the child is interested in, so that plans and preparation can be made for the child's play activities at nursery or at home.



## SUGGESTED PLAY MATERIALS

Similar items as before and the following could be added:

Whatever the child is interested in, for example if the child is interested in fire engines, do a mini project and visit the fire station.

Provide puzzles, games, books and relevant materials that include numbers and letters by way of introduction to Mathematics and English.

Matching, comparing, and ordering in sizes and colours.

Out door activities.

Factual and fantasy videos (view these with the child).

Creative materials.

Imaginative materials.

Computer resources.

Summary:

Provide suitable play materials, offer praise and opportunities for the child to ask questions.

Treat the child as an individual.

Age: 5 years:

The five-year-old is known as “Friendly Five.”

The child is very fussy and enjoys showing off, talks about his/her self-image, has good control over emotions, is very loving and enjoys sharing.

The role of the adult:

The child is more interested in projects and loves to work side by side with the adult in gathering information.

Provide a variety of play materials and use every opportunity to praise the child.

Be light hearted about the child’s showing off.

Encourage the child to do a weekly diary and draw pictures in it. Talk about family members and encourage the child to do drawings of them, you can also discuss the drawings at quality time.

Summary:

Offer praise; be light hearted about the child’s showing off. Your child will always value quality time and will remember this in his/her later years. At five the child is almost prepared in an emotional way,

to be that “well-adjusted” man or woman and it all depends on the nurturing that he/she would have received.

## **SUGGESTED PLAY MATERIALS**

The world and all that is in it, hopefully, you and the child can discuss this.

## **SECTION 2:**

### **CHILD DEVELOPMENT STUDENT OBSERVATIONS**

#### **INTRODUCTION TO OBSERVATIONS**

I have decided to include the following observations, which I made, when I was a Child Development student.

They are real experiences but I have used fictitious names for confidentiality. I value these experiences because they provided me with the knowledge I needed to become successful in my studies.

Whilst studying, I searched libraries and book shops in the hope of finding a book which included examples of “student observations” in its contents, to my surprise there was only one example which my tutor found, so I am hoping that this book will help such students in the future.

These observations can also help parents to identify their child’s stage of development and to have some idea of how they may respond to their child in order to help them through the various stages of development.

As in the first half of this book I kept my information brief. For example, in my “evaluations” I concentrated on the aim of that particular “observation” and explored my findings in that area.

Duration of Observation: 16 minutes.  
Age of child: 4 years.  
Gender of child: Male.  
Fictitious name of child: Alex.

Aim of observation: To observe  
language and communication.

### Introduction

Alex is in nursery class, which is the class that prepares pre-school children for formal primary education in London.

Easel painting is the activity observed and the teacher was just making final preparations to have the activity available to the class.

### Observation:

Alex watches the teacher as she fixes the paper to the easel.

Alex looks at the teacher's face as he attempts to pick up a brush, he says, "CAN I START?" He looks at the variety of colours available, he says, "THERE IS TWO YELLOWS, IT'S MY FAVORITE COLOUR."

The teacher says, "It's a very nice colour."

Alex says, "MY MUM'S FAVORITE COLOUR IS BLUE."

Teacher says, "I wonder which colour is blue?"

Alex says, "THERE! I'LL USE IT."

Alex went on to use other colours while the teacher looks on.

Then she asks, "What colour are you using now?"

Alex says, "PURPLE."

Teacher says, "Very clever."

Alex says, "I HAVE LEARNT LOTS AND LOTS OF WORDS, I'LL DO RED NOW."

Teacher says, "That's my favourite colour."

Alex says, "I HAVE TO BE CAREFUL AND NOT BUMP INTO THE WALL, BECAUSE THIS IS THE ROAD AND THERE'S THE MAN'S COTTAGE."

Alex paints in blobs then uses downward strokes and circular movements with the brush as he explains the scene.

Alex says, "NOW SOME PAVEMENT, ONLY YELLOW, AND THE ZEBRA CROSSING TO MAKE IT SAFE."

Alex replaces the brush and says, "IT'S FINISH."

Evaluation:

Alex is a very relaxed and sociable child; he smiled when speaking to the teacher and showed enjoyment

as he involved himself in this activity. He spoke of his favourite colour and of his mother's favourite colour; his general speech was "age appropriate" with some infantile substitutes, which is also "age typical."

Alex concentrated well, as he painted, he invented a subject for his painting and it made sense, this is also, "age typical."

He was all wrapped up within himself and his painting activity, for example when the teacher spoke of her favourite colour, he ignored her, this is the kind of ego-centric behaviour that the pre-operational child shows, he was also pleased with himself when he said, "I have learnt lots and lots of words."

Alex was able to associate his painting with concrete experiences ... the road, the pavement, the Zebra crossing, the man's cottage.

Looking at the painting, only Alex can tell what it is and this is also "age appropriate."

The child in the pre-operational stage of intellectual development makes his own representation of the things he had seen before.

Alex has grasped colour concepts very well and his eye-hand co-ordination is also appropriate for his age.

Duration of Observation: 12 minutes.  
Age of child: 4 years 7mths.  
Gender of child: Male.  
Fictitious name of child: Tim.

Aim of observation: To observe use of language and communication skills.

**Introduction:**

Tim is in nursery class, in the next 3 months Tim will be commencing formal primary education in a London school.

It's a rainy day, Tim has just arrived at his classroom, and the class has ten minutes to get settled.

**Observation:**

Teacher says, "Hello Tim, how are you?"

Tim says, "OH, I'M ALRIGHT, IT'S DREADFUL OUT THERE, IT MAKES THINGS SO DIFFICULT."

Tim brushes the rain water off his hands, looks at his feet, stamps his feet a couple of times, says, "WON'T



**EVEN BE ABLE TO GO IN THE PLAYGROUND TODAY.”**

Teacher says, “Oh no Tim, it’s awful weather.”

Tim walks across the classroom to another teacher and says, “**WHAT ARE YOU DOING?**”

Teacher says, “Well, I am trying to find the pieces for the train track.”

Tim says, “**I KNOW HOW THEY FIT TOGETHER, LET ME HELP YOU.**”

Teacher says, “I am sure you do Tim, because you are so clever.”

Tim says, “**I KNOW I AM.**”

Tim joins the teacher in search of the missing pieces.

Tim says, “**THERE ARE SOME IN HERE AND SOME IN THERE.**” As he points to two different trays of toys.

Tim finds a piece of the black train track.

Tim says, “**THAT’S A PIECE OF TRACK FOR THE BLACK SET.**”

He then gets another couple of pieces and says. “**AND THESE ARE FOR THE RED SET.**”

Tim puts them on the floor, and then tries to find some more, he finds the trains and carriages, he fits them together, and then he put the tracks together and places the train on the track.

He says, “THAT’S THE END OF THE TRACK FOR THE BRIDGE AND THAT’S THE DEAD END; THE TRAIN STOPS THERE.”

Evaluation:

Tim seemed to be a very confident child and in this observation he displayed the behaviour of a well-stimulated 4-year-old. He spoke very clearly and in a sentence form that is “age typical” according to most child development experts.

Tim described the weather: “OH IT’S DREADFUL OUT THERE.”

This is very much the way an adult would speak, I felt that Tim did not only copy the adult’s speech, which is “age appropriate” but he also knew what he was talking about, for example, he went on to explain the effects of the rainy weather; “WON’T EVEN BE ABLE TO GO IN THE PLAYGROUND TODAY.”

Tim showed the ability of reasoning. He also had a sense of grouping and matching (early maths.) when he said, “THAT’S FOR THE BLACK TRACK AND THESE ARE FOR THE RED TRACK.” This ability is also “age typical.”

Tim was able to set up the track perfectly and he did this without difficulty. I felt that Tim is a very bright child and could easily reach above “age typical” development if given the opportunity and stimulation he needs to make such progress.

Duration of Observation:	20 minutes.
Age of child:	17 months.
Gender of child:	Female.
Fictitious name of child:	Nancy.

Aim of observation: To observe Nancy’s interaction with family and new people.

Introduction:

Nancy is in her home with mother, two other adults and her older sister whom I will call Dee.

The television is turned on and some play materials included, a ball and pegs and hammer are available.

Observation:

Nancy takes the hammer with her right hand; she hammers one peg until it falls through to the bottom, and she retrieves the peg with her left hand, replaces it in the hole, hammers the peg, and watches it as it falls through again.

Nancy picks up the peg and takes it to her mother in the kitchen.

Nancy says, “MA, MA, MA.”

Mother reaches out her hand.

Nancy says, “TAAA.” And places the peg in her mother’s hand.

Nancy goes back to the hammer and pegs, picks up a peg, and places it in the lap of one of the adults.

Nancy says, “O, OOH, TAA.” She then gives another peg, then another and keeps the last one for herself, and then she puts the peg in her mouth.

Nancy's older sister Dee appears from the next room.

Nancy looks at her, giggles, says, “A, AAHA, A, AAHA,” and rushes towards Dee.

Dee picks her up and holds her in her arms, Nancy looks over Dee’s shoulder, Dee says, “peek-a-boo,”

Nancy then looks over the other shoulder as she looks at the adults sitting nearby.

Nancy giggles, she kicks her legs, she wiggles herself down to the floor, she then walks over to the kitchen, sees her mother, she says, “Hello Nancy,” Nancy smiles, leaves the kitchen and picks up the dog's bowl as she exits.

Mother follows Nancy and takes the dog's bowl away.

Nancy goes over to the other side of the room, picks up a ball, she uses both hands, she throws the ball

across the room, she looks at the television and sees a tractor on the screen; she says, “DA, DA, DA. Points to the television and says, “TAC, TAC, TAC, TAC.”

Evaluation:

Nancy seemed to be a very healthy and active child, she smiled happily with everyone but preferred to stay a little distance between the new adults and herself; this is “age typical.”

Nancy was very interested in her surroundings and this interest kept her busy, she was steady on her feet as she toddled along with confidence. She related well with her family members and kept a close watch on her mother to make sure she is not far away and this is also “age typical.”

Nancy remembered a past experience with her daddy’s tractor very well as she looked at the television and said, “DA, DA, DA; TAC, TAC, TAC, TAC.” This demonstrated Nancy’s stage in cognitive development; she had built up a mental picture of a concrete experience. (The tractor).

Her stage of language development and hand/eye coordination is excellent and “age appropriate.”

Duration of Observation	9 minutes.
Age of child:	3 years.
Gender of child:	Female.
Fictitious name of child:	Pam.
Aim of observation:	To observe rest time.

#### Introduction

Pam has been attending full time day-care at a Day-care Centre in London for two weeks now and the daily routine is still fairly new to her. She is one of the children who need a nap after lunch as she is up early in the morning before her mother goes to work at 7 a.m. and stays at the centre until 6 p.m., when her mother collects her after work.

Pam was told that it is time to get prepared for rest-time and her personal bed was being prepared.

#### Observation:

Pam climbs into her bed, she puts one foot in, then the other, gets into a squatting position then sits on her bottom and finally lays on to her back. Her head rests too far up, at the top of the bed so the teacher says, "move down a little." Pam wriggles down into

the bed as the teacher assists her in arranging the bedclothes.

The teacher sits beside the bed, she says, “are you alright?” Pam nods her head and settles down as she lays on her side, she then lifts her head up, looks at the other children in their beds, turns over on to her back and fidgets with her hands.

Pam sucks on her thumb and rests for a short while, she then turns over on her side, pulls the bed clothes over her shoulders with both hands, turns to the other side, puts her left hand under her cheek, rests for a short while then turns over on her back again.

After another minute or so, Pam wriggles, raises her eye brows, squeezes her eye lids, turns on her side, puts her thumb back into her mouth, closes her eyes, stays still for a few seconds, fidgets with her little finger while her eyes are still closed, she then lays still for another 90 seconds and falls asleep.

Evaluation:

Pam fell asleep in nine minutes but it was quite interesting to see how much body movement was displayed before she finally settled and fell asleep. She climbed into the bed, putting her feet first but she

had not worked out that she needed to move down into the bed before she laid her head down, in order to place her head in an appropriate position; so her head went over the top of the bed.

Pam's cognitive development seemed "age typical" which allows her, only pre-logical thinking, this means, that she is still too immature to work out that she needed to sit further down into the bed, to position her head in the correct place.

Pam was willing to lie down for a rest while some of the other children played. I felt that she needed the rest and had adapted to the routine very well in a short period, she also enjoyed the comfort of sucking her thumb and some quiet time after lunch, which was probably the routine that her mother carried out before she attended day-care.

Duration of observation:	20minutes.
Age of child:	4yrs. 11mths.
Gender of child:	Female.
Fictitious name of child:	Cindy.
Aim of observation:	To observe creative skills.



**Introduction:**

Cindy is at home with her mother who has provided felt pens and paper for her to draw whatever she wants to.

Cindy attends full time nursery class in preparation for full time Primary Education at aged 5 years.

**Observation:**

Mother says to Cindy, “would you like to do a drawing Cindy?”

Cindy says, “YES,” and giggles as she watches her mother reach for the paper and pens.

“I WANT GREEN,” she says as she reaches for the green pen and starts drawing.

Cindy draws a figure, looks up at her mother and says, “IT’S A KITE, IT’S A KITE.”

She giggles, chooses another pen, and draws the figure of a person then another beside it; she uses a mixture of colours as she continues with her drawing. “THAT’S ME AND MY MUM.” Cindy says, as she reaches for another pen.

She continues to draw, “I AM DOING A BROWN TREE.” She says, then replaces the cap on the pen and gets another; she makes a circle at the top of the paper, changes her pen, and then makes little lines in downward strokes all over the paper.

Cindy says, “IT’S RAINING AND THIS IS THE GREEN GRASS.”

She uses the green pen as she fills in the bottom of the paper.

She then looks up at her mother and says, “IT’S FINISHED.” as she gives her mother the drawing.

Cindy then shouts out, “OH I FORGOT THE BUTTERFLY.”

She takes the paper back and finishes the butterfly.

Cindy returns to her mother with her drawing, giggles and jumps up and down and says, “I AM FINISHED NOW.”

Evaluation:

Cindy had a very cheerful personality; she giggled happily and was very talkative during this observation. I felt that if her mother had verbally interacted with Cindy, that there would have been a very interesting dialogue; this is very typical of the 5 year old who has had adequate play opportunities and stimulation in the first few years of life. It was evident that Cindy felt emotionally stable with her mother.

She was excited about the opportunity to show off her creative skills and she had a good concept of what she wanted her creation to be, what colours she

needed to produce it and she took great care in forming the shapes and sizes of the items in her drawing.

This demonstrated Cindy's cognitive ability, which is also "age typical." Her imagination was very realistic, she said, "THAT'S ME AND MY MUM." She also said, "IT'S RAINING AND THIS IS THE GREEN GRASS." I felt that she was relating to a past concrete experience.

Cindy carefully drew her mother's eye make up, a feature of her mother that made an impression on her and she did not want to leave the butterfly unfinished; another memory of a concrete experience.

Cindy's creative ability is certainly "age appropriate."

Duration of observation:	9 minutes.
Age of child:	3yrs. 6 months.
Gender of child:	Female.
Fictitious name of child:	Nicki.

Aim of observation:	To observe solo play.
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**Introduction:**

Nicki is in day care at a Day-care Centre in London. She is allowed to play alone while the other children in her group are doing other activities with the nursery worker.

Nicki is sitting at a table with a container of small Lego bricks; some of the Lego are on the table and some are in the container.

**Observation:**

Nicki uses both hands as she puts together various pieces of the Lego on a flat Lego base; she looks up at the nursery worker and then continues to build a square object.

She then takes more Lego out of the container and continues to build; she stops building, empties the rest of the bricks on to the table and continues to build.

Nicki looks at the group of children across the room, she shouts, "SHUSH."

She continues to build.

The nursery worker speaks to the children in the group, "let's sing some songs."

Nicki looks at the group, she says, “I KNOW JINGLE BELLS.”

She continues to build, she finds a triangular piece, puts her object on the table, starts searching among the bricks and separating the triangular pieces.

Nicki continues to build she places a flat Lego piece on top then adds the triangular pieces.

She looks at the nursery worker and says, “I’VE MADE A HOUSE.” And smiles.

Evaluation:

Nicki seemed to know from the start what she wanted to make with the Lego bricks, this showed her “age appropriate” cognitive ability, she decided what she was going to make and did not stop until she had completed her objective.

Nicki kept an awareness of what was going on around her, although she was playing alone, this demonstrated good concentration. Her fine motor skills are well developed for her age; she also used both hands effectively.

Nicki’s eye-hand co-ordination and manipulative skills are well developed; she enjoyed working on her own and was very happy about her achievement. I

felt that this isolated opportunity to play alone gave Nicki a renewed sense of individuality, although most children at her age would have progressed from solo play.

Duration of observation:	6 minutes.
Age of child:	3 years 11 months.
Gender of child:	Male.
Fictitious name of child:	John.

Aim of observation: To observe the benefits of junk modelling.

**Introduction:**

John attends part-time nursery class at a private school in London. He had been working on his model the day before and had just started to paint it.

**Observation:**

Observer: "That's looking really good John."

John: "IT'S MY MONSTER SHIP."

Observer: "I wonder what kind of a monster is he?"

John: " HE IS A BAD ONE, HE IS, HE IS, AAAAHHHHAAA!"

Observer: "Oh no, I am scared."

John dips his brush into the paint pot; he continues to paint as he carefully reaches over the top of his model to paint the other side.

He stands up, has a look at the other side of his model and sits down again; he uses his fingertips, moves his model further away from him and stands up again.

John: "I WANT TO WASH MY HANDS."

Teacher: "Are you finished?"

John: "NO, MY HANDS ARE DIRTY."

Teacher: "That's okay you can wash when you are finished."

John moves closer to his model, picks up the paintbrush and starts painting again.

Observer: "You haven't painted the top."

John: "NO, I LIKE IT LIKE THAT."

Evaluation:

I felt that John enjoyed the freedom of this activity very much, he made his own decisions on what he wanted his model to look like and most of all what he wanted it to be. His eye-hand co-ordination seemed "age appropriate" and he conducted an excellent conversation about his work.

John learnt that it was okay for him to get messy sometimes and that it made sense to wash his hands when he was finished. He also enjoyed the element of

fantasy when he pretended to be the monster of his ship.

John expressed a sense of assertiveness when he said, "NO, I LIKE IT LIKE THAT."

### BENEFITS OF JUNK MODELING:

Physical development:

Fine motor skills .....use of fingers.

Manipulative skills ..... cutting, painting etc.

Eye-hand co-ordination ..... spreading glue.

Cognitive development:

How to get various materials to stick.

Early Mathematical concepts; shapes, size, gravity, spatial concept, fraction, sorting.

Scientific concept; the effects of wet paint and glue drying out.

Vocabulary building; learning new words and communicating.

Emotional development:

Soothing ... there is no pressure to make an end product.

Offers legitimate destruction ... build and break.

The child is proud of his own creation.



Builds good self-image.  
It's fun to do.  
Fantasy.  
Helps solo play, parallel and complex play.  
Teaches child and parent the value of re-cycling.  
Its inexpensive ... cereal boxes, egg boxes, yogurt  
pots, lollypop sticks, food trays, cheese boxes etc.  
Encourages the child to be creative.

Adult's role:  
The child needs guidance to begin with.  
Use school glue.  
Allow ample elbow space.  
Provide a good child size scissors.  
Offer praise and encourage the child to use his own  
ideas.  
Protect clothes and work surfaces from glue.

Duration of observation:	16 minutes.
Age of children:	3 years.
Gender of children:	Male.
Fictitious names of children:	Mohan and Steve.

Aim of observation: To observe co-operative play.

**Introduction:**

Mohan and Steve attend part-time nursery class in a London Day-care Centre.

Mohan is playing at the dry sand tray and he has chosen various sizes of paint brushes to play with, in the sand.

**Observation:**

Mohan picks up a brush with his left hand and uses it to dig in the sand.

Steve approaches the sand tray, “NO!” says Mohan, and pushes Steve away.

Steve forces his way back to the sand tray.

Mohan faces Steve and raises his hand to attack Steve.

Steve stands still and looks at Mohan.

Mohan holds his hand in mid-air.

Steve backs away then returns to the far end of the sand tray.

Mohan takes a brush, offers it to Steve, they look at each other, they both laugh, then starts playing in the sand.

Mohan says, “WE ARE PAINTING,” he changes his brush to his right hand and then to his left again.

Mohan says, “LET'S PAINT THE WALLS.”

They both leave the sand tray and start to use their brushes on the wall; they look at each other, laugh, look at their brushes then look at each other again and continue to laugh.

Mohan goes back to the sand-tray, dips his brush in the sand.

Steve copies Mohan's action, they both continue to paint the walls, then the tables, chairs and floor, until they come to the sand tray, they paint the legs of the sand tray.

Mohan stops, he looks at the sand as it pours out of a tiny hole in the sand tray.

Mohan says, "LOOK!"

They both watch the sand as it pours out of the hole; Mohan gets a handful of sand and replaces it in the tray, they both continue to observe the sand pouring out of the hole.

Evaluation:

At the beginning of this observation the two boys displayed egocentric behaviour which is relative to their stage of cognitive development.

Mohan was playing at the sand tray, when Steve approached, Mohan said, "NO!"

He then pushed Steve away but Steve defended himself, both children showed strength of character.

It was interesting to see Mohan raised his arm and kept it in mid-air rather than striking Steve. Within a few seconds the matter was resolved without further communication.

Mohan allowed Steve to play at the far end of the sand tray then offered him a brush to play with, although he had just pushed Steve away.

This is typical of the three-year-old; they are not selfish as thought of in an adult way.

It is also typical to enjoy free play at this age and these boys certainly did; they went on to experiment, they used a lot of imagination and had a lot of fun, pretending.

This free activity also turned out to be adventurous when the boys were amazed at the discovery of the sand pouring out of a hole in the sand tray.

Duration of Observation:	5 minutes.
Age of child:	22 months.
Gender of child:	Female.
Fictitious name of child:	Ava.

**Aim of observation:**

To observe the stage of Emotional/Social development of a BI-lingual child and to evaluate the needs of the child.

**Introduction:**

Ava attends a private Day-care Centre in London. She attends the Centre on a full-time basis and is quite familiar with the other children.

Three other children are included in this observation. Her parents speak a Nigerian language as well as English at home.

**Observation:**

Ava walks over to the water tray, she looks at the water in the tray, smiles, and walks across the room where some aprons are kept, and she takes an apron and walks over to the nursery worker, taps her on the hand and gives the apron to the worker.

The worker says, “Do you want this apron on Ava?”

Ava smiles, turns her back to the worker as she attempts to put the apron on her.

Ava waits until her apron is tied, smiles again and walks over to the water tray.

She picks up one of the five yellow boats in the water, splashes around in the water with the boat in her hand, and then she lets go of the boat. She continues to splash with both hands then looks up at a child who approaches. Ava moves over to the far end of the water tray, away from the other child, she puts her hands in the water again and starts splashing, she rubs her hands together, looks at two other children who also approach the water tray. Ava immediately leaves the water-tray, walks over to the nursery worker and she turns her back to the worker.

The worker asks, “Are you finished?”

Ava replies, “SSYES.”

Ava waits for her apron to be taken off; she takes the apron from the worker, smiles, runs off and replaces the apron.

Evaluation:

Ava seemed to be a very cheerful child in this observation; she expressed her need by touch when

she indicated to the nursery worker that she needed the apron on.

She smiled and communicated with confidence although her communication was non-verbal.

I felt that Ava appeared to be below the “average age” equivalent in language development and there is a need for one to one stimulation in conversation; getting her to repeat words and listening to different sounds.

Ava also needs to be encouraged to indulge in parallel play so that she can be exposed to hearing other children speak with each other, nursery rhymes and picture study with adults, will also be good stimulation for the development of language acquisition skills.

Ava was willing to play beside another child at the water tray but as soon as the two other children approached, she left the water tray. This reaction is “age appropriate” of the child of her age, she was clearly quite happy about leaving the water tray when the other children approached.

I also felt that Ava had lost concentration by then, as she is still at the stage of development with a short concentration span.

She splashed in the water with both hands, her eye-hand co-ordination was accurate and she enjoyed the effects of the water, e.g. the movement, sound, and touch.

Ava vocalized once in the five minutes she was observed and that was when the nursery worker asked her a closed question.

Obviously, her answer, “SSYES” meant, “YES.” I felt that Ava’s comprehension is “age appropriate” but she needs stimulation in language development to help her express herself verbally in the language that is used at the Centre as well as at home.

Duration of observation:	1hr. 12minutes.
Age of child:	4yrs. 1 month.
Gender of child:	Male.
Fictitious name of child:	Jake.

Aim of observation: To observe social behaviour.



**Introduction:**

It's the nursery class Christmas party at a London Education Authority Primary School.

Jake attends part-time nursery class and this is his first term.

The classroom tables and chairs are arranged in a “U” shape to accommodate a party atmosphere, each child have a party hat, which is placed on the seat for them to occupy.

It's time to eat.

**Observation:**

Teacher says: “Children, take the seat where your hat is, your name is on your hat.”

The children start looking for their hats.

Jake finds his hat; he puts it on his head and takes his seat.

He looks at the child next to him, grins, and points at his own hat.

The potato crisps are being served, Jake looks at his share, picks up one piece, eats it, then another piece, he takes another piece, shows it to the teacher and says, “I DON'T WANT THIS BECAUSE IT MIGHT HAVE CHEMICALS IN IT.”

Teacher says, “Okay Jake if you don't like it, don't eat it.”

Jake puts the piece of crisp away, he takes a sandwich in each hand, he looks at his friend's food, he says;

“I DON'T LIKE THAT.” As he points at her food.

He continues to eat, looks at the teacher who is serving, the teacher approaches Jake, she says,

“would you like an orange or cherry drink Jake?”

Jake replies, “NO THANK YOU.”

He continues to eat.

Teacher approaches Jake again with two bottles of drink in her hands.

She says, “Jake, which one would you like?”

Jake says, “THAT RED ONE.” as he points to the cherry drink.

Jake takes his hat off, sips his drink, replaces his drink on the table, he says, “I AM HOT.”

He takes his drink and finishes it.

Teacher says, “Children, we will now play some games in the hall, then we will continue to eat after games, please stand by the door.”

Jake looks at the teacher, gets up, and rushes to the cloakroom; he returns with his soft toy... a worn and dingy looking monkey.

He joins the other children as they leave the classroom, he cuddles his monkey.

Teacher approaches Jake; she takes his monkey and says, “You won't need that Jake.”

Jake says, “YES, I DO, MONKEY GOES WITH ME EVERYWHERE.”

Teacher gives Jake his monkey, she says, “Come along.”

Jake twitches his mouth and nose at short intervals as they walk to the hall.

Everyone is in the hall and the teacher closes the door.

Teacher says, “Hold hands everybody, we will play ringa, ringa roses.”

Jake refuses to hold hands and runs off to the far end of the hall.

Teacher says, “Come back Jake.”

Jake stands still, looks at the teacher as she walks over to him, she takes his hand, and Jake tries to pull himself away.

Teacher takes his monkey in the struggle, Jake stops struggling, teacher offers him his monkey and says, “Go and put monkey over there, he can watch you while you play games.”

Jake puts his monkey away and runs over to the far end of the hall again.

Teacher follows, takes him by the hand.

Jake says, “I DON'T WANT TO.”

He pulls himself away and runs off.

Teacher runs after him, holds his hand and keeps him near to her.

Jake twitches his face and looks at the children.

Teacher lets go of his hand, Jake slowly moves away from the group.

Teacher allows a few minutes then approaches him again.

Jake says, "I DON'T LIKE THIS GAME, IT'S BORING."

Teacher leaves him alone as she continues with the game, Jake starts running around and jumping up and down.

Teacher approaches him; "you sit and watch or join in like the other children."

Jake says, "I'LL SIT AND WATCH."

He sits for a short while and then starts running around again.

The teacher catches him and holds his hand, Jake starts twitching his face, looks around as the teacher lets go of his hand then he sneaks away again, he takes his monkey with him and hides himself under some PE equipment.

The teacher approaches him, she says. "Go and put monkey back and join us."

Jake slowly walks over, replaces the monkey and runs off again, the teacher tries to get him, just then Father Christmas arrives.

Jake stands still, twitches his face, as he watches Father Christmas hands over a sack full of presents to the teacher.

Everyone cheers, Jake joins in the applause, and waves goodbye to Father Christmas, still twitching his face.

Teacher says, “let’s go back to the classroom to eat some more.”

Jake grabs his monkey as he leaves the hall with all the other children.

Evaluation:

This Christmas Party ended Jake’s first term in the nursery class. From this observation it seemed to me that Jake is still interested in solo and parallel play but it is also his first term at nursery class, everyone is fairly new to him and his monkey is still his special friend.

It is typical of the four-year-old to seek comfort from a cuddly toy and Jake has certainly found this in his monkey. Monkey seemed to be needed more when Jake was unsure of a situation; for example, Jake was enjoying the party and eating happily until the teacher announced that it was time for games in the hall.

Jake darted for the cloakroom to find Monkey while the other children entered the hall.

When Jake was challenged about having his monkey he said, “OH YES, I DO, MONKEY GOES WITH ME EVERYWHERE.”

It is said of the four-year-old, that they show purpose in their emotional development and this is very clear in Jake’s case. Jake also did not rebel when his monkey was taken away, however he showed persistence in not joining the group, in what he called, “BORING GAMES.”

I think that Jake was being reasonable here and this is also “age typical” of the four-year-old. He was continually being sought for, by various teachers, he spent the entire games time in his own world, not being entirely disruptive but showing that he is an individual. Jake accepted his teacher’s challenge. “I’LL SIT HERE AND WATCH.”

I felt also that Jake’s behaviour was a typical example of a child approaching four; not that his development is below average but that he had probably regressed a little in this new situation. For example, he appeared shy with nervous twitches at the times when he felt unsure about what was going on. When it was all too much, he found refuge under

the PE equipment but was happy to join in with the applause when Father Christmas appeared.

Duration of observation:	10 minutes.
Age of child:	9 months.
Gender of child:	Female.
Fictitious name of child:	Esther.

Aim of observation:

To observe all round development and progress made since the last observation of the same child at four months old.

Introduction:

Mother is attending a church meeting and Esther is with her.

Esther is sitting on the floor next to her mother's chair.

Observation:

Esther crawls over to another woman's handbag, which is left on the floor about two meters away.

She touches the hand bag, looks at it, looks at the woman, reaches for the hand bag, pulls it to herself, taps it a few times with her right hand and looks around at her mother.

Esther then looks ahead of her, she sees a basket, which belongs to another person, and she crawls over to it, looks inside, reaches on to a nearby chair, pulls herself up into a standing position and then reaches into the basket.

Esther takes a book out of the basket and attempts to sit on the floor; she drops the book as she descends to the floor with a little bump. A piece of paper falls out of the book, Esther takes the piece of paper in her right hand, changes it over to her left hand, waves the paper about and says, “TA TA TA.”

She then puts the paper in her mouth, chews on it, as she chews she looks around, sees a can of orange juice under someone’s chair, she sits for a few seconds, her eyes still fixed on the can, she then crawls over to it, and gets it.

The adult takes it away, Esther looks at her, she crawls out from under the chair, looks at the adult, looks at the can on the adult's lap, crawls nearer,



holds on to the chair, pulls herself up and reaches for the can.

The adult then takes the can and holds it behind her; Esther looks at her, smiles and falls to the floor in a sitting position.

Evaluation:

There has been a big difference in Esther's development since my last observation when she was four months old. She can now pull herself up to a standing position, she is much more mobile, she is curious, and she is sociable and likes to make sure that her mother is still around.

Esther explored her findings with her mouth, for example, chewing on the paper, she continually looked at different things and went on to explore with her hands also; she touched, reached, pulled, chewed, and dropped things.

All these characteristics are "age typical."  
Esther is also quite sociable; she actually took an interest in looking into people's faces and smiled.

In this observation Esther explored a great deal, she seemed quite contented, physically fit and played

happily; this showed an excellent all round development.

Duration of observation:	9 minutes.
Age of child:	2yrs. 6 months.
Gender of child:	Male.
Fictitious name of child:	Nathan.

Aim of observation: To observe solo play.

**Introduction:**

Nathan attends a Day Care Centre in London on a full-time basis.

He is standing at a table playing with cars and Lego people.

**Observation:**

Nathan takes a car and a man; he puts the man in the car as he sings to himself, "LONDON BRIDGE IS FALLING DOWN, MY FAIR LADY."

A child joins him, she puts her arm around his shoulder, and Nathan looks at her and continues to play with his toy car and a man.

Another child approaches the table; they look at each other as Nathan continues to play and then leaves the table.

Nathan gets another car and a man, leaves these beside him and continues to play and sing.

A child approaches and offers Nathan a book, Nathan looks at him and knocks the book out of his hand, the other child picks up the book and leaves the table.

Nathan shouts, “DON'T WANT IT!”

He continues to play, fixes the man in the car, speaks to himself, drives the car, “BROOOOM, BROOOOM.” As he moves the car backwards and forwards.

Evaluation:

It is typical of the two year old to play solo and Nathan clearly displayed this characteristic, he was quite happy to play alone and even got annoyed with the other children who tried to join in with his game.

This egocentric behaviour is typical of the pre-operational child because of his immature cognitive development.

Nathan's eye-hand co-ordination was excellent; he used a perfect pincer grasp with both hands accurately as he fixed the man in the car and drove the car backward and forwards.

His imagination was good and he got quite involved as he integrated his concrete experience in his play.

### **CASE STUDY- Shaun**

Age of child:	4 years
8 months.	
Gender of child:	Male.
Fictitious name of child:	Shaun.

#### **Aim of study:**

To observe developmental patterns through planned activities for a child who seemed under-developed.

#### **Introduction:**

Shaun was previously observed and it was decided that he has a need for further stimulation in order to help him catch up with "age appropriate" development.

Shaun attends a Social Services Day Care Centre on a full time basis; he is an only child and lives with his parents in London.

Shaun needed stimulation in the following areas:

Concentration

Eye contact

Eye-hand co-ordination

Problem solving

Drawing

Learning colour concept

The following activities were suggested for him:

Playing lotto games

Playing choosing games

Painting

Use of a scissors

Making a collage

Doing jigsaw puzzles

Reading

Singing and rhymes

Shaun would have one to one attention in the above activities about three times a week with the same teacher and away from other children as he is normally distracted by the sound or movement of another child.

### **Observation 1: Case study- Shaun**

Duration of observation: 21 minutes.

Activity: 9 pieces - jigsaw puzzle.

Aim: To improve concentration.

The teacher shows Shaun the puzzle and says,

“Would you like to try and do this?”

Shaun looks at the puzzle, smiles and says, “YEA! I CAN DO THAT, I CAN.”

He takes the puzzle, which is kept in a box and he sits at the table.

Shaun empties the box on the table and starts trying to fit the pieces together; he tries different pieces, turning it round and round, on his third try; he stops and leaves the table.

The teacher says, “Shaun you haven't done it, let me help you.”

Shaun returns to the table, he slowly sits on the chair, puts his finger in his mouth, and stares at the pieces of jigsaw puzzle.

Teacher: “let's put the corners in first.” She finds a corner piece and shows it to Shaun, “here is a corner piece, you find another corner piece Shaun; and I will put this piece in place.”

Shaun finds a corner piece and places it next to the piece, which the teacher fitted.

Teacher: “that piece goes in the other corner Shaun,” she points to the other corner of the puzzle, he looks away from the table and then he places the piece where the teacher pointed.

Teacher: “Now see if you can find a yellow piece to go there.” She points to the space then she points to the yellow piece.

Shaun smiles, picks up a blue piece and says, “HERE IT IS.” He tries to fit it.

Teacher: “that’s not yellow Shaun.”

Shaun drops the piece and picks up another piece, which was the correct one; he tries to fit it.

Teacher: “turn it around Shaun,” he turns the piece over and then over again.

Teacher: “now turn it like this” as she takes the piece and shows him how to turn it around.

Shaun takes the piece and drops it on the table.

Teacher takes the piece and fixes it to the puzzle.

Teacher: “now Shaun, we need a red piece.”

Shaun picks up a yellow piece and tries to fit it to the puzzle.

Teacher: “red is like this,” as she points to another piece of puzzle.

Shaun looks away.

Teacher: “try this piece” She gives a piece to Shaun.

He takes it and attempts to fit it to the puzzle, he turns it around and then again, and again, it doesn't fit.

Teacher: "take your time Shaun," he fixes the piece correctly, takes it out again and continues to try.

Teacher: "that was right, put it there again Shaun."  
Shaun tries but he can't do it.

The teacher takes the piece and fits it in the correct place; she says, "there it goes, now you try."

Shaun sits back in his chair and puts his finger in his mouth.

Evaluation:

Shaun was eager at first to get involved in the activity but soon lost interest when he found out how difficult it was for him. His knowledge of colour concept is evidently lacking and he was not sure about the method of fitting the pieces together.

Shaun spoke very little in the period of 21 minutes and this is not "age typical." I felt that there is the possibility of a limited vocabulary in Shaun's case. When he was asked to turn the piece of puzzle around, he turned it over instead; and this happened more times than was recorded in this observation.



Shaun did not make any eye contact with his teacher; again I felt that there seemed to be a lack in his social development.

Shaun concentrated for a very long time but I wondered if he did this unwillingly; being under one to one supervision. I felt that a simpler puzzle would have been appropriate but Shaun needs to learn colour concepts first.

### **Observation 2: Case study - Shaun.**

Duration of observation: 13 minutes.

Activity: Games, singing and rhymes.

Aim: To encourage eye contact and verbal expression.

Teacher reaches out for Shaun's hand and says, "Would you like to come with me to play games and do some singing?"

Shaun smiles, mumbles to himself and allows the teacher to hold his hand.

They enter an empty room and the teacher says, “You sit there and I will sit here.”

She arranges their position to face each other while sitting on the floor.

Shaun makes himself comfortable, whispers to himself and stares at the floor.

Teacher says: “Look at me and see if you can copy what I do.”

She puts her hands on her head and says, “See if you can do this Shaun.”

Shaun drops his chin on to his chest; he tries to look at the teacher from the corner of his eyes then continues to look on the floor.

The teacher holds his hands and, tries to show him what to do, Shaun shows no interest.

Teacher says: “let’s do some singing then.”

They both got on to their feet; Shaun kept looking at the floor.

Teacher says, “Let’s try singing, BAA, BAA, BLACK SHEEP.”

She starts singing; Shaun joins in quietly as he lifts his head up a little.

They both sing to the end.

The teacher says, “That’s good Shaun, would you like to sing that again all by yourself?”

Shaun looks up but avoids eye contact; he starts to sing the song and finishes it to the end.

Teacher says, "That was good Shaun."  
He makes eye contact for about two seconds.  
Teacher says, "Would you like to sing another song?"  
Shaun smiles and starts singing.  
He sings the song to the end.  
Teacher says, "I will sing one now."  
She sings, "Humpty Dumpty" while Shaun listens.

**Evaluation:**

In this observation Shaun seemed unsure about playing the "copy me" game, he remained quiet and he behaved withdrawn.

This is not an "age typical" characteristic but it seems a lack of confidence in this particular activity. Shaun responded well when he was asked to sing, he sang two songs tunefully and clearly, at this point, there was very little eye contact in this observation, and this was a good sign of improvement in his social development. Shaun was very pleased with himself and he showed it. This is "age typical."

Shaun whispered and mumbled to himself when he was uncomfortable; he did not say much but was willing to sing the songs he knew. He also did not object verbally to his teacher's request and I felt that this was not "age typical."

I wondered if Shaun enjoyed this activity or was he responding to the authority of his teacher.

There was about “a two seconds eye contact.” I felt that this is an improvement from “Observation 1.”

### **Observation 3: Case study - Shaun**

Duration of observation: 10 minutes.  
Activity: Conversation.  
Aim: To encourage eye contact.

Teacher says to Shaun, “would you like to come and talk with me today?”

Shaun nods his head, smiles, puts his finger in his mouth and follows the teacher.

She reaches out for his hand, Shaun offers his hand and they walk to another classroom together.

As they enter the classroom, Shaun immediately rushes towards an armchair in the corner of the room.

He jumps on to it and shouts, “YEAAAAAAA!”  
The teacher sits next to him, she says, “what have you eaten for dinner today?”  
Shaun says, “DINNER.” He drops his chin on to his chest and grins.  
The teacher says, “Where is your mummy Shaun?”  
Shaun replies, “AT HOME.”  
His chin is still resting on his chest.  
Teacher says, “What is your mummy's name?”  
Shaun says, “ESTHER.”  
Teacher says, “Does mummy cook the dinner?”  
Shaun looks up at the teacher, he says, “WAYNE WAS PLAYING IN THE WATER AND MUMMY COOK MY TEA.”  
He smiles and makes eye contact.  
Teacher says, “Did you eat all your tea?”  
Shaun remains quiet and looks at the floor.  
Teacher says, “Is Wayne a baby?”  
Shaun says, “YES.” He grins and puts his finger in his mouth; he chews on his finger for a little while.  
The teacher says, "Let's go back to the classroom."  
Shaun happily gets up and rushes through the door.

**Evaluation:**

In this observation Shaun made eye contact once and he responded to his teacher with mostly, “one word” answers.

On one occasion he spoke a whole sentence.

“WAYNE WAS PLAYING IN THE WATER AND MUMMY COOK MY TEA.”

Shaun made eye contact with his teacher and showed full concentration on what he was relating.

This is certainly a great improvement from 2 seconds of eye contact as previously observed.

Shaun withdrew himself for short periods; this was also observed in the two previous observations; I felt that this may be a lack of self esteem and it is hoped that Shaun would benefit from the evaluation of this study and from the one to one attention he would have received by the end of this study.

**Observation 4: Case study - Shaun.**

Duration of observation: 10 minutes.

Activity: A nine-piece jigsaw puzzle -  
picture of a tractor.

Aim: To encourage concentration  
and learn colours.

The teacher enters the classroom and shows a nine-piece jigsaw puzzle to Shaun, she says, “Are you ready to help me do this puzzle Shaun?”

Shaun says, “YES, I AM READY.”

He takes the puzzle and sits on the floor, he turns the box upside down, the pieces fall out and he starts turning the pieces over to reveal the picture side.

Shaun tries to fit the picture together; he changes the pieces from left to right hand as he continues to try.

Teacher says, “Can you find the wheel of the tractor?”

Shaun finds the wheel, he says, “THERE IT IS, THERE IT IS.”

Teacher says, “What colour is it?”

Shaun says, “BLACK.”

Teacher says, “Now find another piece of black.”

Shaun finds another piece of black and tries to fit it to the picture.

He succeeds and says, “DONE IT, I'VE DONE IT.”

Teacher says, “Good boy.”

Shaun smiles, he looks at his teacher and he makes eye contact.

He continues to look at the puzzle; he picks up a red piece.

Teacher says, “What colour is that piece?”

Shaun drops his chin to his chest.

Teacher says, “That piece is red and it fits there,” she points to the area on the puzzle.

Shaun takes the piece of puzzle and places it, his chin still resting on this chest.

Teacher says, “That’s right.”

Shaun grins as he picks up another piece.  
Teacher says, “That’s a yellow piece Shaun, is it the same as that piece?” as she points to the red piece.  
Shaun says, “YES.”  
Teacher says, “That’s yellow, you say yellow”  
Shaun says, “LELLOW.”  
He keeps his head bowed with his chin on his chest, puts his finger in his mouth, and starts chewing on it.  
The teacher says, “That yellow piece fits over there,” as she points to the area on the puzzle.  
Shaun fixes it, he smiles, and he make eye contact with his teacher.

**Evaluation:**

In this observation Shaun showed an improvement in his social development, he responded well to his teacher when he first saw her and he was willing to take part in the activity.

Although still a little withdrawn at short intervals, I felt that Shaun was beginning to show “age typical” development in some areas, for example; verbal communication, looking at his teacher, smiling and making eye contact and responding to praise.  
Shaun needs to learn colour concept, this was quite evident when he said that yellow was the same as red.



Shaun responded well to instructions, but he was very slow in doing so.

It seems to me that he was almost thinking about whether he wants to do it or not. I felt that his concentration span had improved and that his teacher received positive response from him, when she used the approach that was correct for his stage of development.

### **Observation 5: Case study - Shaun**

Duration of observation: 9 minutes.

Activity: One nine-piece jigsaw puzzle and one twenty-piece jigsaw puzzle.

Aim: To encourage concentration.

Shaun approaches a table with puzzles; he chooses the nine-piece puzzle.

He looks at his teacher and says, "I HAVE TWO PUZZLES TODAY."

The teacher looks at him and smile.  
Shaun turns the pieces of the puzzles out of the box  
then turns the pieces over to reveal the picture side.  
He places the corner pieces in and continues to work  
on the other pieces.  
His teacher says, “Try that piece over there.”  
She points to the area; Shaun places the piece  
correctly, and says.  
“I DONE IT, I DONE IT!”  
He giggles, looks at his teacher and he continues to  
the finish.  
Shaun reaches out for the other puzzle, he looks at his  
teacher, she nods her head and says, “Yes you can,  
you are working hard today Shaun.”  
He says, “YES.”  
The teacher follows his work by offering prompts  
and simple verbal instructions.  
Shaun completes the puzzle.

**Evaluation:**

Shaun seemed to be more at ease in this observation  
than in the previous ones, there was some eye contact  
and he followed his teacher's instructions with less  
difficulty. He also enjoyed the activity and felt  
achieved, even from the start, when he commented,  
“I HAVE TWO PUZZLES TODAY.”

He also exclaimed, “I DONE IT, I DONE IT!” and looked at his teacher for a response as he finished the puzzle.

I felt that Shaun had progressed in his concentration and social development and had also learnt a little more about colours.

All areas of Shaun's development seemed to be below average but there is a steady progress in his work as outlined in this case study.

### **Observation 6: Case study - Shaun**

Duration of observation: 5 minutes.

Activity: Screwing nuts and bolts - meccano set.

Aim: To improve concentration span and fine motor skills.

Shaun approaches the table where play materials were set out for him to use. He looks at the materials and walks away, his teacher says, “come back Shaun, we can make something together.”

Shaun walks back to the table; he sits on the chair next to his teacher and bows his head.

The teacher says, “here are some yellow nuts and bolts and over there are some red ones.”

She offers a handful of nuts and bolts to Shaun, “You can keep these for later.”

Shaun is still not interested; his head is still bowed with his eyes glancing at his teacher at short intervals.

She starts a construction with the nuts and bolts; Shaun remains quiet and still looking at what she is doing, she says, “do you want to turn this nut on to the bolt?”

Shaun nods his head and puts out his hand, he attempts to turn the nut but fails to do it; his teacher then shows him how to do it, he tries to but fails again.

The teacher then shows Shaun how to connect the nut and bolt again; she completes the task and gives it to Shaun.

She again offers Shaun another nut and bolt, he takes it, places the nut correctly, and turns it to the finish with a lot of difficulty.

Shaun places the nut and bolt on the table and sits back.

Evaluation:

This observation showed that Shaun's fine motor skills seemed to be limited and he apparently knew that there were some things which he could not do; for example, at the beginning of the activity he approached the table, looked at the materials and walked away.

This response however, also showed that Shaun's thinking and reasoning ability seemed to be "age typical" in this case; I felt that he may have realized that in this particular activity that he would have failed to function so he took no interest in it, until the teacher tried to encourage him by getting involved herself.

He seemed to lack the skill of using his thumb and index finger to turn a nut onto a bolt. Shaun's eye-hand co-ordination has improved a little as he managed to attach the nut to the bolt repeatedly; he was willing to try again, which is also an improvement on his concentration span; Shaun accepted the challenge willingly when he was encouraged and he tried very hard.

### **Observation 7: Case study - Shaun**

Duration of observation: 10 minutes.

Activity: Drawing.  
Aim: To develop fine motor skills.

Teacher to Shaun, “Hello Shaun, how are you today, would you like to do some drawing?”

Shaun looks at the teacher; he smiles and puts his index finger in his mouth and chews on it.

Teacher provides paper and crayons.

Shaun takes a crayon, he starts drawing on the paper; scribbles for a few seconds and says, “THERE SEE, THERE SEE, I DONE IT.”

Teacher says, “what have you drawn Shaun?”

Shaun replies, “THAT'S MY MUMMY.”

Teacher says, “That's good.”

Shaun looks at her and smiles.

The teacher then takes a crayon and paper and starts drawing, she says, “see if you can copy this Shaun.”

She draws a simple figure with head, features, thin body with legs and arms.

Shaun copies her drawing accurately then scribbles over it; he gets out of his seat and starts running around the room.

Evaluation:

This observation showed that Shaun seemed to be continually improving; he made a satisfactory copy

of the teacher's drawing although he scribbled all over it at the end.

His scribbles however showed that he seemed to be at the stage of drawing that is not "appropriate age."

Shaun held the crayon in a Palmer grasp; this is also below "age typical" development.

Shaun's development had however improved socially, he smiled with his teacher and he looked at her and did not appear withdrawn as in previous observations.

### **Observation 8: Case study - Shaun**

Duration of observation: 20 minutes.

Activity: Cutting and sticking with glue.

Aim: To improve fine motor skills and Eye-hand co-ordination.

The teacher is sitting at the table with the materials she prepared for this activity.

She says, "come and see what we have here today Shaun."

Shaun rushes over to the table, he says, "MY MUM'S GOT THAT."

The teacher says, “What does she do with them?”

Shaun says, “SHE CUT MY NAILS.”

He shows the teacher his nails.

“What is it called?” says the teacher.

“SCISSORS.” Says Shaun.

The teacher says, “That’s right and we are going to cut out some pictures from this magazine and stick the pictures on this paper to make our own picture.”

She points to a pot of glue and brush, “this is the glue, I'll show you how to use it.”

The teacher then cuts out the picture of a chair and sticks it on to the paper, Shaun looks on, she says, “there you are, now you try it.”

Shaun smiles, takes the scissors and magazine, he tries to cut out the picture of another chair and finds it difficult to do.

The teacher says, “Wait a minute, I’ll cut the page out of the magazine then it will be easier for you to cut out the picture of the chair from the page.”

Shaun looks on as she cuts out the page from the magazine, she then gives him the page and the scissors, and she helps him to hold the scissors in a cutting position by arranging his thumb and forefinger.

Shaun finds it difficult to use the scissors, he bows his head and he stops trying, the teacher takes the scissors and cuts out some shapes for him.



“There you are, you can stick these on your page, and there is the glue.”

Shaun reaches over, gets the brush out of the glue pot and attempts to put some glue on the paper, the glue drips all the way over to the paper, he looks at his teacher, she says, “oh Shaun, do it properly, don't make a mess.”

She puts the shapes closer to him, Shaun looks at her, he takes one piece and starts to glue it, he holds the brush in one hand and the shape in the other hand, he attempts to dab the glue onto the paper, he misses the paper, the brush goes on his hand instead of the paper, he stops, wipes his hand and picks up the brush again, he tips the glue pot over in the process, his teacher picks up the glue pot and holds it steady for him.

She then says, “Put some glue on your paper, then put the brush away and take this picture and stick it on the glue patch.”

Shaun does this, and then he does four other pieces.

Evaluation:

This experience seemed to be fairly new to Shaun, he had to be taught how to hold the scissors and how to use the scissors but he still did not grasp the skill of cutting.

Shaun tried very hard, there seemed to be a lack of eye-hand co-ordination. He found it difficult to keep his hand steady and even knocked the glue pot over.

Shaun was very quiet, and spoke only a couple of times. I felt that it did not help him when the teacher said, “do it properly.”

Shaun however continued with her encouragement. Although his concentration span improved, Shaun clearly has a need for such experiences to develop his fine motor skills.

### **Observation 9: Case study - Shaun**

Duration of Observation: 20 minutes.

Activity: Sound lotto - matching pictures to sound.

Aim: To encourage concentration and use of Spoken language.

The teacher plays a cassette tape, while Shaun looks at pictures on a card, which is related to the sound from the cassette tape.

Shaun has a set of smaller cards, which matches the pictures on the larger card, he is meant to identify these and match them as he hears the sound from the cassette tape. The teacher plays the tape; Shaun correctly matches 23 pictures out of 31.

Evaluation:

Shaun concentrated well; he expressed enjoyment and was very relaxed.

One of the sounds was a man laughing, Shaun immediately responded,

“HE IS LAUGHING BECAUSE IT’S FUNNY.”

This is “age typical” and a good example of logical thinking. The sounds, which were unfamiliar to him or similar to another sound, were the ones that he found difficult to match; for example the sound of the sea and the sound of the train.

I felt that this kind of reasoning is acceptable as “age typical.” Shaun enjoyed the activity and he was pleased with his achievement.

### **Observation 10: Case study - Shaun**

Duration of observation: 15 minutes.

Activity: Finger rhymes and songs.

Aim: To encourage spoken language,  
communication and eye contact.

Teacher to Shaun: “We are going to do some singing today Shaun.”

Shaun smiles and takes a seat next to his teacher.

The teacher says, “Let's sing your favourite first.”

“Baa baa black sheep.”

The teacher starts singing and Shaun joins in, he sings to the end of the song.

Shaun says, “NOW WE SING GOOSEY, GOOSEY, GANDER.”

He sings along to the end of the song.

Teacher suggests: “Wind my bobbin up.”

Shaun bows his head, and remains quiet; the teacher holds his hands and does the actions, which goes with the song.

He smiles, but keeps his head bowed.

Teacher says, “how about, Ten little Indian boys?”

She starts singing; Shaun joins in towards the end of the lines.

He then suggests, “GOOSEY, GOOSEY, GANDER.”

Teacher says, “You can do that by yourself.”

Shaun nods his head, and starts singing.

He sings the song to the end.

**Evaluation:**

Shaun seemed to have enjoyed this activity very much, his eye contact with his teacher was still a little poor but when they sang his favourite he looked up at her.

Shaun's singing was clear and his voice was in tune, he knew all the words of his favourite song, "Baa, baa black sheep, and Goosey, goosey gander."

Comparing observation 2 – Shaun's favourites are still the same and his social development has improved. He certainly seemed to feel more confident than two months ago and his social development in this observation seemed a little more "age typical" than in previous ones.

**Observation 11: Case study - Shaun**

Duration of observation: 20 minutes.

Activity: Jigsaw puzzles; 12 pieces-policemen.  
20 pieces-Postman Pat.

Aim: To encourage concentration and identify colours.

Shaun approaches the table where the puzzles are set out, he chooses one of the puzzles, tips the pieces out of the box, and starts arranging them.

He looks at the picture on the box and adds pieces to the puzzle, he completes the puzzle, he says, "I DONE IT, I FINISHED THE POLICEMAN PUZZLE, I DO THIS ONE NOW."

He reaches for the other puzzle, tips the pieces out of the box, he giggles and says, "LOOK AT ME I CAN DO THIS ONE TOO."

Shaun starts arranging the corner pieces, then add the other pieces, he says, "I KNOW WHO THIS IS, IT'S POSTMAN PAT, I SEE HIM ON TELLY."

He then looks at his teacher, she says; "that's good Shaun, you are such a clever boy."

Shaun smiles, looks at his teacher and completes the puzzle.

**Evaluation:**

Shaun completed the policeman puzzle in five minutes, without help, this is a great improvement from previous observations and certainly more "age typical." He approached the activity with confidence and he spoke with his teacher in relation to what he was occupied in doing.

For example, “I DONE IT, I FINISHED THE POLICEMAN PUZZLE, I DO THIS ONE NOW.”

Shaun completed the second puzzle in thirteen minutes, his concentration was good and he seemed to have improved in his thinking also. He made good eye contact, enjoyed his achievement and he was very sociable.

### **Case study – Shaun: Final Evaluation**

This study showed Shaun’s developmental patterns from the age of four and a half to five.

I felt that having worked with him on a regular basis that Shaun had improved to a stage, which he may not have developed if this opportunity was not opened to him.

From these observations, I discovered that nearly all areas of his development seemed below “average age.”

A lot of hard work with Shaun has brought about some improvement. Shaun has become more

sociable also, he approaches his teachers and his peers with confidence, and he is more involved in activities and do not become easily discouraged.

Shaun seemed a happier child and can follow his teacher's instructions very well; he has progressed in his communication skills and now enjoys a challenge.

His eye contact seemed improved but he needs more one to one teacher contact with "age appropriate" stimulation to build on his present stage of development.

Shaun's all round development has improved greatly and there was certainly a feeling of job-satisfaction at the end of this case study, in fact I do wonder from time to time, "How is Shaun really getting on?"

### **COMMENTS ON CASE STUDY - Shaun**

This study made me realize that there are many, many "Shauns" in this world and I feel a concern.

I am hoping that this book will be of some use to child development students who will eventually become conscientious teachers, day care workers,



nannies, etc. who would want to help both parents and children who are in their care.

Most of all I am hoping that parents and young couples who are planning to have a family would benefit from my writings.

I feel that the most important thing in the world that anyone can do is to give a child the best of their ability, to help her/him feel safe and loved in this world. If anyone thinks otherwise, I challenge you to think of yourself; think of your earliest memories pause for a moment and experience what you truly feel about being “loved and being safe.” Who was the adult in your life? What was the incident or incidents?

I am hoping that you would come to realize that to give and receive love safely, is the best thing that can happen to any adult, and for children too, this is the same but safety is a little more important because children are more vulnerable.

I have learnt much about child/parent love in my career and I feel that the success of an individual could depend largely upon the love and support, which that person would have received from the role

models in his/her life; from birth through the tender ages.

With the knowledge and experiences I have had, I wish that I could have my children again and more children, so that I could correct all the mistakes that I have made and watch them grow with EMOTIONAL SECURITY in this millennial age.

When I think of Shaun I know that if I did not feel committed to my role in his life, that he would not have made the progressed outlined in this study.

I hope that you would want to do that too for the child in your life, whether he/she is your own child or the child at your workplace.

## **ADVANCED OBSERVATIONS**

Duration of Observation: 10 minutes.  
Age of child: 3 years 3 months.  
Gender of child: Female.  
Fictitious name of child: Janet.

Type of activity: Play dough, knives, forks and plates.

Aim of observation: To observe co-operative play.

### **Introduction**

Janet is playing in a group room situation with five other children, there are also other activities provided in the room.

Observation:

Janet takes a lump of dough with her right hand, she puts it on a plate, gets some more dough, puts it on top of the first lump, picks up a knife and a fork, one in each hand and sticks them into the dough almost simultaneously, opening her mouth as she does this.

She pulls the knife and fork out again and repeats the action.

Janet says, "I AM EATING MY PUDDING, THIS IS PRETENDING TO BE MY PUDDING."

Another child comes over to have a look,

Janet looks at the other child and says, "BABIES SIT AT THE TABLE, BABIES DO."

She continues to stick the knife and fork into the dough, looks at the other child again and says, "I LIKE PUDDING, AND I LIKE YOU TOO."

Janet smiles as she looks at the other child, she takes some dough on the fork and she pretends to taste it; she looks at her teacher and she takes the fork away from her mouth.

She speaks to the other child, "I'LL GET A PLATE FOR YOU, I HAVE A PLATE OR A BOWL OR A SPOON, WHAT DO YOU WANT?"

Just then, Ana joins the group.

Janet says, to Ana, "MUMMY, I AM MAKING DUMPLIN."

Ana replies, "you better be careful."

Janet says, “YES.”

She then takes a piece of dough, puts it on her neck and she holds it in place.

Janet says, “I HAVE A PLASTER ON MY NECK.”

She takes, the dough, rolls it on the table in forward and backward movements.

As she does this she looks at Ana for about three seconds, leaves the table, goes over to the other side of the room and she gets a tissue from the box.

She returns to the table and she gives the tissue to Ana.

Janet says to Ana, “YOU NEED A TISSUE FOR YOUR NOSE.”

Ana takes the tissue.

Janet looks at Ana, sits on a nearby chair, takes a lump of dough, puts it on a plate and she takes a knife and fork.

Dan joins the group, he says, “what are you doing?”

Janet says, “I AM MAKING DINNER FOR YOU, I’LL TALK IN A MINUTE.”

Dan leaves the group.

Janet stands up, looks around the room, still holding a fork with some dough on it, she gets under the table and stays there for nine seconds.

The teacher calls out, “what are you doing under the table Janet? Please get out.”

Janet slowly emerges, with one hand behind her back.

The teacher says, “what is it Janet?”

Janet says, “I DID’NT EAT IT.”

She opens her mouth to show her teacher.

Evaluation:

In this observation Janet has displayed a high level of eye-hand co-ordination and fine motor skills. For example, she held a knife and a fork in the Palmer grip as she stabbed them into the dough - quite a suitable grip for such a deliberate action.

There was a lot of imagination here and all of it was Janet’s own ideas; this showed her level of cognitive development, reasoning, concept, and thinking. A good example is, “I AM MAKING DINNER FOR YOU, I TALK IN A MINUTE.”

Janet also talked about bowls and spoons, which were not provided in this activity. There was also a sure sign of multi-cultural awareness in this group and Janet seemed relaxed in the way she communicated, her language was quite fluent and in “age appropriate” sentence form.

It was interesting to note that at one point in the observation Janet pretended to eat the dough but stopped when the teacher looked at her, this action seemed to indicate that Janet was aware of her teacher's disapproval and this was proved when she emerged from under the table and said, "I DIDN'T EAT IT."

Janet's need for total sensory assimilation was obviously accomplished under the table where she seemed to have explored the taste of the dough. This action also confirmed the theory of the pre-operational stage in cognitive development - the child thinks that if his/her eyes are hidden then no one can see her/him.

Duration of observation:	13 minutes.
Age of child:	2years 6 months.
Gender of child:	Male.
Fictitious name of child:	Daniel.
Activity:	Water play.

**Introduction:**

There are four other children in the room with one adult supervising the water play.

**Observation:**

Daniel puts his right hand in the water; he picks up a toothbrush and starts brushing his teeth.

The adult says, “Daniel, the tooth brushes are for the doll’s teeth.”

Daniel says, “OH.”

Daniel picks up a doll by its leg, holds the doll above the water level, looks at the water as it drips off the doll, after a few seconds, he drops the doll into the water.

He then picks up the doll again, holds the doll up to allow the water to drip again and this time he holds a tooth brush with the other hand to catch the water as it drips from the doll.

Daniel says, “OOOOOOO,” and drops everything into the water.

Another child picks up the toothbrush.

Daniel says, “GIVE ME TOOTHBRUSH,” as he snatches it from the other child and drops it as he runs off.

He then says, “I FINIS.”

The adult says, “Finished?”

Daniel says, “YES.”

The adult says, “Now let's get you dried and dressed.”

Daniel says, “YES - WAA- TAAA - WAAA.”

The adult dries Daniel’s hands and feet, Daniel jumps around and makes a noise.



“DA - WAAAA-TAAA.”

The adult says, “What is this?” as she shows Daniel his shirt.

Daniel says, “SHIRT.”

The adult says, “One arm here, now this arm,” as she helps him to put his shirt on.

Daniel says, “MM-MM - DA-DA, I WANNA WEE.”

The adult says, “Off you go then, good boy.”

Daniel leaves for the bathroom, he says, “Y-EEEEEE, BYE, BYE.”

He reappears a little later and approaches the adult, he says, “OOOOO, UUU- WHERE’S MY MUMMY?”

The adult replies, “work.”

Daniel says, “NO – COLLEGE” he smiles and sits on the floor.

The adult approaches him, she says, “Here you are, one sock.” Daniel smiles at her takes his sock and puts it on.

Daniel looks at the adult and says, “WHEN I GO TO BED, I HAVE NEWS ON.”

The adult says, “Who watches the news Daniel?”

He says, “ME AND MY MUMMY.”

The adult says, “Now you put your trousers on.”

Daniel puts his leg out, then the other leg as the adult helps him to get dressed.

He looks at the adult and says, “I PUT MY JUMPER BY MYSELF.”

He takes the jumper and puts it over his head then takes it off again, he says, “OOO WRONG WAY, I DO IT AGAIN.”

Daniel tries again to put his jumper on, takes it off his head and gives it to the adult, she says, “put one arm here, then the other, as she helps him.

She then allows Daniel to finish getting dressed.

He says, “YEAA, I DONE IT.”

Evaluation:

Daniel’s stage of language development is quite evident, he babbled like a toddler and when he needed to express himself he used sentences which contained a lot of infantile substitutes but understandable by a familiar adult.

He seemed to be well aware of the fact that his mother is at college, yet he asked, “WHERE IS MY MUMMY?”

I doubt if he understood the difference between college and work but he seemed certain about a difference; a clear indication of cognitive development.

Daniel may have also meant, “Where is she? She is late.” ... reasoning ability. He also seemed physically competent, his large and fine motor skills displayed this when he jumped up and down and kept well balanced, and standing on one leg did not pose any difficulty.

Daniel’s eye-hand co-ordination seemed well developed and this was proved when he placed the toothbrush under the doll to catch the drips of water.

He enjoyed the feeling of the water and the sound of it, he played solo although there were two other children in the activity, and he seemed very keen on doing things for himself, a good indication of all round development.

Duration of observation:	11 minutes.
Age of child:	3years 4
months.	
Gender of child:	Female.
Fictitious name of child:	Donna.
Activity:	Playing with jewellery.

Introduction:

Donna is playing in a group activity situation at nursery class.

Observation:

Donna picks up a necklace from the table and goes to her teacher.

She says, "PLEASE PUT THIS ON ME."

The teacher puts the necklace on her and says, "There you are."

Donna says, "THANK YOU."

Donna touches the necklace on her neck, goes over to the table again and picks up another necklace.

She says to her teacher, "CAN I PUT THIS ON?"

Her teacher says, "Yes."

Donna waits for ten seconds until the teacher was ready to help her; she puts on the necklace for her.

Donna says, "I'VE GOT TWO."

Donna goes over to the table again and puts four bracelets on her left arm; just then another child comes over to her, he says, "I want one." He tries to pull the bracelets away from Donna but she pulls herself free.

She says, "I GIVE YOU ONE."

She runs off, takes a bracelet off as she runs off, then stops and offers it to the boy; he takes it and puts it on his arm.

He says, "I want two."

Donna runs off to the other side of the room.  
She approaches Ann and says, “ANN, I GOT TWO  
AND I AM DRESSED UP, I GOT TO PUT MY  
SHOES ON, I CAN'T PUT MY SHOES ON.”  
Donna then approaches her teacher, she says, “I  
CAN'T PUT MY SHOES ON.”  
The teacher says, “Okay I'll help you.”  
Donna sits on a nearby chair while her teacher slips  
the shoes on.  
Donna says, “I CAN'T DO MY BUCKLE.”  
The teacher says, “I'll do it for you.”  
The teacher helps Donna and she runs off.  
Donna approaches another child, she says,  
“COMING TO THE PARTY?”  
The other child says, “Yes.”  
They sit together and starts singing, “HAPPY  
BIRTHDAY TO YOU.”  
David approaches Donna and pulls on her bracelets.  
Donna says, “NO YOU'VE GOT ONE.  
She pulls herself away, runs over to the teacher and  
sits on a chair next to her.  
She then takes off the necklaces and plays with them  
in her hands.  
David approaches, he says, “you've got mine, I want  
one.”  
Donna says, “I HAVE ONE, TWO, THREE,  
FOUR.”

David says, "I want one."

Donna turns away.

David says, "I want one."

Donna says, "DO YOU LIKE ME?"

David says, "No."

Donna says, "I LIKE YOU DAVID, MY MUMMY LIKE ME." And she runs off.

Evaluation:

Donna seemed to have a conceptual awareness of the use of the necklace, she showed appreciation of the necklace and adult's help, and it was interesting to note that Donna requested the other necklace.

I believe that this showed a cognitive understanding of adult's possible disapproval, having already had one.

There was also adequate social interaction in this observation, a lot of self-maintaining and ability to understand sharing, for example, "I GIVE YOU ONE."

Donna joined in the imagination of a birthday party, sang happy birthday, and associated well with her peer group. Donna sat in a chair for a quiet moment under adult's safe protection, running the beads of the

necklace through her hands; this seemed to satisfy the need for a little moral support from her teacher.

Her large and fine motor skills seemed quite adequate for the “average age” expectancy in this area of development; she was steady on her feet in running away from David although there was a close squabble.

Donna used her hands and fingers with no difficulty. There seemed to be a lot of cognitive understanding of numbers, e.g. “I HAVE ONE, TWO, THREE, FOUR.” Also in her concept of the use of the necklace, she said, “PLEASE PUT THIS ON ME.” And the concept of one to one correspondence, seemed evident, when she said, “NO, YOU’VE GOT ONE.”

### SECTION 3: FRIENDLY DISCIPLINE FOR YOUNG CHILDREN

#### **Introduction to friendly discipline**

It is difficult to stipulate how unacceptable behaviour should be dealt with because each child is an individual in their own right and what works for one

child will not necessarily work for another, hence, each situation should be dealt with according to the circumstances surrounding it.

Careful and thoughtful assessment should be made, taking into account, “age appropriate” cognitive ability or any other aspect which may evidently have a bearing on the child’s ability to reason.

Adults should not wait for the government to implement policies on good parental skills but take the responsibility to raise their children with love and tenderness, seek the guidance of skilled professionals if necessary, educate themselves in child development, and most of all prepare themselves, morally, financially, socially and spiritually before becoming a parent. An unplanned pregnancy is just one of those things that can be a more meaningful experience for mother and baby.

Many parents concentrate on pushing their child into having a good education so that they can do well in life; it is vital to pay extra attention on the emotional needs of children whose parents have that extra enthusiasm as the development of behavioural difficulties could occur. It is important to remember the developing stages in “age appropriate” terms and



to show the child that you are aware of these stages in the way you validate their progress.

Children have “RIGHTS,” to feel safe to express their emotions, to have opportunities to develop individuality and to be dealt with a tenderness that stimulates the wonder of their divinity.

#### DISCIPLINE POLICY - 12 KEY PRINCIPLES

1. In every situation, all the adults in the child’s life must practice the same strategy when dealing with unacceptable behaviour.
2. Parents in particular must uphold the family ethos at all times, both in and outside of the home environment.
3. Corporal punishment, including smacking, slapping, shaking or any physical contact that is displayed in a violent manner, must not be allowed in any circumstance.
4. Disciplinary practices must not humiliate or frighten the child; nor any practice, which instils shame, guilt or inferiority. Young children should be encouraged to express their feelings such as

anger, sadness, frustration, jealousy, sulking or any such emotions and to feel that it is safe to do so. Children have the “Right” to behave how they feel, if we do not validate their feelings, we destroy the process of bonding.

5. Food, including candy must not be used to reward or punish children.
6. Discipline in general must not be mainly based on a system of reward and punishment.
7. If a child’s behaviour is unacceptable the child must always be told why it is unacceptable and the reason for any action taken by the adult to modify the behaviour must be explained to the child.
8. The child must not be forced to give a reason for her or his unacceptable behaviour.
9. The actions taken by the adult must be appropriate to the child’s age and stage of development.
10. Action must be taken immediately and not minutes later, when the child may have forgotten about it.

11. Rules that the child is expected to follow must be; simple, clear, consistently applied and understood. The needs of the child must be considered first.
12. The child must be respected, believed, treated with honesty and not blamed for something she or he does not understand.

## POLICY DEFINITION

1.  
IN EVERY SITUATION, ALL THE ADULTS IN  
THE CHILD'S LIFE MUST PRACTICE THE  
SAME STRATEGY WHEN DEALING WITH  
UNACCEPTABLE BEHAVIOR.

Children under eight are pure and innocent before the Lord, (*if you believe in God*) and (*if you do not*) they are born into this world with good, pure thoughts and talents; it is up to the adults around them to nurture these in-born qualities.

We all have a responsibility toward children, it is an ethical responsibility; parent, teacher, friend, neighbour, whoever we are; we should at least be a good example.

The adults who are featuring every day in the life of a child have a more intense responsibility toward that particular child.

**The child should contribute in policy making**

Parents and people who work with children should make policies in the process of the development of children, they should also live by those policies and teach the children the policies in “age appropriate” terms. Reinforcement of those policies would often be necessary and the support offered would be more effective if applied with love and tenderness.

It will always be necessary to teach the child again and again; this is the learning process of child development.

Children learn in stages and by repetition, adults therefore, need to be patient and support them through the stages of development and not to get angry when a child does not remember a rule or a concept.

I remember when I was young, daddy did the disciplining, he was the “the big bad wolf.”

Wrong.

“Sorry dad, I know that you were doing what you thought was best.”

I once worked with a group of four-year-olds; they were not good at keeping the classroom rules, so one-day I conducted a group discussion about class rules. I told them that we need to make new rules for the new term; they were excited and were all ready to share their views.

### **Work in pairs at the computer**

I asked the class what they would like to change about the rules of the use of the computer, one child quickly said, “I would like to work with my best friend when it’s my turn at the computer.” Most of the class agreed and those children who did not have a best friend, soon found one.

We went on to make other classroom rules, I numbered the rules, wrote them down and had it posted on the wall where everyone could have seen it.

### **A sense of value**

There was an immediate and positive change in the children's behaviour, they understood the rules and why they were made; they supported each other and reminded each other about the rules because they were all involved in making them.

They felt respected and honoured, they developed more self-esteem as a result of that honour and respect, they accepted that they can learn from each other, they felt love, care and understanding from the adult and that love, care and understanding, stimulated their thinking and reasoning ability.

Most of all, the opportunity to discuss and help make the rules, gave them a sense of value.

That day, they learnt more about sharing and caring for each other, they felt secured about the adult who was involved in that learning experience; they also developed confidence and learnt something new in a safe and caring environment.

### **Fun**

They had a lot of fun because they related to each other's feelings.

For all the above reasons those children will take that learning experience into their adult life.

**Our parents did what they thought was right**

It is important that the child is fully aware of the feeling of both parents and it is most important that the parents are united in the policy that they both have introduced and are continually implementing. Young children do not have any experience of the world to work on, so they develop concepts when they experience something for the first time; it is therefore crucial that the concept they develop is correct.

If all the adults in the child's life does not practice the same strategy when dealing with unacceptable behaviour, the child will soon become aware of the differences and would very likely develop her/his own strategy in responding to the different adults.

**Tantrum time**

It is confusing for the child when the adults have different rules and because the child wants to please the adults but her/his immature cognitive ability will not allow her/him to adjust to the difference of each adult, a tantrum results. Adults call it bad behaviour and that is also wrong.

Parents should agree with one another in their recognition, respect each other's differences, while coming to a mutual understanding and decision making about the strategies that they will apply as a couple and taking care to also apply these strategies individually when dealing with their child.

They should have these strategies written down so that they both can remember and respect each other's contribution.

This unity and continuity will provide the security, which the child needs so desperately for his/her overall development.

**The child becomes confused**

The child is not always sure how to behave when both mom and dad are at home.

For example, when the child is with mom, she/he is allowed to pull the cat's whiskers and when dad is at home he says, "no" when the child runs after the cat.

When children receive such mixed messages from the adults around them, they become confused and after a



number of such incidents, insecurity will step in, if the confusion is not cleared up.

As a result of this, the child develops unacceptable behaviour.

**The child is not being unreasonable**

Very often I see adults who conclude that the child is not being good.

Yet they have not stopped and talked with the child in a sympathetic way; they fret themselves and transfer that negative feeling to the child, makes the situation worse, then put the child on “time out.”

At this point the child is completely confused, wondering, “What have I done wrong?”

All adults will need to apply the same method of managing any unacceptable behaviour in order to offer the child a sense of love, emotional security, safety and enjoyment in learning.

**Time out**

I think that most of the time; it is the adult who needs the “time-out.”

2.

**PARENTS IN PARTICULAR MUST UPHOLD  
THE FAMILY ETHOS AT ALL TIMES, BOTH IN  
AND OUTSIDE OF THE HOME.**

**We are our child's role model**

This is something that we often forget, our children are constantly looking at our behaviour, they need it, they do not know how to behave in this world and they look up to us for guidance, learning, support, security, love, fun, and safety.

**The need to feel secure**

Family values help to make the child feel secure about his/her immediate environment. For example, if the adult do not use bad language when shopping or at the zoo, then it should not be used in the home.

If such values are not upheld, the child will soon learn that it's OK to break the rules at certain locations.

This inconsistency will again confuse the child when he/she happens to use bad language outside of the home and instantly gets a slap for it.

I have seen children suffer a smack from mother or dad in public, for saying or doing something that they

would normally do at home. The child is shocked becomes confused at his/her parent's reaction and rebels.

**The child feels abused**

The older child may ask why? And that is considered rude, if the child insists on an explanation, the parent invariably becomes stuck for an answer and dismisses the child with no explanation.

**Go to your room! Do as I say!**

I wonder how many parents do stop and think about what the child may be thinking while he/she is sitting in the confinement of the one place, that the child cherishes so much, the place where he/she usually feels safe; the place that was provided for him/her with so much love?

With such confusion, after a while the child will grow up to dislike his/her own room, because he/she would soon associate their sanctuary (*own room*) with punishment time.

No wonder, children are always resisting sleep time.

**Communicate**

Adults do not need to tell children everything; nor do they need to give an explanation in detail because the child's cognitive ability would not allow him/her to comprehend it.

The child should be allowed to ask questions and then they should have an answer, which should be to the point and in "age appropriate" terms.

For example:

Child: "where is my mommy?"

Adult: "she is not here." But "I am here, would you like to play?"

Child: "no I want my mommy."

Adult: "I know that you are missing your mommy, tell me about her while we play, with your favourite toy."

The adult can also offer the child paper and pencil to draw a picture of his/her daddy or mummy.

If the child starts crying, he/she should be allowed to, but the adult must stay close by to offer appropriate comfort when or if the child wants to.

### **Mistake**

The child need to express feelings and to hear the feelings of the adult, if the adult made a mistake and

it is evident to the child, then the adult should admit to that mistake and rebuild the trust the may have been lost with the child.

This in turn will help the child to confide in the adult, as he/she grows older, thereby building on a good relationship.

Lying to the child can solve an immediate problem but it creates a long term problem that will never go away unless the adult admits the disrespect to the child and say sorry, in order to rebuild that trust.

Four-year-olds in particular find it difficult to trust an adult with whom they experience untruth in the past.

3.

**CORPORAL PUNISHMENT, INCLUDING SMACKING, SLAPPING, SHAKING OR ANY PHYSICAL CONTACT THAT IS DISPLAYED IN A VIOLENT MANNER MUST NOT BE ALLOWED IN ANY CIRCUMSTANCE.**

Some people say that they were smacked when they were young, that it did not affect them, and that they turned out fine. I say, come out of denial!

**You were abused**

There is no need for anyone to physically hurt anyone.

I know that if someone should start beating me, whether it is my parent or my child, that I will feel physical pain, emotional hurt, unloved, controlled, helpless, and useless.  
No one in this world should have to experience this horror which results in the following:

Low self-esteem.  
Emotional insecurity.  
Unloved.  
Shame.  
Lack of confidence.  
Lack of trust.  
Aggression.  
Arrogance.  
No hope for future.  
Difficulty in forming relationships.  
Many other emotions, according to the individual.

People who have been physically abused in their childhood are more likely to abuse their own child; those people need to forgive their parents.

4.

DISCIPLINARY PRACTICES MUST NOT HUMILIATE OR FRIGHTEN THE CHILD, NOR ANY PRACTICE, WHICH INSTILLS SHAME, GUILT OR INFERIORITY. YOUNG CHILDREN SHOULD BE ENCOURAGED TO EXPRESS THEIR FEELINGS SUCH AS ANGER, SADNESS, FRUSTRATION, JEALOUSY, SULKING OR ANY SUCH EMOTIONS AND TO FEEL THAT IT IS SAFE TO DO SO. CHILDREN HAVE A RIGHT TO BEHAVE HOW THEY FEEL, IF WE DO NOT VALIDATE THEIR FEELINGS, WE DESTROY THE PROCESS OF BONDING.

It is likely for adults to slip in to a pattern of humiliating, frightening or trying to make the child feel guilty if they decided that they would refrain from physical punishment. This is mental abuse.

### **Mental abuse**

To avoid mental abuse I suggest the following:

#### **Choices**

Give your child choices to help in the development of good judgment.

Give your child a choice to say no or yes.

Give your child choices to gain confidence.

Give your child choices to allow the experience of personal feelings.  
Give your child choices to help with the recognition of right from wrong.  
Give your child choices in the development of likes and dislikes.  
Give your child choices to stimulate learning experiences.  
Give your child choices to build a higher self-esteem.  
Give your child choices to develop more understanding.  
Give your child choices to encourage a good relationship with you.  
And watch him/her grow to help build a better world  
In which he/she will find love.

*Edna Dookie Crabbere  
March 9, 1999*

5.  
FOOD, INCLUDING CANDY MUST NOT BE  
USED TO REWARD OR PUNISH CHILDREN.  
This does not mean that you should not give your  
child candy.

Depriving a child of food is another form of abuse.



For centuries adults have been using candy to reward children for good behaviour and when the child is not good he/she is deprived of candy.

We all know that this bribery does the trick but lets look at the emotional effects.

### **Candy**

The young child learns to associate candy with good behaviour so one day when the adult runs out of candy and it is difficult to find a candy store, what do you do to pacify the child?

How do you think a three-year-old will feel if the candy is not available?

Would he/she understand that the shop is far away?  
The answer is no.

Would he/she sit patiently and wait for the candy?  
The answer is no.

Would the child feel unloved? The answer is yes, and having candy two hours later will be enjoyable but the emotional pain of not having the candy when it was expected, would have already broken some trust in the adult.

Would the child appreciate any difficulty, which the adult may have? The answer is no.

Would the child expect all adults who they come in contact with to have candy available for them? The answer is yes.

When other adults do not offer candy, would the child feel less loved, inadequate, emotional hurt, etc., the answer is yes.

To avoid all this pain we can simply encourage the child with rewards that are not tangible and always available.

Tell the child how clever he/she is, say words like, “well done, good work, wonderful;” give the child a handshake and tell others of the child’s success, so they too can recognize the child.

If you are the child’s teacher you can present him/her with a certificate, do a recognition wall chart for everyone to see; if you are the child’s parent or a close relative, offer a hug, spend extra quality time with the child, for example, a private picnic and then, at the picnic you serve some special candy.

Alternatively, candy can be served with the next meal as a special treat. Give your child candy whenever you want to but not for good behaviour or good work.

To say to a child, “be good and I will get you some candy” or “ you can’t have candy because you were not good,” is certainly not the best way of building the child’s self esteem.

It is undoubtedly setting the child up for hurt, disappointment, distrust, and unloved feelings at a later date.

Parents often say, “I did my best for my child, I don’t know what happened.” In reality, was the child consulted? And in the child’s opinion, was that good enough for the child?

**Times have changed**

Times have changed and adults today need to work on making changes.

Children have “Rights” to their feelings and wishes; and adults need to communicate with children in a way that would make them feel respected. This would help the child to express feelings that they may

tend to repress and with such interaction, I feel that it will be less likely for the child to play with the car or the gun or investigate sex and sample drugs, while mom and dad are not around.

Communicating with children from birth with the idea that children have “Rights” to their feelings, would be a good start.

I feel that God has blessed us with children and He expects us to nurture them but we should remember that they belong to Him.

It is not right for adults to dominate children; they are young and vulnerable.

6.  
**DISCIPLINE IN GENERAL MUST NOT BE  
MAINLY BASED ON A SYSTEM OF REWARD  
AND PUNISHMENT.**

Do not wait until the child makes a mistake to refer the child to the rules of the house.

The adult should be communicating with the child all the time; children always need guidance, counselling, managing, protecting, encouraging and praising their

efforts with love. We can do this without being nag or a pedagogue.

As I said earlier, children have no experience of the world and they are constantly looking at the adults to provide opportunities for them to have concrete experiences.

### **Need for discipline**

I feel that if there were a continual flow of giving and receiving of information then there would hardly be the need for discipline.

### **Reward**

Do not wait until the child does something good to offer a reward.

On a daily basis and with every experience, children are trying to make sense of the world, as adults, we need to be there to commend them, to make them feel that they do not have to do something exceptional before they receive an award.

### **Start early**

As soon as a child's language acquisition allows a simple conversation the adult should encourage the child to make decisions.

For example, “would you like the red one or the blue one?”

I have seen a two-year-old thrown a tantrum because he wanted his drink in a blue cup.

For some children, the colour of a cup may not matter and that is okay; it’s up to the adult to find out if it is okay, by offering the child every opportunity to develop individuality.

7.

**IF A CHILD’S BEHAVIOR IS UNACCEPTABLE THE CHILD MUST ALWAYS BE TOLD WHY IT IS UNACCEPTABLE AND THE REASON FOR ANY ACTION TAKEN BY THE ADULT TO MODIFY THE BEHAVIOR MUST BE EXPLAINED TO THE CHILD.**

Young children learn by repetition and in stages, this is why they need to be told again and again.

When this repetitive teaching is not done with love and tenderness, the child will be experiencing hurt, sadness, shame, inadequacy and other similar negative emotions; this in turn will take away the fun in learning experiences.

When a child is not having fun he/she is not likely to remember what was taught.

### **Why**

Adults have a tendency to get angry when their child asks, “why?”

We need to use such moments to build on bonding. If a child is not feeling safe and emotionally secure he/she is not likely to ask, “Why?”

Adults should therefore consider it a compliment when the child asks, “why?” The child is trying to bond by trusting the adult with his/her feelings, expecting love, care and understanding in return, and what do some adults do? They habitually destroy the opportunity to communicate with the child.

### **Don't ask me why, just do it!**

If adults practice answering their children's question from an early age, in “age appropriate” terms, unacceptable behaviour would be more manageable because both child and adult would have had their feelings heard, dealt with and respected.

### **Example**

Five-year-old Adam said “I am not sleepy” when his mother announced that it was time to go to his bed.

“You are sleepy,” said his mother, “I have a lot to do and it is your bed time.”

She reached out and started to take his shirt off, to put his pyjamas on. Adam pulled himself away to avoid his mother taking his shirt off; he then kicked his mother and broke out in a tantrum.

### **Unacceptable behaviour**

Kicking is definitely unacceptable behaviour.

From the details of this incident, I would suggest that the bedtime routine with Adam and his mother has been difficult for some time.

Let’s say that I am correct in my assessment of this case, I would therefore suggest that “time out” would be the wrong thing for Adam’s mother to do.

### **Reviewing the incident**

When mother announced that it was bedtime, did she recognize what Adam was doing?

No, she did not; she made an announcement as if she was the Sergeant in an army camp. Then she insisted, “You are sleepy.”



That is enough empowerment to cause a tantrum.

Children invariable dislike going to bed because the world is so fascinating to them, they do not want to miss anything, and they are always curious; they want to learn.

It could have been a happy event if mother had prepared Adam for it.

She could have said, “Adam, it will soon be your bedtime, what would you like to do before you go to bed?” and then offer choices: a story with daddy or a drawing with mother. The choices offered will need to be a winding down activity.

This is the part of the day when the adult should determine the ideas because bedtime needs to be managed. At other times in a daily routine the child should be allowed to choose activities within reasonable limits.

Choice is important for the development of individuality, independence, self-esteem, reasoning and overall development.

If Adam were given a choice of activity, very likely, he would have realized that after that particular activity, he was going to bed. This is assuming that there has never been any difficulty with bedtime. If this routine were practiced from birth, sleeping time would not become difficult.

“You are sleepy,” said his mother, “I have a lot to do and it is your bedtime.” This is completely irrelevant. Adam is too wrapped up in his own world to worry about his mother’s.

She started taking his clothes off; Adam should have been doing that for himself more than a year ago, children love to be independent.

His mother did not respect his individuality, she could have encouraged Adam to start undoing his buttons; in fact that could have been the winding down activity before bedtime.

The five-year-old loves showing off their achieved skills and that was an ideal time for mother to praise his efforts and give him a hug.

It is now quite clear why Adam threw a tantrum; generally, children throw tantrums when an object or a person blocks them from doing what they want to

do; and rightly so. The adult needs to look at the occurrence that precedes a tantrum, in order to manage or prevent it.

Finally, Adam kicked his mother.  
This is not acceptable behaviour and needs to be dealt with.

“Time out” in this case, would have made matters worse. Professional advise would be needed to use strategies to help Adam unlearn the unacceptable behaviour and to help his mother to respect his individuality.

**What should have happened?**

Mother: “I know that you are having fun Adam, and I wish that you can stay up with me.” At this point, she could have offered Adam a hug and wait for his response.

If Adam disagreed, she could have said, “I had a lot of fun with you today, thank you for that lovely drawing.” And again wait for his response.

“Here are your pyjamas.” Wait for his response.

“Would you like me to help you undo your buttons?”  
Wait for his response.

If Adam was still not co-operating, that was a good moment to talk about his feelings in connection with bedtime.

He may have developed a fear of the dark or an anxiety, of many other things.

It is best not to suggest to the child, what he/she may be feeling, but rather say to the child, “tell me about last night, tell me about your drawing, tell me what you want to tell daddy, tell me what you can see in this picture, tell me what you saw on TV etc.

This will give the child an opportunity to express his/her feelings, which may surprise you.

### **Explain to the child**

If kicking were the usual behaviour with a particular child, it would be suitable for the child to have an explanation for his/her “time out” and given a choice to help correct the behaviour.

Examples of unacceptable behaviour:

Name calling

Abusive language

Throwing toys/objects

Pulling hair  
Pinching  
Spitting  
Biting  
Hitting  
Using an object to hurt others  
Dishonesty  
Taking what does not belong to her/him  
Any other action that causes hurt to another person.

Children develop unacceptable behaviour from time to time; these are learned from the various experiences they have with other children and adults.

### **Methods of managing unacceptable behaviour**

1. Remove the child from the room but stay with the child and give the child opportunities to talk about his/her feelings.
2. “Time out” from positive reinforcement within the same room.
3. Ignore the child if there are no physical dangers.  
(This depends on age.)

4. “Time out” from an immediate activity within the same room.
5. Hold the child securely in your lap in the case of a tantrum; be aware of your own strength so you don’t hurt the child.
6. In cases of severe tantrum, take the child in a safe room and allow the child to express him/herself, stay with the child to make sure that he/she does not hurt him/herself. Offer a hug when the child seems to be calming down, speak in soft and loving tones.

These methods must be practiced with love, if the adult is feeling angry; someone else should deal with the child.

When using the “Time out” method, the duration should not exceed two minutes, sometimes a few seconds may be enough; no child should be left alone at any time, treated negatively or be victimized in any form.

The adult should assess the situation and deal with it according to the circumstance, including the age and the stage of the child’s development.

Exclude the child from the current activity with an explanation, do not raise your voice but alter the tone to help the child to recognize that his/her behaviour is not acceptable.

Choose words that the child will understand, for example, “Esther it is not nice to bite anyone because it hurts, so you will not play with Jenny in the sand box for a while but you will sit here quietly with me.”

What happens next should depend on how the child reacts to being excluded from the current activity.

In some cases the child may get upset almost instantly, this reaction should be considered as it may be enough for the child to learn that the behaviour is unacceptable, talk with the child and encourage verbal responses to help the child express his/her feelings; you may be surprised to learn from the child how he/she is really feeling and a difficulty which may have been going on for months could get solved in a few seconds.

Talk with the child.

Be firm but supportive.

If the child does not co-operate, the following can be done according to the situation, the age, and the stage of the child's development:

Divert the child's attention or ignore the child. (Aged 2 and under)

Give the child choices: The adult can say "you can stop biting or you can sit here by me." The adult should observe the child for emotional reaction; if the child chooses to sit out of the activity the adult can then allow the child to rejoin the activity after two minutes; if the behaviour is repeated, the adult should immediately repeat the "time out" period again and again, until the child learns to reason.

This action must be subjected to the "age and stage of the child's development."

Talk with the child, tell him/her why you are repeating the action and encourage the child to verbalize his/her feelings.

I have worked with children for more than thirteen years on a full-time basis and I have never met a child who chose to have "time out", they would willingly choose to stop the unacceptable behaviour but invariably, returned to the scene and repeated the



behaviour; the adult needs to be observant and be present, to protect the other child and to help the child in question, to learn to behave reasonable. This is not an easy task for both adult and child, and for this reason I strongly believe that each child deserves to be with his/her mother during the tender and precious early years.

When children continue to repeat an unacceptable behaviour, they are not being stubborn they are really trying desperately to understand what the world is all about, so when the adult respond to them with anger, this is exactly what they would learn; anger.

8.

**THE CHILD MUST NOT BE FORCED TO GIVE A REASON FOR HER OR HIS UNACCEPTABLE BEHAVIOR.**

Young children do not understand fact from fantasy until they are over five years old; some children learn this concept sooner and this depends on the stimulation they received from birth.

Because of this cognitive immaturity, the child's ability to reason would vary; this is why children

should not be forced to explain themselves. The reality is, the child really do not know how to.

Adults do what they think is best for their children but there is no surety of the kind of teenager or adult they will become. I feel that the sense of reality on any given topic is an individual thing.

They can only understand the world by the information that they receive from adults and peers, coupled with their own individuality.

This is why it is so important that children are not allowed to watch television alone if they are under eight years of age. It should be a family tradition to talk with the children at the end of the day, allowing them to express both positive and negative feelings about everything they experienced, including television; the adult should take this opportunity to correct any misconception, which the child may have developed.

9.

**THE ACTIONS TAKEN BY THE ADULT MUST BE APPROPRIATE TO THE CHILD'S AGE AND STAGE OF DEVELOPMENT.**

As children develop in age and stages, some of them develop a little ahead of their age group and some fall behind, for various reasons.

If adults are acquainted with the stages of child development children will benefit tremendously. This advantage will help the child to become more adjusted to cope with the pressures of society.

10.  
ACTION TAKEN BY THE ADULT FOR UNACCEPTABLE BEHAVIOR MUST BE IMMEDIATE AND NOT MINUTES LATER, WHEN THE CHILD MAY HAVE FORGOTTEN ABOUT IT.

Deal with circumstances immediately, so that the child can relate to what is going on at the moment.

11.  
RULES THAT THE CHILD IS EXPECTED TO FOLLOW MUST BE SIMPLE, CLEAR, CONSISTENTLY APPLIED AND UNDERSTOOD. THE NEEDS OF THE CHILD MUST BE CONSIDERED FIRST.

The feelings, needs and wishes of the child should always come first, there is no need for the adult to

run around meeting all the demands of the child; prioritize and be reasonably to the child's demands. Children need to be heard, to be kept safe, to be provided for, to be dealt with, "age appropriately" and to be loved unconditionally, when these values take priority I believe that there would hardly be room for children to make demands; the thoughts of children are pure until they learn differently from the adults and other children around them.

12.

**THE CHILD MUST BE RESPECTED, BELIEVED, TREATED WITH HONESTY AND NOT BLAMED FOR SOMETHING SHE OR HE DOES NOT UNDERSTAND.**

Adults do not need to tell young children everything. In "age appropriate" terms they need to be told the truth but they should be allowed the freedom of making enquiries in their own time and in a way that they choose.

Giving children unnecessary information could cause anxiety and misconception.

Speak with them in simple terms with soft and loving tones and allow them to ask questions. Very often

when children ask questions, all they want is a logical answer, according to the stage of their development.

#### SECTION 4: CURRICULUM IDEAS FOR YOUNG CHILDREN

##### **Introduction to Curriculum**

Young children do not have to reach a certain age for a curriculum to be applied to their learning experiences.

From birth, babies are learning and for successful development to occur in all areas the adult or adults who are around that child needs to have some sense of how children learn. Each child has the right to be offered such opportunities that would help him/her to develop to their full potential.

One does not have to be an expert in Education to teach young children; following the interest of the child could be a good guide, keep them safe, provide suitable play-materials for fun-activities and experiences and watch the child grow into a genius.

Children learn by repetition and in stages.

It is not difficult if the child's interest is at heart, to plan, to implement, and to monitor the development of the child; introduce an idea or activity, observe the child's response, take note of the level of ability and the interest of the child, remember the degree of fun that the child expressed and plan for the next stage of learning.

This is organised "play," the channel through which young children develop concepts. Play opportunities help children to develop their learning ability and add more information to the knowledge they already have. Very often young children are unintentionally deprived of many play opportunities that can be very easily attained.

I hope that the ideas in this book would help parents and teachers to review their curriculum.

## ENGLISH LANGUAGE

Language permits us to communicate.

Values:

To promote the importance of communication.

To recognize the existence of and the understanding of print.

To develop competency in literacy.

Sources:

Library/Book clubs.

Home made/school made books.

Book stores/borrowing from a friend.

Computer, tapes, videos and other technology resources.

### **Ideas for promoting the use of English Language**

One to one conversations, stimulated by the adult:

Talk about the weather, family, home, activities, experiences etc.

It would be more interesting to the child if the conversation is more about what the child wants to talk about; the child would be more receptive to learning and would be enjoying the experience at the same time.

Listening attentively and respond to stories and poems:

This should be experienced in large and small groups. Choose books that are popular with the group and introduce new books appropriately, for example, new resources on the market and in the media.

The child should be encouraged to anticipate what is the next word in the story or the next picture in a familiar picture book.

Speaking and listening in group activities:

Allow each child to ask questions, make comments, or offer contributions about a particular topic.

Responding to adult's simple instructions appropriately:

It is vital that the adult uses accurate pronunciation and clear speech.

Story-tapes, songs, rhymes, and movement to music are very helpful for a refreshing change from one to one with adult.

Relate story from pictures:

Give the child time to absorb the contents of the picture then encourage the child to make up his/her



own story from the scene, talk about colours shapes, sizes, numbers, letters etc.

Letter recognition and pronunciation:

Alphabet, name cards, flash cards, lotto games, birthday chart, weather charts, etc.

Introduce storybooks, picture books and factual books.

Using a book:

Holding a book up the right way and viewing letters from left to right.

Allow the child time to explore a book alone and conduct supervised one to one reading.

Group reading, shared reading, paired reading.

Developing the skill of using a book alone and in group activities:

This will encourage the child to develop an interest in books and gain confidence in seeking knowledge independently.

Opportunities to memorize:

Songs, rhymes, ring games, role-play, memory game, matching games and similar activities.

Record the child's or children's voices and allow them to have the equipment to replay their recording as free time activity.

Adult's role:

Have a good attitude with the use of books.

Set up a library or book corner.

Provide "age appropriate" books: non-racist, non-sexist, fact/fiction, special needs, cultures, gender issues, etc.

Encourage the children to keep the books in good condition.

Give individual attention and space where needed.

Allow the child to choose.

Arrange visits to local library.

Explore ideas with the child to help him/her develop an interest.

## MATHEMATICS

Simple mathematical ideas help children to develop concepts for problem solving.

Values:

To recognize the concept of and the use of numbers.

Recognition and study of patterns.

Increase cultural knowledge.

Develop the ability to think clearly and logically.

**Ideas for promoting the concept and use of numbers**

Recognition and use of numbers 1 to 10:

Number rhymes, stories, songs, counting games and activities, birth dates and house number, recording of numbers, measuring, weighing, number cards etc.

The use of everyday objects:

Comparison, sorting, matching, ordering, sequencing and counting; talk about routine, the concept of before and after, fast and slow, near and far.

Looking at shapes, position, sizes and types, quantity, bigger, smaller, more or less than.

Recognizing and creating patterns:

Threading, weaving, tracing, drawing around objects, rubbings etc.

Use of colour pencils, felts, crayons, chalk, led pencils, charcoal etc.  
Encourage free-hand drawing, sketching, painting etc.

### **Sources**

Play materials, which include mathematical concepts:  
Dominoes.  
Graded objects.  
Card games.  
Number games.  
Calculators.  
Pegs & board.  
Link cubes, unifix-cubes, number line and similar resources.  
Computer, videos, tapes etc.

### **Adult's role:**

Include both boys and girls in all mathematical experiences.  
Do not discriminate: include race, gender, disability, nationality, culture, age and colour.  
Nourish the child's natural interest.  
Promote a positive attitude to mathematics.  
Express enjoyment and interest.  
Provide resources, opportunities and individual space.

Offer repetition, a variety of materials and a variety of methods.

## SCIENCE

Science help children to develop ways of understanding the world by recognizing that Science is all around us and that they can explore such concepts in every day life.

Values:

Promotes and open the mind.

Encourages curiosity and responsibility.

Teaches co-operation and perseverance.

Builds confidence, self-respect and thinking ability.

Teaches acceptance of criticism and self-discipline.

Offer opportunities to discover.

Sources:

Air

Light

Colour

Seasons

Music

Change

Balance

Building

Magnets

Our bodies

Energy

Plants and animals.

Books, tapes, videos, computer etc.

The above are some examples.

The following are some ideas of looking at and exploring sources:

Observing different trees and plants.

Naming the parts of a plant; flowers, leaves, stem roots etc.

Growing seeds, bulbs and cuttings.

Exploring the different parts of a vegetable or fruit.

Looking at the changes that occur in the growth of plants and animals.

Naming the parts of an animal and naming different animals.

Looking at small animals and insects, birds and butterflies, etc.

Looking after an animal, insect or caterpillar.

What do different animals eat?

Experiencing different textures.

The cause and effect of hot and cold, pulling and pushing etc.

Sources of energy, the concept of hot and cold, movement, pressure etc.

Our senses allow us to smell, feel, taste, see, and hear.

Personal hygiene.

Nature collection - for example, items found on the beach.

**One good source of learning for young children is through food**

The following is a list of some activities and ideas to discuss:

Visit to food shops.

Where do we get food?

Talk about what we do with food, drinks, and fruits.

Cultural foods.

Why do we eat food?

What kinds of food do we eat for breakfast, lunch, etc?

Looking at cookbooks and story books about food.

Do suitable cooking: for example, making a sandwich or making popcorn.

Observing the colour, smell, flavour and texture of different foods.

Food hygiene.

Cooked and uncooked foods.

Where do we get milk?

Looking at different foods, which dissolve in water,  
for example, sugar and salt.

What happens to ice-cubes if taken out of the freezer?

Making play dough.

The uses of the Microwave oven as oppose to the  
original cooker/oven.

## CREATIVE ART AND CRAFT FOR YOUNG CHILDREN

Creativity allows young children to express  
imagination, feelings, and ideas.

Values:

To develop creative and artistic abilities.

Explore texture, shape, colour, form, space etc.

Builds on imagination and expression of rhythm in  
music and dance.

Stimulates the senses.

Develop a sense of self-worth and confidence.

Useful materials:

Paper

Fabric

Wood shavings

Wool

String

Card



Glue

Junk material from the kitchen or office, e.g. cereal boxes/waste paper.

Paint

Ink

Glitter

Charcoal

Crayon

Colour pencils

Felts

News paper

Magazines

Soap flakes

Sponge

Etc.

All materials must be checked for safety.

### **Creative ideas**

Sketching objects.

Making a pattern.

Leaf printing, hand printing, foot printing etc.

Collage: - using various materials, e.g. autumn leaves.

Making mobiles.

Making Masks: - a good opportunity to introduce culture.

Creating a pattern from rubbings of tree trunks, brick work, carvings, coins etc.

Weaving with, wool, paper strips, fabric etc.

Free hand drawing: - allow the child to do as much as she/he wants to.

Making instruments, using yogurt pots and dried beans.

Sewing: use safety needles and cross stitch material.

Making puppets, paper hats, paper bangles, etc.

Marbling using marbling ink and sugar paper.

Clay modelling.

Boiled egg painting, using felts or crayons.

Tie dying, stencilling, making cards.

Adult's role:

Provide materials, which reflect social and ethnic diversity.

Encourage the children to verbally express their ideas and appreciation of the work of others.

Offer individual attention and ideas to help them create what they imagine.

Encourage responsibility in clearing up after an activity.

Allow choices in use of materials and encourage the exploration of different materials.

Praise their efforts.

Check all materials for safety.

Supervise all activity.

## DRAMA

For young children drama allows expression in the form of role-play and movements.

### Values:

To help young children to develop confidence, self-worth and appreciation of music and culture.

To encourage co-operative play.

To understand turn taking.

To understand the concept of music, dancing and musical movements.

To work in small and large group activities

To develop independence.

### Sources:

Cultural history.

Fact/fiction materials.

Improvisation.

Own experience.

Videos, tapes, TV, computer etc.

Entertainers.

Ideas for activities:

Role-play; using familiar stories, e.g. the three little pigs.

Dancing in large group activities.

Miming and puppet shows.  
Reciting rhymes and poems.

Using musical instruments in singing sessions.  
Music tapes.  
Solo singing and group performance.  
Ring games, etc.  
Sign language.  
Visits, for example, the circus, theatre, concerts etc.

Imaginative ideas:  
Cooking, home-corner, hair dressing, café, bookshop,  
dressing dolls, play school, setting the dinner table,  
making books, play post office, play doctor/nurse,  
banking, toy shop, food shop etc.

Adult's role:  
Encourage unlimited scope.  
Show enjoyment and maximum involvement.  
Encourage interest in exploring all materials.  
Provide a variety of opportunities.  
Encourage the use of the child's own experiences and  
offer ideas for improvisation.  
Organize events to promote the use of role-play.

## MUSIC

Music gives young children a sense of and appreciation of rhythm.

Values:

To develop appreciation of all music.

Builds on vocabulary, confidence, socialization, and teamwork.

Increase the sense of rhythm.

Improves mood, releases tension, develop listening skills.

Teaches voice control.

Learn to play simple instrument and develop interest in the making of music.

Builds (one to one) relationships with adult.

Improves concentration span, skills, and the use of language.

Invigorates or soothes the emotions.

Sources:

Personal recordings.

Using instruments.

Radio and TV.

Computer and other music system.

Musical activities:

Listening to music tapes of different cultures.

Singing songs, jingles, ring games, chant.

Dancing to music of different types and cultures.

Listening to music of different types and cultures.  
Playing ring games to music.  
Listening to the music of special events and celebrations.  
Making up chants, jingles for a current activity e.g. this is the way we brush our teeth.  
Listening to music at mealtimes.  
Large and small groups doing solo singing.  
Musical movements.  
Making sounds with instruments.  
Recording the voices of individuals and group presentations.  
Visit to places of entertainment etc.

Adult's role:

Plan and organize sessions.  
Sing with good volume, pronouncing the words clearly.  
Encouragement in the form of verbal praise, awards and certificates.  
Show enthusiasm.  
Introduce a variety of age appropriate materials.

#### **MORAL/RELIGIOUS EDUCATION**

Moral/Religious education helps young children to develop an awareness of right and wrong.  
Values:

To help young children to develop an awareness of feelings.

The recognition of likes and dislikes.

The awareness of personal values to develop positive self-image.

Making and observing rules.

Builds on relationships.

Cultural and language awareness.

A sense of belonging.

Awareness of the consequences of breaking rules.

Sources:

Books.

Story tapes.

Historical places, buildings, sites, events, celebrations, festivals etc.

Traditional information.

Family history.

Talking to older family members and friends about the past.

Activities:

Visits to Churches, temples, museums etc.

Do creative activities to mark the events/festivals/celebrations.

Discuss the experiences of an event.

Looking at picture books of factual events, etc.  
Making ground rules for a particular group or class at school.  
Preparing foods for a religious event.  
Allowing individual choices in participation.

Adult's role:

Offer rewards (certificates, awards etc.) for skills, good work, good behaviour etc.  
Provide opportunities for young children to experience the development and changes that occur in plants and animals.

Help them to understand that living things die and to experience a sense of loss.  
Encourage the children to take responsibility in sharing their space; play materials, knowledge etc.

Know the wishes of the parents and the wishes of the child and strike a good balance after personal discussions with them.

Teach the importance of the appreciation of others.

Encourage the awareness of self: likes and dislikes.  
Provide play opportunities and materials that would give children the experiences, which reflect



differences in cultural, language, faith, family history  
etc.

Teach the importance of the expression of feelings;  
it's okay to say no, make requests, and ask why, how,  
what, where and who?

Be an example.

## HISTORY

History helps young children to look at changes that  
occur in every-day life.

Values:

Historical materials provide opportunities for  
discussions.

Extends our knowledge.

Helps us to look at the past, be aware of the present  
and plan for the future.

Storage of records.

Sources:

Books, tapes, films, CDs, Dvd etc.

Conversations with the older generation.

Places, buildings, events, celebrations, traditions etc.

Museums, historical sites, events etc.

Radio, TV, computer etc.

Activities:

Group discussions are particularly good, even with young children.

Use picture books to stimulate curiosity.

Talk about seasons and then introduce opportunities for creative expressions using art materials.

Make a weather chart.

Talk about events in the media.

Discussion of the past, for example, what did you eat/wear when you were a baby?

Role-play of past events.

Visit various historical sites, events etc.

Create history: by doing some photography and relating a story from the photos.

Adult's role:

Plan for individual participation.

Stimulate individual participation.

Recognize the efforts of the children.

Draw from individual knowledge to encourage the awareness of the whole group.

Provide materials, opportunities, and experiences.

Involve parents and extended families.

## **GEOGRAPHY**

Geography helps young children to develop knowledge an understanding of their environment, other people and features of the world.

### **Values:**

Gives a sense of belonging.

Builds confidence and self-esteem.

Encourages recognition and acceptance of changes.

Stimulates curiosity and observation.

### **Sources:**

Books, maps, visits to places and information centres.

Computer information.

Radio and TV.

Talking with people at different locations.

### **Activities:**

Looking at the world map and finding various locations.

Exploring the map of our country and the maps of local areas.

Identifying where an individual was born.

Comparing the birthplace of parents/grandparents.

Collecting and displaying baby-photographs.

Exploring the various methods of travelling.

Talking about where we live.

Discussing weather conditions and using art materials to express individual concepts.

Experiencing the rain, snow etc. and following up with creative activities.

Locating various buildings in the local area.

Making trips to local parks, shops, zoo etc. and following up with creative activities.

Looking at clothes for different seasons and countries.

Exploring cultural and race differences, collecting items and making a display.

Adult's role:

Offer opportunities for individual participation.

Provide materials and experiences.

Encourage acceptance of differences by showing the educational values.

Stimulate interest.

Involve parents and extended families.

## OUTDOOR ACTIVITIES

Outdoor play provides young children with opportunities and experiences, which enable them to develop in all areas of development.

Values:

Stimulates excitement and enjoyment in learning.  
Offers opportunities to explore and discover,  
fantasize and invent.  
Develop spatial awareness, learn new skills, and  
encourage the use of imagination.  
Experience the sense freedom in learning.  
Develop good muscle tone, balance, and awareness  
of physical strength.  
Fresh air promotes good health.

Sources:

Play grounds.  
Parks.  
Gardens.  
Play centres.  
Summer camps.  
Etc.

Activities:

Racing games, ring games, ball games etc.  
Jumping, climbing, hopping, skipping, balancing,  
riding etc.  
Seesaw, swings etc.  
Experiencing the effects of the sun, rain, wind, snow  
etc.  
Observing plants, animals, and insects.

Examining the effects of force, movement, and energy, for example, wheels, balls, pushing, and pulling etc.

Adult's role:

Provide safe outdoor equipment.

Encourage the children to plan their own games, ideas, constructions etc.

Advise parents on suitable clothing for their children to wear in the playground so that they can have freedom of movement.

Provide various play materials for creative activities.

Introduce ideas in all subjects.

Supervise for safety, get involved where necessary, but allow the children to direct their play.

Monitor the progress of individuals and make general observations to plan for future play projects, which will challenge and induce interest.

Offer flexibility in curriculum planning and implementing.

#### TOPICS FOR PLANNING:

Food

Growing things

Body care

Songs/rhymes

Transportation  
Water  
Books  
Energy  
Homes/buildings  
Helping at home  
Places  
Making things e.g. scrap books, models etc.  
Games  
Animals  
Insects  
Birds  
Colours  
Numbers  
Letters  
Sizes/shapes  
Family  
Holidays  
Festivals/celebrations  
Seasons  
Clothes  
Shops  
Etc.

## TERM PLANNERS

The following are planning ideas, these are not always easy to implement but they can be used by adjusting the ideas to suit the needs of the child.

I have used most of these ideas with a lot of success; both parents and colleagues have made positive comments on the children's response and they have used these ideas themselves.

When working with young children it is better to introduce a topic, offer ideas for exploring and provide materials for the children to use, then work along with them, following their interest with necessary prompts to continue to stimulate their interest.

When children are allowed the freedom of choice, within a structured setting, they are more likely to invent and produce outstanding results because they will enjoy the experience, which in turn will help them develop a positive attitude towards learning.

It is most interesting to observe how children experiment, invent and arrive at an end product



which evidently displays fun, excitement and learning.

For example, a free-hand painting or drawing. Some activities do not have end products and these are not less valuable, in-fact they are especially suitable for the child who may feel pressured into producing evidence of their day's work at classes.

Young children do not have much of life experience to work on, to help them make sense of the world and they could feel challenge in new experiences.

Teachers and parents therefore, need to offer the social/emotional support that they may need in their new challenges within the structured educational setting.

The quality of their response to different environments will vary according to how encouraged or discouraged they may feel by the adults around them.

Talk with the child, listen to what they say, praise their efforts and interest, provide suitable play materials and opportunities and observe how

wonderful it is to help a child progress in those early years.

### Term Planner:

#### Topic: Growing things - Seeds, Plants, and Flowers

<p><u>English Language:</u> Large and small group discussions about seeds, plants, flowers, bulbs. Encourage one to one conversations with adults and peer group member. Provide a variety of factual books on familiar plants and flowers. Allow for individual reading and research. Do picture studies in small groups and recognize individual input. Do a book making activity, have the children draw their favourite flowers or plants and name them. Use flash cards/pictures to introduce pronunciation and alphabet recognition.</p>	<p><u>Mathematics:</u> Provide a variety of seeds, plants, and flowers in the classroom; allow the children to explore these, comparing colours, sizes, shapes, and patterns. Encourage counting; how many petals? How many seeds in a packet: use of numbers 1 to 10. Do activity that include numbers, for example: Small groups opening a pea pod each and counting the number of peas they find. Have the children write what they did and draw the pea pod adding the number of peas they found.</p>	<p><u>Science:</u> Plant an indoor garden, have each child plant their own seeds and take responsibility to water, and care for it, have them keep a diary of their work. Naming the parts of a plant, for example, stem, leaves, bud, flowers, roots. Observe the process of growth of the same type of seeds in different conditions. E.g. outside, inside, in the dark; to understand the effects of light and darkness on growing things. Watering the seeds. Plant seeds in</p>
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		different types of soil, sand, water etc. and compare the effects. Experience the different fragrances and observe colour concepts.
<p><u>Creative Art:</u> Do leaf printing/rubbings activity using a variety of familiar leaves. Do a nature collection for display or collage work. Sketching – flowers, leaves plant. Leaf /flower pressing. Provide crayons, felts, and led pencils colour pencils, chalks and a variety of paper types and colour to create different effects. Organize structured painting activity.</p>	<p><u>Drama:</u> Role-play familiar stories about seeds, plants and flowers in small and large group work, stimulate imagination with use of costumes and stage. Encourage the children to create their own story and do role-play. Invite parents and other classes to watch the final production.</p>	<p><u>Music:</u> Introduce songs, rhymes, and poems that relate to seeds, plants, and flowers. E.g. "There's a worm at the bottom of my garden." "Five little peas in a pea pod." Listening to music of different cultures; movement to music - Pretend to grow from a seed to a tall tree.</p>
<p><u>Moral/religious Education:</u> What is the significance of flowers and plants in a church environment? The use of flowers in religious celebrations/events. Discuss family traditions</p>	<p><u>History:</u> Observe and discuss the changes in seeds, plants, and flowers. What happened yesterday? What could happen tomorrow? Build on present knowledge. Invite</p>	<p><u>Geography:</u> Name at least five different plants or flowers, where are they grown? In relation to the local community. Visit a local garden</p>

for example: going to church on Sundays.	someone to talk about their garden and how they started it. Compare photographs of the past.	centre/florist, park/garden. Discuss the route for the trip, draw a plan for classroom use, and have the children name the various buildings, which they might see on the route.
<u>Outdoor Activity:</u> Ring games that relate to seeds, flowers, and plants. Planting a garden. Visits. Climbing, running hoping etc.		

### Term Planner:

#### Topic: Body Care

<u>English Language:</u> Provide for the use of factual and non-factual books on Body Care. Do a classroom display of body care products and label the items for letter recognition. Discuss with class the contents of a bathroom and allow individual contributions on body care routines. Set up a bathroom corner in the classroom and encourage small groups to explore the products. Do group and shared	<u>Mathematics:</u> Counting, measuring, weighing, comparing, sorting. Looking at and discussing the difference in sizes of bathroom items, for example, toothpaste boxes and other packages. Explore colour types and fragrances of shampoos, soaps	<u>Science:</u> Discuss and do activities on how we practice personal and environmental hygiene, do practical hand washing sessions. Why do we need to be clean, eat good food, rest, and sleep? How do we make bubbles? The effects of water on soap. Exploring the fragrances of
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<p>reading sessions on body care topics.</p>	<p>Etc. Jigsaw puzzles with bathroom scene. Looking at liquid content, size of containers; bigger, smaller, tall, short etc.</p>	<p>different shampoos and has a hair wash session with dolls. Name our body parts and talk about how and what we use to take care of it, for example, nail care.</p>
<p><u>Creative Art:</u> Soap carving activity. Making clay toothbrushes and painting these. Collage work with cut outs of magazine pictures that relate to body care. Sketching and painting sessions, using different pencils and other art materials. Bubble printing.</p>	<p><u>Drama:</u> Role-play: At the dentist. At the hairdresser. Doing the laundry. Acting out a bathroom routine before we come to school.</p>	<p><u>Music:</u> Singing songs, doing actions, and listening to music about body care, for example: "this is the way we brush our teeth on a cold and frosty morning." Music for different events and moods. Music while we eat. How different cultures and country use music in their daily routine?</p>
<p><u>Moral/Religious Education:</u> Discuss personal hygiene in different religions, e.g. the washing of feet before worship. What is worn at certain events/celebrations?</p>	<p><u>History:</u> Where do we get cleaning materials? How and where are they made? Compare the style and other features of various body care items. What did granddad use to shave his beard?</p>	<p><u>Geography:</u> How do the people of different countries do body care. What are the provisions and routine of body care? How do the weather and other living conditions affect personal and</p>

	<p>What is daddy using today? Show pictures of the past and compare the present.</p>	<p>environmental hygiene? Which shops sells body-care items? What do we wear in different weather conditions?</p>
<p><u>Outdoor Activities:</u> Make visits in small groups to the local shops and look for body-care items. What do we wear for different activities outdoors and why? Playground equipment, running, skipping etc.</p>		

### Term Planner:

#### Topic: Food

<p><u>English Language:</u> Story time – read to class twice a day - choose books about food. Do reading/story/discussion in small groups twice a day and allow the children to choose from a variety of books about food. Encourage each child to ask questions, allowing them to interrupt appropriately during the discussions/reading/story. Encourage conversation about food while doing</p>	<p><u>Mathematics:</u> Weighing food such as pasta and other appropriate packages/cans. Measuring and pouring water to experience volume/capacity. Playing counting games using packages/cans, sorting into sizes, colour and shapes, cutting an apple into four and comparing the sizes – choose a different fruit</p>	<p><u>Science:</u> Work with small groups of children - make a fruit salad each week, include cultural fruits. Looking at two types of sugar - allow the children to dissolve a teaspoon of sugar in a see-through beaker and talk about what happened,</p>
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<p>other activities, e.g. play-dough, lunchtime, creative activity etc. talk about food in the home, food in the shops, restaurants etc.</p>	<p>each week, ask the children to bring a fruit to class, count the number of apples, oranges etc.</p>	<p>instruct them to stir fast and then slow, observe the movement of the liquid, allow them to taste and talk about the changes. Talk about vegetables, ask the children to choose a different vegetable each week and allow them to discuss, colour, shape, size, etc.</p>
<p><u>Creative Art:</u> Making play-dough foods, e.g. Chips, pizza, fruit shapes etc. Collage work from food pictures. Drawing with felt pens - food items. Sketching, printing, easel painting. Printing with vegetables and fruits - cut in half to reveal a pattern for printing. A fish can produce interesting patterns in a printing activity. Sketching with led pencils and adding colours later.</p>	<p><u>Drama:</u> Role-plays: Going to the shops, stories about food, encourage the children to make up their own stories. Musical games/movements. Home-corner activities could include café scene, etc. Sing songs/rhymes/music tapes/ play games, which relates to food. Have small groups cooking simple foods with a parent. Pretend to be a baby - what do you want to eat?</p>	<p><u>Music:</u> Lunchtime music - classical tapes. Singing and recording of the children's voices. Cultural musical instruments - allow the children to explore. Music tapes and videos in different languages. Singing in large group activity with piano etc.</p>

<p><u>Moral/Religious Education:</u> Discuss the types and use of food in various religions. Draw from the children's knowledge and experiences. Add to their knowledge by using books, pictures, story tapes, computer games etc. Talk about religious celebrations/festivals. Develop individual awareness of talents, likes and dislikes to encourage positive self-image and relationships.</p>	<p><u>History:</u> Talk about "where do potatoes come from?" Chips, mash, crisps etc. Use pictures, factual books, visits etc., to teach about the sources of foods. Talk about what we ate when we were babies. Invite a mother and baby to visit the class and talk about baby foods. Where does milk come from? Etc.</p>	<p><u>Geography:</u> Make trips to the local food stores in small groups, involve parents. Before the trip, conduct group discussions on types of food, the best weather conditions to travel there and the means of transportation. Read stories about shopping trips, encourage conversation about items of foods that we may find in the shops and try to remember the items on the way back to school or home.</p>
<p><u>Outdoor Activities:</u> Vigorous outdoor play with outdoor equipment. Encourage ring games, climbing, jumping, hopping, skipping etc. Adult's input: Organize games and activities, which include food; e.g. teddy bears picnic etc.</p>		



## WEEKLY PLANNERS

The following are weekly planners that are created from the original planner (Topic: Food) on the previous page.

The best time to do such planner is at the end of the week for the week ahead. The input of all staff on the team is vital, as everyone can reflect on the past week and discuss the observations that they made during the activities. It is also a good time to recognize each other's values which will build good teamwork.

The reflection on the past week would reveal how the activities stimulated the children's interest, did they enjoy it? How can any activity be improved and when can it be repeated for the benefit of one child, some of the children or all of the children?

## Weekly Planners

### Week 1- Planner made from ideas in the term Planner

#### Topic: Food


Monday	Tuesday	Wednesday	Thursday	Friday
<b>Water</b> Sponges and Beakers	Bubbles & straw	Cups & saucers	Washing dolls	Graded jugs
<b>Sand</b> animals	Spades & moulds	Dinosaurs	Play people	Spoons & pots
<b>Science</b> Making sandwiches	Planting seeds	Looking at the Parts of a fruit	Naming food Items	Waterin g the Seeds
<b>Mathemati cs</b>  Necklace making	Counting food Items	Math. Puzzles	Sorting into same colour	Pegs board
<b>Language</b> reading story	Songs/rhym es	Shared reading	Alphabet	Telling story
<b>Graphics</b> tracing shapes Of food	Writing in small Books.	Crayons and Coloured paper	Chalk on black Paper	Drawin g

<b>Creative</b> cutting out fish Pictures	Making Models	Fruit & veg. Printing	Sketching fruits	Free painting
<b>Tactile</b> clay	Modelling clay	Salt dough	Play dough	Clay
<b>Technology</b> small Lego	Stickle bricks	Wooden Bricks	Shapes & sixes	Large Lego
<b>Information Technology</b>	Computer games	—————→		
<b>Outside play</b> visit to shops	Gardening	Bicycles	Climbing etc.	Picnic
<b>Imaginative Role play</b>	Cooking restaurant	Shopping	Entertainment	Miming

## Week 2

### Topic: Food

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Water</b> washing dolls Clothes	Cups & saucers	Measuring jugs	Sponges	Bubbles
<b>Sand</b> Spades & buckets	Moulds & spades Wet sand	Cars & play people	Zoo animals	Wooden bricks
<b>Science</b> Growing broad Beans	Bubbles	Tracing food pictures	Watering the seeds planted	Measuring & Weighing
<b>Mathematic s</b> Number puzzle	Animal lotto	Sorting : colours, shapes, sizes	Looking at shapes of fruits	Dominoes
<b>Language</b> poem, silent Reading, story	Cultural music Story	Songs, rhymes, story	Story tapes Silent reading	Picture study Food pictures
<b>Graphics</b> sketching ... Bowl of fruits	Drawing in small Books (hand made)	Chalk & black Paper	Led pencils & Coloured paper	Felt pens & White paper

<b>Creative</b> Sponge painting	Food collage	Junk modelling	Cutting out food Pictures	Easel painting
<b>Tactile</b> play dough	Flour & water Individual mixing bowl	Corn flour & water on tray	Clay & wooden Tools	Modelling clay
<b>Technology</b> large Lego	Wooden bricks	Stickle bricks	Multi-link	Straw construction
<b>Information Technology</b> Computer ...	Various Software for young children			
<b>Outside play</b> planting Vegetables	Riding, climbing Etc.	Visit to shops (small group)	Egg & spoon Racing	Picnic
<b>Imaginative Role play</b> making popcorn	Shopping (small group)	Tea party	Cultural cooking	Fruits & veg. In home corner


### Week 3

#### Topic: Food

	Monday	Tuesday	Wed	Thursday	Friday
<b>Water</b>	Peppermint flavour in water & measuring jugs	Sieves & Beakers	Bubbles & straws	Food colouring Clear plastic Bottles & beakers	Sponges of different sizes
<b>Sand</b>	Cars & play people	Wooden bricks & zoo animals	Cultural play People	Spades & buckets	Tea set
<b>Science</b>	Exploring a vegetable	Making mash Potato	Making a Fruit salad	Dissolving sugar In see through Beakers	Making Milkshake.
<b>Maths</b>	Weighing food items	Counting food Packages	Cut apple in 4 Pieces-count 1-4. Eat apple.	Sorting colour & sizes	Pegs & board activity
<b>Language</b>	Alphabet activity: teacher directed	Looking at food Catalogues & naming the items	Story... "David's dinner"	Looking at Cultural cook Books	puzzles veg. & fruit

<b>Graphics</b>	Sketching on White paper	Colour pencils Textured paper	Name tracing	Crayons & sugar paper	Led pencils & coloured paper
<b>Creative</b>	Making play dough foods	Drawing food Items	Food collage	Easel painting	Printing with Orange
<b>Tactile</b>	Tea set in salt tray	Play dough	Wet corn-flour	Modelling clay	Modelling clay
<b>Technology</b>	Wooden bricks	Large Lego	Stickle bricks	Shapes	Train on tracks
<b>Information Technology</b>	Use of computer	—————→			
<b>Outside play</b>	Playground equipment	Ring games with Adult's interaction	Shopping	Visit food shop	Tricycles etc.
<b>Imaginative/ Role play</b>	Chinese kitchen	—————→			




## Week 4

### Topic: Food

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Water</b> Food colouring & boats	Various containers	Bubbles & straw	Measuring Jugs	Ducks
<b>Sand</b> Dinosaurs	Moulds & spades	Play people	Shells & Stones	Zoo animals
<b>Science</b> Exploring a Flower	Exploring a Tropical fruit	Making peanut Butter sandwiches	Looking A at variety of Cereals	Making bubbles
<b>Mathmatics</b> Calculators pencils & paper	Number tracing	Magnetic numbers	Sorting into Shapes	Maths. puzzles
<b>Language</b> Group story & Discussion	Lotto game	Nature books	Small group reading	Individual Reading

<b>Graphics</b> Paper plates & crayons	Hand made books & Led pencils	Charcoal Drawing	Coloured Pencils	White chalk & black Paper
<b>Creative</b> Fish printing	Collage	Felt pens & Textured paper	Hand Printing	Free painting
<b>Tactile</b> Dry corn- flour On trays	Modelling clay	Play dough	Spoons in Salt tray	Modelling Clay
<b>Technology</b> Constructing Shapes	Small Lego	Wooden bricks	Stickle bricks	Mobilo
<b>Information Technology</b>	Use of computer			
<b>Outside play</b>  Bikes & Playground equip.	Visit food shop	Eat at McDonalds	Ring games	Paddling Pool

## CONCLUSION

This book is intended to stress the importance of Emotional Development from the time a baby is born.

Adequate emotional development results in confidence; when a child has confidence he/she has the ability to seek knowledge, to feel safe to explore the world and find opportunities to successfully give and receive love in their life experiences.

I feel that being a parent or an adult who is in charge of a child is a divine responsibility.

This is a responsibility, which should be fulfilled with love, tenderness, knowledge of child development and divine intuition.

I believe that harsh discipline could be the major cause for youth crime today; adults are stressed, confused and overwhelmed, children feel insecure, anti-social and full of anger.

There is certainly a need for awareness of feelings, validation and friendly communication between adults and children.

I remember my father saying, “When you grow up you will learn.” That was after he caught me playing with a hammer that I found in his toolbox.

With due respect to my father I must add that children learn as they grow up, not when they grow up.

Children are always curious about everything; this is because they naturally want to learn and this curiosity begins at birth.

As adults, we need to give all children the “Right” which they deserve to have and this means, “opportunities to learn”, especially before the age of seven.

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## TERMINOLOGY USED

“Age appropriate”	Average understanding, according to age.
“Growth”	Increase in size.
“Development”	Increase in complexity.
“Childcare”	Provision of the basic needs of the child.
“Child development”	Provision and stimulation for the processes of advanced learning in young children.
“Quality time”	Bonding time.
“Creative play” etc.	Painting, drawing, collage
“Imaginative play ”	Small world/pretend play.
“Construction material”	Lego, bricks, etc.
“Carer”	Nanny, nursery worker, after school care, etc.

- “Stimulation”      Encouragement in a variety of ways: praise, hugs, conversation, keeping promises made to the child, the adult's interaction at play times, outings, Etc.
- “Egocentricity”      The child is selfish but not in the same way as the Adult’s selfishness.







