



ChildFund
Korea

Child development in Home-based ECDs

Kigali 2020

A guide for Parents in Home Based ECD Programs

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Preface

One of the responsibilities of the non-governmental organization, Parenting Child Care Rwanda is to help parents have the ability to provide adequate education to their children in order to fulfill their responsibilities. It is in this context, Parenting Child Care Rwanda (PCCR) prepared a home based module to guide parents to help their children at home.

This module will help parents to better understand the development of the child and strategies that can be used to help a child who did not yet start a nursery to develop different abilities. Parents who will be trained on this module for home-based ECDs will gain enough knowledge and practical skills to improve the children's education [*Igiti kigororwa kikiri gito*]. Starting to train a child at an early age will make him/her have all the knowledge and skills needed when a child grows up. It is very crucial that parents start to teach their children at an early age, otherwise when a child grows up, it is hard to be reverted.

We firmly believe that the content of this training manual will help parents in raising their awareness of the child's character and development. This manual also includes activities that improve a child's life and the various games can be used in order to prepare him/her to be a Rwandan child who is suitable for the world. Through this module, parents will also have a better understanding of the responsibilities and rights of the child. If all these are achieved, we believe that Rwanda will have responsible and educative adults who are able to compete on the world market.

We thank all parents in general, especially those who will participate in the program of what is provided in this manual for the development of children at home as planned and will implement it. We are also grateful to all others who contributed to the preparation and organization of this training manual. We also ask other users to give us feedback that will help us improve it when necessary.

THANK YOU

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National Coordinator of PCCR in Rwanda

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PCCR DESCRIPTION

1. Background and birth of PCCR

Parenting Child Care Rwanda (PCCR) is a Rwandan Local Non-Governmental Organization (NGO) created in 2018 with the aim of improving the lives of children and their families by providing support in Education, Child Protection, positive parenting and other related areas. The NGO operates in the City of Kigali, Gasabo District, in its three rural administrative sectors namely Jabana, Jali and Bumbogo.

2. Objectives of PCCR in line with Home Based ECD programs

- Provide guidance for parents on following implementing Home Based ECD programs in their respective communities
- Empower families to be active personnel in smooth running of Home Based ECD programs.

3. The implementation of the home-based ECD programs

i. The research results of early childhood development program in Rwanda, 2018

ii. Measures taken to protect children

- Seven important steps of creating a home-based ECD
- Monitoring the effectiveness of a homebased ECD program
- Home-based ECD program experiences

4. The establishment of a permanent visitation program for children not attending home-based ECD

- Behavior of a good care-giver
- Steps in the visiting program for children not attending home-based ECD

5. Formation of the home-based ECD in the village


6. Establishment of the ECD center model

TOPIC AREA1: KNOWLEDGE OF CHILD NATURE


Unit 1: Child Development

1.0. The importance of caring for children at early age

1.2. To demonstrate the reason why parents should participate in their children education at first

Summary	<p>Caring for children at early age</p>
Teaching aid	<p>Human brain rebuilds itself from the first years of life. Before a child turns 6 years old, about 90% of the child’s brain has been developed.</p>
	<p>How a child will behave in his study life depends on how he was raised at an early age. It is important for parents to have the ability to do basic activities with their children in order to help the child grow up well.</p> <p>Taking care of a child early gives him hope for a better future.</p>


1. 2: Parents are their children's first and best teachers

Summary	<p>Families play an important role in educating children in their early life. All parents want their children to know different things, perform well in school</p>
Teaching aid	<p>and achieve more in life., It is important that everything starts even before the child is born to achieve all of this. Good nutrition and healthy lifestyle</p>
	<p>for a pregnant mother is the beginning of everything in addition to the responsibility of parents to take care of the child and show him love.</p> <p>Helping parents show kindness to their children through play, teaching them language and maintaining their health, is a priceless gift for children that allows them to start their lives well.</p>


1.3: When does children start to grow?

	Time the child starts growing
1 Week	Normally, a baby begins to form after the ova are fertilized. Taking care of
2 Week	and helping a baby grow properly should start in the mother's womb and
3 Week	both parents should be involved.
4 Week	Some of the activities that parents should do for the child in the mother's
5 Week	womb to help the child develop:
6 Week	- Sing for him
7 Week	- Touching the belly
8 Week	- Tell him stories, talk to him or read him a book
9 Week	- Saying nice words to a pregnant mother
10 Week	- Protecting a pregnant woman from hard-work.
13 Week	- Feed the pregnant woman with a balanced diet
16 Week	- Male parent must accompany his pregnant wife to the hospital for a
20-36 Week	check-up when she is pregnant
38-40 Week	- Avoid taking drugs.

1.4: Child development from 0-12 months

<p>Summary</p> 	<p>Child development from 0-12 months</p> <p>After being born, a baby needs to be taken care by his/her parents who help to socialize with him, provide him with nutritious food (breast milk), teach him to speak and teach him many other different things. Different things parents should do for their children:</p> <ul style="list-style-type: none"> - Sing for children different songs - Tell them stories or read children's books for children - Touch into their hair - Talk to them - Don't upset a baby's mother because it might make her be anxious that cause her lose energy and breast - Feed both a child and mother a balanced diet - When the baby is six months old, start taking your baby for a walk, showing him different places and things because the baby will have started to see clearly.
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1. 5: Demonstrating the child's development from one to three years

<p>Summary</p> 	<p>Child development from one to three years</p> <p>At this age, there are things that the child says verbally and what he says using signs. Example: When he does something inappropriate, he looks at the person close to him how he behaves to check if he agrees or disagrees with him.</p> <p>It is when a child begins to know what is good and what is bad: what is good is what pleases parents, what is bad is what hurts them. It is good that parents do not change their attitude, instead being consistent on what is good or bad.</p> <p>A child who reaches at this age feels that he is a complete and strong person: he discovers that he can have his own opinion, he feels that he is capable of doing many things.</p>
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He imitates the tasks of adults and sometimes he tries to do something which he can't do. Being belittled makes him diminish his self-esteem and feeling helpless.

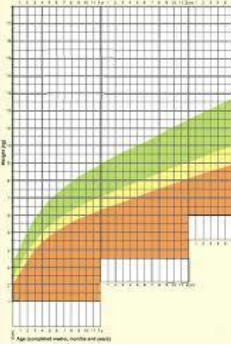
When children are together, they get along but play separately and they still don't know how to share toys. It is good that they start learning to share toys with each other slowly.

It is good for the parents to start showing pictures to a child aged between 2 and 3 years' pictures, and telling him who is on that pictures. Books with large pictures are encouraged. Gradually the child learns to understand the patterns, which makes his brain develop better. It also makes him love to learn.

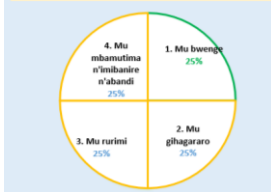
Parents can do the following to help their child: Here

- Play different games with a child
- Walk with a child in different places
- Talk to a child and try to answer different questions asked by him because a child between two and three years old is very curious.
- You can feed him, bathe him because it increases the bond between the child and his parents
- Tell him stories, sing for him, read books to him
- Teach him to distinguish between good and bad. If he does something bad, strictly tell him that it is bad and if he/she does something good, thank him.

1.6: Identify the developmental needs of children

<p>Summary</p> 	<p>What does children need?</p> <p>Young children need environments that support their growth in four ways: Physical, social and emotional development, intellectual and language development.</p> <p>Young children need to be with adults who care for them, who make them feel loved, safe, and who help them talk, think and learn.</p> <p>Young children need to be aware of the world they live in, play with toys and learn through personal manipulation.</p> <p>Young children need to be well fed, healthy and protected from harm.</p> <p>It is impossible for any one level to meet all the needs of children. It is therefore important that all agencies work together to protect minors, their parents and other legal guardians.</p>
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1.7: Four main aspects in child development

	<p>Four important aspects in which children develop:</p> <ul style="list-style-type: none"> - Physical development - Cognitive development - Language development - Social -emotional development
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Physical development			
Four months	One year	Two years	Three years
<ul style="list-style-type: none"> • Raises head and chest using hands Kicks legs when lying down or prone • Stretches Hand and holds close things • Sufficient growth of the senses such as taste, hearing sight and smell. • He begins to turn around while sleeping. 	<ul style="list-style-type: none"> • He moves the belly back and front • He gets up without relying on anything • He stands up and gets down by himself (Starting walking). He takes bottle or other tool with hands • Takes things from one hand to another hand • He uses his hands to pick things from down. • Enjoys putting together loud materials. 	<ul style="list-style-type: none"> • He walks by himself and can carry little things • He begins to run • Plays ball • He can open and unwrap things • He can construct a small house through mudflows • He can feed himself • He can applause • He uses his hands to pick up things on the floor. 	<ul style="list-style-type: none"> • He can go up and down the stairs • He runs easily • He can bow down without difficulty • He can hold book and turn pages one by one • He can hold a pen and scratch or draw in a book • He can wash his hands and brush his teeth

Cognitive development

Four months	One year	Two years	Three years
<ul style="list-style-type: none"> • He understands his surroundings by putting them in his mouth -He can differentiate people whom he knows and those he does not know -He can differentiate colors •He can observe and gaze at things. -He likes to see and listen to 	<ul style="list-style-type: none"> • Learns about objects in different ways: rolling, scraping, throwing and breaking them • Finds hidden objects easily • Understands the cause and effect of some simple actions • Imitates what other people do -Easily recognize what he is told without difficult 	<ul style="list-style-type: none"> • He can put together things that look like • He believes in myths e.g. if you tear the bible you die •He can know different things and their names e.g. Parts of the body, people, Animals • He can listen to short stories •He can solve simple problems by experimenting •Knows between 200-300 words 	<ul style="list-style-type: none"> • Destroys toys and looks at their parts. • He compares the object in his hand to the picture in the book -He/she likes pretending to play with other people (Mother carrying a baby on back, cook, architect and shepherd, ...) • He puts similar things together.

Social emotional development			
Four months	One year	Two years	Three years
<ul style="list-style-type: none"> • Recognizes the voice, smell and touch of a caregiver without looking at him. • He likes good hearted people and his mother’s voice and other people close to him/her. -He sucks thumb to calm himself - He begins to smile at those around him 	<ul style="list-style-type: none"> • He enjoys playing with a caregiver • He enjoys being with someone who cares for him closely. • He recognizes unfamiliar faces • He begins to show affection for certain people or toys. • He begin to assess parents’ behaviors against his. E.g. He cries for no reason to see if parents can buy sweets. - He can sense other people's feelings and empathize with them. e.g. If his mother cries ,and he cries too. 	<ul style="list-style-type: none"> • He imitates children and adults’ behaviors • He knows that he is different from others -He can recognize himself when he sees himself on the picture •He enjoys seeing other children, playing, dancing and sharing toys with them. •His independence level increases and can play by himself. 	<ul style="list-style-type: none"> • He clearly shows that he cares for those who play with him • He can participate in play activities • He can differentiate his properties from the rest. • He expresses his feelings in different ways • He separates with parents easily without crying

Language development

Four months	One year	Two years	Three years
<p>-He cares about the voice he hears often</p> <p>-He keeps an eye on people</p> <p>-He imitates facial expressions</p> <p>- He cries when he needs something and smiles when happy</p>	<p>-He knows his name when called</p> <p>- He knows when they say no and act accordingly</p> <p>-He uses his voice to show happiness or sadness</p> <p>-He cares deeply about what others say and try to imitate them</p> <p>-He speaks out voices that are similar to words</p> <p>-He can do what he is asked to do.</p> <p>-He uses facial expressions and gestures to communicate.</p>	<p>-He can point a finger to something or drawing being said.</p> <p>-He can say several single words</p> <p>-He can speak many basic words</p> <p>-He can use up to 23 words explaining long sentences in uncompleted way (e.g. Milk other, dog where? going bye) -</p> <p>•He says words of gratitude</p> <p>•He can sing</p> <p>•He joins in Conversation when given a say</p> <p>•He knows 200 words</p>	<p>-He follows at least between two to three instructions</p> <p>-He knows almost everything used at home</p> <p>-He can use 4-5 words</p> <p>-He can explain the long sentence</p> <p>-He can say his name and age</p> <p>-He can use adjectives like – I, you, they, and others.</p> <p>-He might know the letters said</p>

Unit 2: Child Rights

2.1: Four categories of child rights

Child rights

Rights are what a person is allowed to do or have. It is anything that is for the benefit of a child, protects his life and protects him from what disturbs him. All children have equal rights as stated in the International Convention on the Rights of the Child. Almost every country in the world has signed the convention. Rwanda also signed the agreement.

Four categories of child rights

The right to live (survival): The right to live and get the basic necessities of life such as housing, food, treatment, being named, being recorded in identification books, etc.

The rights to develop (Development): Child has right to learning and education, attend ECD center, play, rest and recreation, information, etc.

The right to be protected (protection): Protecting the child from different types of violence such as sexual violence, forced labor, drug abuse, neglect...

The right to participation: Rights to express ideas, to have a say in what is being done, to join together.

2.2: List of rights of the child

Every child under the age of 18 has the following rights:

- The right to be cared for regardless of who he is, where he come from, what language he speaks, religion, residence etc
- Adults should consider their interests' first
- The right that the State should protect and defend him
- The right to be helped and advised by parents and family members
- Right to life
- The right to a name and to have a nationality
- The right to have identification documents
- The right not to be separated from both parents; except that

it is for his own good

- The right not to be unlawfully removed from his country
- The right to speak freely, what he thinks about any issue that concerns him, to be listened to and his opinion is valued
- The right to know the information and to express what he thinks, to write it or to draw it; except when his opinion would interfere with the rights of others
- The right to create groups with his friends
- The right to be protected from those who insult his honor and pride, those who mock him and those who abuse him
- The right to be protected from ill-treatment by his parents or any other responsible person, including being protected from harassment, physical or mental abuse, abandonment or neglect and abuse
- The right to health and medical care
- The right to a life conducive to physical, mental, emotional, educational and social development
- The right to education
- The right to rest, play and recreation
- The right to be protected from work that would harm his health and education
- The right to be protected from the use, consumption and trafficking of drugs
- The right not to be punished using corporal punishment

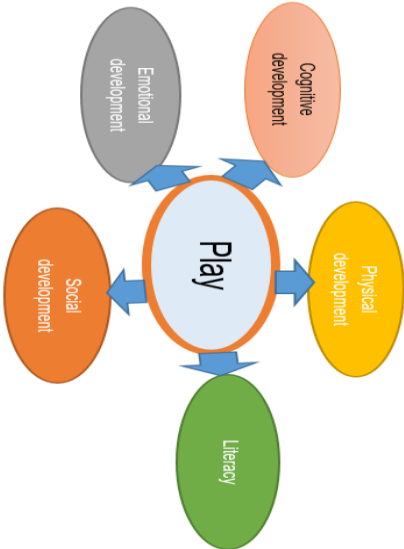
2.3: Child responsibilities

Every child has a responsibility in his family, in the wider community, in his country and in the international community. A child should fulfill his/her responsibilities according to his/her age and abilities. His rights should not be compromised while he is performing his duties. The child's responsibilities consist of the following:

- To maintain the unity of his family, respect his parents, superiors and inferiors, and help them when needed
- To study hard to benefit himself and his country
- Showing his role as much as he can, wherever and at all levels
- Protecting and supporting the unity of his family and that of his country
- Avoiding drugs and preserving the environment, ...

Unit 3: Learning through games/ play

3.1: Importance of games

	<p>Children's play</p> <p>Research shows that games and entertainment build a child's intellectual development, physical development, language development and emotional development and relationships with others.</p> <p>Young children spend most of their time playing different games. You will often find children of the same age group playing games of their own age. When children are playing, they are happy, laughing and you can see that they like it, but sometimes when their parents see them, they get angry and some even beat them. Parents should not hit or scold their children while they are playing. Instead, they should praise them and play with them because it expands their intelligence and their growth.</p> <p>The importance of play</p> <p>Play is very important for children because it helps them develop physically, intellectually, linguistically, emotionally and socially. This development is achieved through games, recreational activities and conversations.</p> <p>Play is important because it helps children relax, socialize and learn</p> <p>Every game has its own rules. Teaching a child to follow the rules of the game will help him develop the habit of respecting and following other rules in real life.</p> <p>Children enjoy playing different games. It is good that you teach your child different games because each game has something to teach the child.</p> <p>It is better if both parents make time for their child to play, at least 2 hours a week.</p> <p>Remember to ask your child different questions while playing.</p>
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A variety of formal and informal activities are needed to help a child develop in a variety of areas. Group play activities help

Children develop in seven different areas:

Development of arts and languages: Activities that encourage singing, speaking, listening, drawing, knitting, reading and writing, which help to develop mentally and linguistically.

Ability to cope with things and get along with others: Activities that encourage children to communicate with others and know their emotions and how they react to them help them build important abilities that will help them get along well with others.

Cognitive Development: Activities that encourage children to collect, compare, remember and sort things, help children develop analytical and problem-solving skills.

Hygiene and sanitation: Activities that keep children healthy and physically clean. A well-organized environment help children gain important skills.

Numeracy: Activities involving numbers, pictures, sizes/planes/weights and colors, help them develop analytical and computational skills.

Motion progress: Activities that allow the child to use the parts of the body, help, develop coordination, strength and speed.

General knowledge: Activities that encourage children to respect, follow rules, know culture, values and respect the environment are important. All these activities aimed at promoting the development of children should be fun and aimed at teaching them what we call "Play with a purpose".

3.2: How children learn

Young children learn in the following ways:

Imitation: Children learn by imitating what is around them which may be good or bad

Asking questions: The questions a child asks reveal his curiosity, feelings and thoughts. It is important to value it. Parents and caregivers should be kind to him without abusing or belittling him. When parents don't have an answer or time to the question asked by the child, they should promise to get back to them and keep the promise. Children need an adult to help them understand what they are doing and ask them questions. When a child is playing, it is important to pay attention to the game and ask him what he is doing, why, what he wants to achieve, how he feels, etc.

Through imagination: In games, children have the opportunity to use their senses (hearing, seeing, smelling...). Learning through different senses makes the child better understand and take what he learns easily. It develops key competencies which are knowledge, skills and competence. It is good that when you see your child doing different things, doing little things in private, be close to him, ask him what he is doing to you and if you see something he has done wrong, you should support him/her.

Observation: Children learn by observing what they see around them. If you can, you can buy your child different toys, different videos related to what you want your child to know, take him to different places where you see your child can learn and more.

Unit 4: Positive Parenting

4.1: Bonding between child and parent

Love between a child and a parent or guardian is an important factor in a child's life and development. When a child gets that love at a young age, it helps him to manage his emotions when he is in difficult situations, it makes him know how to live with others well, he is confident in life, he grows intellectually and knows how to speak in public.

From conception to six (6) years of age, how a child is raised will accompany him throughout his life in the way he behaves and feels about himself and others. The early education is given to him by his parents or guardians.

The degree of security or instability will depend on the relationship between a child and both parents, based on how they respond or behave in what he asks them to do for him. As an infant, the child talks through tears, but also cries in different ways. A parent should immediately determine what the child wants. Is he starving? Does he need air? Does he want to be lifted? Is he lonely? All these parents do not respond in the same way: some find it easy, others find it difficult.

Building love between child and parent

A child needs what to feed his heart to the same extent (even if it is higher) that he needs food for his body. What feeds his heart and soul are all actions that show the warmth and love of a parent.

The bond of love between a child and his parents is based on the way they care for him and take care of his needs.

Some of the ways to show love between a child and a parent are as follows:

-Touching is the first way they get to talk to each other, understand each other. It calms the child, makes him healthy and grows well.

-Cultivating peace in a child's heart as an infant.

-Being told nice words in a calm voice, having a happy mother, touching the baby and letting her do the same (for example: there are babies who breastfeed with their hands holding the other)

- Providing his needs: covering him when he is cold, letting him take care of him when he is hot, dancing with him, comforting him, singing to him, in short, giving him all that he needs instead.
- Show that you believe him. Let your child experiment without giving him instructions all the time.
- Try to find out what your child is doing and give him a smile
- Listen to your child and try to understand what he is trying to say.
- Play with your child. When you play with your child, play a game that he likes and try to imitate him so that you can have a good time with him.
- Clean him
- Give him enough food
- Have a good time with your child. It allows you to get to know your child better and know what he is thinking... Spending quality time with your child makes him feel valued and appreciated.

4.2: The importance of building love between a parent and child

Of all the creatures, the human child is born weak, that's why he needs an older person to take care of him. And for a long time. That is why parents should always comfort their children. A child uses crying to express his needs. He may moan, scream, or move his legs and arms. It's his way of calling someone who cares about him.

All that is done to the child accompanies him throughout his life!

When a child is shaking his body parts, looking unhappy, it is his way of saying "No"

When he relaxes his body and relaxes, he accepts what is being done to him, it is his way of saying "YES"

He uses his body to communicate his needs.

That starts with his mother and how she treats him. Gradually as he gets older, parents should assess what the child is capable of and let him do it. Doing this shows that they

believe in him. Even when a child fails on something, the parent does not discourage him but shows him that it is normal because no one is perfect or capable of everything.

Early years (0-6) are very important in building a strong bond between a child and his parents, starting with the mother. When a child is few months on earth, the child cries and the mother listens to him and quickly solves his problem. It shows that the child is cared for and loved and that is where the bond starts.

Building a bond of love between a child and a parent is very important in a child's development:

- Protects the child from stress
- Protects the child from anxiety
- It makes the baby grow well
- It makes the child self-confident
- It enables the child to give love to others as he grows up
- Enables the child to express ideas/communicate.

4.3: Effects of lack of love

When a child is abandoned without someone to care for him, to touch him, to listen to him, to talk to him, that child loses his life, loses his body's protection and becomes sick, and may even die.

A child who has not seen you takes care of him in such a way as to give him confidence, even when he grows up, he will not trust anyone. On the contrary, he sees bad things in front of him, he feels insecure, and he sees many things as bad, he is not satisfied. He develops the following behaviors:

- Bad relationships with others
- He has bad behavior
- Sadness and silence
- Anger

A mother's love for a child, expressed in words of love, builds the child's life, gives him the ability to feel safe and helps him grow up. Providing a child with food and other material things is not enough for the child to be able to grow up well, the child needs to be shown love by parents or guardians.

4.4: Protect the child from abuse

Child abuse is when a child is abused by a parent, guardian or anyone else. When a child's parent or other guardian is not able to see the child's problems related to treating and protecting him properly, it is also violence. It can be based on what the parent or guardian did or did not do. Child abuse is when a parent or guardian commits an act or fails to act and this causes a child to be injured, die or suffer...

Abuse is done in different ways:

It hurts the body (Physical)

Based on gender (Sexual)

Emotional

Neglect

Parents, guardians, or those who have contact with the child have the responsibility to protect the child from any kind of violence, whether it is verbal, physical or emotional.

Unit 5: Conflict Resolution

5.1. Causes of family or neighborhood conflict

Definition of conflict

Conflict is when two or more people have or think they have different perceptions, different opinions or even and various interests. Conflict is part of our lives that is why it is impossible to avoid it, but we try to find a way to deal with it without hurting anyone.

When family or neighborhood conflicts are not resolved properly may have negative effects on the child's development.

Causes of family or neighborhood conflict include:

- Poverty
- Having more children
- Alcoholism/drug addiction
- Mismanagement of family resources
- Fornication
- Mistrust and disrespect
- Not talking in the family
- Sex (between spouses).

5.2: Consequences of conflict

- Endless poverty
- Isolation
- Constant sadness
- Violence (Traumatic or heartbreaking)
- Being abusive, and more
- Losing trust in your partner

5.3: How to resolve Conflicts

Summary of Conflict Resolution Procedures:

- Sacrifice
- Neglecting the conflict
- Cooperation/Harmony
- Working together

5.4. Conflict prevention

Summary Conflict Prevention

Some of the methods used to prevent conflicts include:

- Avoid words that accuse or judge others (You are always late)
- Avoiding words that make fun of accuse others (You always make me angry)
- Avoid giving orders (You must do this and this)
- Refrain from offensive words and insults (You will not achieve anything in life)
- Expressing your feelings or emotions (I'm sorry, I'm angry, I'm sad, I'm surprised ...)
- Talking about why you feel that way
- Express what you want from your partner (next time I would like to,...)

Unit 6: Nutrition

6.1: Balanced diet

A well-nourished child grows physically, emotionally, and have good relationship with others. Nutrition is important for growth of the child.

A balanced diet consists of foods that contain three types of nutrients: carbohydrates, proteins and fats

Carbohydrates: Include a variety of foods that give the body a boost energy includes sugars, fats and water. Examples are potatoes rice, wheat, corn, cassava, yams, ...

Proteins: Include fruits, vegetables, vitamins and mineral salts. Examples of foods that contain antioxidants are green vegetables, carrots, beans, bread, pumpkin and different types of fruits such as oranges, pineapples, mangoes papayas, etc

Fats: These are found in beef, goat, fish, chicken, eggs, dairy products such as milk and cheese.

Food should be nutritious and sufficient.

- A pregnant mother should eat healthy and balanced diet, which protects her baby
- The pregnant mother should take seriously her health and that of her baby. She should go for pregnant checkup four times during the entire pregnancy

During the first checkup, she is given iron tablets and folic acid in order not to lack blood in the body.

- A newborn baby is breastfeed for the first 30 minutes

which increases his warmth and helps the mother to have breast milk.

- The child should be exclusively breast fed for the first six months. After six months he is given nutritional support and continues to breastfeed up to at least two years.

6.2. The importance of a healthy diet for child development

A healthy diet helps the child to grow well in terms of physical development, cognitive (intelligence), social and emotional development

In physical development: A well-nourished child, a child given a balanced diet grows well, his weight corresponds to his age and height, and he is not slow to perform tasks that correspond to his age.

Cognitive development: A child who eat well has a healthy brain. This help him grow and work well in all aspects.

In social relationships: A well-fed child and ate a balanced diet is always happy, playful and happy with his friends.

In emotional development: This child was brought up with a healthy diet when he was sad and he was visibly happy.

6.3. Marasmus in children aged 0-6 years

Diseases often affect young children due to poor nutrition can also affect adults especially during times of famine or other disasters. These diseases caused by eating too much are found in economically advanced countries and in well-to-do families. In developing countries, diseases based on insufficient nutrition due to poverty are as follows:

-Marasmus

-Kwashiorkor

Signs of marasmus are:

-Less weight, looks like an old man with dry skin

-Looks very young compared to his other peers

-No water in the body and no vitamin A.

-Cries often

Signs of Kwashiorkor are:

-Too much water in the body

- Poor growth (Immaturity): for example, a 3 years old child weighing 8 kgs where as a normal child

weighs 13.5 kg ($13.5 \times 60\% = 8.1\text{kg}$)

-Crying for no reason

- Hair loss and severe swelling of the face and feet in children between 1-3 years
- Frequent sickness.

6.4. Causes of Marasmus

The following are causes of measles in young children:

- Stopping breastfeeding a child before age of 2 and giving him substitutional feeding in unclear way.
- Delaying to feed the child
- Rituals and taboos (eg it is forbidden to eat eggs, milk, ...)
- Poor knowledge about child nutrition, stopping breastfeeding for various reasons (long distance work, breast dropping, etc.)
- Inadequate nutrition for pregnant women.

6.5. Fighting against measles

- Taking care of a pregnant woman's diet and making sure she has enough weight at least every 3 months
- Exclusive breastfeeding the child for at least six months;
- Start feeding a child after 6 months in addition to breastfeeding
- Take the child to the hospital when sick
- Feed the child a balanced diet
- Ensure the child takes all the possible vaccinations.

Unit 7: Hygiene and sanitation

Cleanliness of the body

Inadequate hygiene is one of the reasons why a child does not grow well even if he is given a balanced diet.

The diseases resulting from poor hygiene affect both children and adults from poor house to lack of sanitation and unsanitary latrines, lack of proper waste disposal, drinking contaminated water and not having the habit of washing hands with clean water and soap and eating food that is not properly prepared.

7.1. Hygiene on different parts of the body

Cleaning the child's body parts protects him from diseases caused by poor hygiene.

When the child is well cleaned with clean water and soap, it kills germs that cause disease and thus making the child to have good health.

Some of the cleaning areas are as follows:

7.1.1 Hand hygiene

Hands are the body parts that spread germs when they are not cleaned well. The child should wash his hands with clean water and soap before eating, after eating, after using the bathroom and any other time that is necessary to wash hands.

How to wash hands:

- First wet your hands with flowing, hot or cold water
 - Apply soap to your hands
 - Use both hands to clean each other-use your fingers and hands and clean the fingers of the other hand
 - Cross the palm of one hand with the other, and wash the back and inside, between the fingers and in the nails
- Bend your fingers and hold the hand of the other hand, continue like this
- Wash your hands under running water
 - Don't wipe yourself with a wet towel that someone else has used, instead put your fingers on air for drying up

7.1.2 Oral hygiene

Oral hygiene is aimed at maintaining good oral health. Brush your teeth and tongue with toothpaste and mouthwash

It is recommended to brush your teeth twice a day in the morning and afternoon especially before going to bed at night and after

breakfast. Adults should help brush children under 7 years of age.

Brush your teeth thoroughly and do not swallow toothpaste. It is prohibited to exchange tooth-brush. Remember to change your toothbrush at least every 3 months, and whenever you feel that you can no longer brush your teeth properly.

-Prevent children from consuming sugary foods such as candy, chocolate, biscuits, cakes, honey etc, because they damage teeth and make develop other diseases.

-It is not good to open bottles with teeth as it can damage the teeth.

-It is not advised to remove jaws of children. Once it gets removed, it will not grow again as it only grows once. When the baby is teething, he cries often and has fever. Take the child to the hospital if the fever gets too much.

7.1.3 Full body cleanliness

When the body is not cleaned enough, it causes skin diseases and the child becomes unhealthy.

Some ways to clean the body include:

-Washing head daily with soap.

-Washing face every time you wake up.

-Always cut your fingers and toes

-Washing your clothes.

-Washing the whole body at least once a day

-Washing internal clothes

-Wash private parts daily with clean water

-Avoid sharing clothes and bedsheets.

-If you follow these instructions, it will protect you from skin diseases.

7.2: Food hygiene

Summary of Food Hygiene

- Wash hands before cooking
- Clean the cooking area/kitchen
- Thoroughly wash dishes and dish cloth. Put the dishcloth on sun to get dry
- Wash the dishes and put them in a clean place
- Store the dishes properly when they are dry.
- Eat foods that is thoroughly cooked and well-heated to prevent constipation and other sickness
- Cover food, and avoid putting it on the floor.

7.3. Toilet Cleaning

Summary of Toilet Cleaning

- The toilet should be well built, clean and covered
- Do not do short or long calls in the environment
- Don't use toilet waste to fertilize when still fresh. Wait at least 8 months before starting to use it.
- Children and adults use toilets.
- Children's waste should be flushed down the toilet.
- Dogs, pigs and other animals should not eat dirt
- Do not put toilet waste in water, in tank, in the environment, in the river or in the sink.
- Clean the toilet every day
- Always keep the toilet door closed
- Availability of cleaning materials (cloth/hygienic paper or water and soap).
- There should be hand washing facilities around the toilet for people to wash hands after using the toilet. 1
- Place a filter over the air outlet to prevent
Prevent bad smell and flies.

7.4. Clean water for drinking and for domestic use

Water is the source of life; the family must use clean water to avoid diseases that can be caused by unclean water.

Water for domestic or public use can be obtained through natural wells, built springs or WASAC Spring

It is good to collect rainwater and use it for various household tasks like, mopping, washing, cleaning household materials, etc. It is not good to drink rainwater.

We should purify drinking water in this way:

-Cook it well


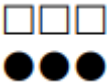
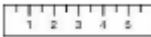

-Application of insecticides or syrup in water.

Unit 8: Basic numeracy and literacy skills

8.1: Teaching children to count

Teaching pre-math to preschool children provides a very important form of understanding and analysis of what is in the world. Describing the size of objects, images, sky, and angles using mathematical methods helps people organize their thoughts about the world in a coherent way. Numeracy has become part of everyday life. for example: kilo of salt, square meters of plot, etc.,

5 Areas of Numeracy





	Numbers and counting	Patterns	Sorting and classification	Measurement and comparison	Shapes
Signs	123				
Explanations	Children's ability to figure out what numbers are and how to count well	Children's ability to recognize repeating objects and order them in a repeating pattern.	Children's ability to distinguish similar and dissimilar objects and group objects according to size, shape, color, etc.	Children's ability to estimate the length, width, and size of an object by measuring or using their hands or feet	A child's ability to recognize different shapes; know the difference between down, up, under, on, around, over,...
The competencies that a child gains	<ul style="list-style-type: none"> • The child can recognize and distinguish numbers • A child can count up to 10 • Can the child know concepts like how many? 	<ul style="list-style-type: none"> • The child can do repetitive actions using words such as clapping, jumping. example: Clap twice, jump once, and it repeats itself like that. 	<ul style="list-style-type: none"> • The child can match similar objects. • A child can tell if things are the same or different • A child can put together things that are related. For example, colors, sizes, 	<ul style="list-style-type: none"> • A child can measure and compare things according to their size. • A child can recognize and estimate the weight of objects. • A child can identify the shape of objects. 	<ul style="list-style-type: none"> • The child can recognize and distinguish between different shapes (circle, triangle, rectangle, etc.) • The child may recognize different shapes in the classroom or materials in the classroom and

	<p>For example one child my 2 brothers, ...</p> <ul style="list-style-type: none"> • The child can sort the objects and count one by one • The child can connect numbers and objects. <p>Example: Number 4 and matches it with 4 leaves.</p>	<ul style="list-style-type: none"> • The child can recognize repetitive objects and do them from simple to complex. • The child can identify repetitive objects in the environment. <p>Example: day and night, time of day, clothes of a certain person, ...</p>		<ul style="list-style-type: none"> • The child can differentiate day and night 	<p>know their shapes</p> <ul style="list-style-type: none"> • The child can say where things are located. In front, behind, down, up, next to,...)
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8.2: Teaching preprimary children how to read and write

Teaching children to read and write requires us to know how to read and write as well. Reading and writing go hand in hand. When a child is learning one thing, he is learning another. It is good that when you are training a child to do one of these, you also give him the opportunity to do the other. For example, for a 2-year-old child, you can give him a wooden pencil and colours and then help him draw, cut lines and color. The child will enjoy it very much and as he does it, the muscles of his hands will get used to holding the pencil or cutting the lines. This will help him develop a desire to learn to write well.

5 Areas of literacy

	Speaking and listening	Knowledge about letters	Books Knowledge	Alphabet knowledge	Recognize sounds and words
Symbol				ABC	
	<p>A child's ability to understand and use language by listening, speaking and learning new words</p> <ul style="list-style-type: none"> • The child can understand the story and answer the questions <p>Based on the story read, they will also ask questions about the story</p> <ul style="list-style-type: none"> • The child can repeat words after you 	<p>A child's ability to recognize text, sounds, vowels, Words and pictures</p> <ul style="list-style-type: none"> • The child knows how to write • The child knows the difference between pictures and text 	<ul style="list-style-type: none"> • The child knows how to open a book correctly • The child knows the cover of the book, knows how to turn the pages of the book • The child knows where the text begins and ends on each page. 	<p>A child's ability to recognize names, shapes and letters.</p> <ul style="list-style-type: none"> • The child can show the alphabet when asked. 	<p>A child's ability to recognize the sounds of a particular language and Sounds that make up a word.</p> <ul style="list-style-type: none"> • The child can distinguish the sounds of different objects. • The child may distinguish between sounds that sound the same or different

	<p>-A child knows a lot of words and uses them to say how he feels, what he has experienced, and what he has seen.</p>				
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8.3. How to help a child learn to write

Write when you are with the child. As he continues to observe you write, it will help him learn how to write.

When a child begins to write, he begins to draw lines or even color. It is not necessary that what he writes is clear. The most important thing is that it helps him train his hand muscles.

Ask the child to tell any story, maybe what he did that day, who he played with and write it down.

You can look at something else that your child likes, such as the fruit he likes to eat, the game he likes to play a lot, his friend's child likes to play, etc.

Write all the letters and hang them in the child's room or in the hall. Because there are some words that the child already knows how to write, there are definitely some letters that he knows how to write well.

Encourage your child to learn and write more but don't force her. Let him do it because he likes it. He remembers that doing it as a game is fun and makes him want to keep doing it.

8.4: How to communicate with a child between one and 6 years old (1-6)

As we have seen above, it is good to keep talking to your child as he gets older because it makes him feel that what he is saying is important. You can use the following methods to communicate with your child:

Talk to your child when you are bathing him, wiping him, dressing him, feeding him, etc. You can ask him to tell you or to show you the clothes he wants to wear, how the oil smells, some of the foods he is eating and others.

Talk to your child while reading books. You can touch the picture and say what it is called and what it means. Ask the child to do the same.

Teach your child to help others like to bring you a cup for drinking water, a pan for cooking, a basin for bathing and so on.

You can also give him clothes and a basin while you are doing the laundry and he plays with them. Ask them different questions like “what do you do?”

8.5 How to read a book together with a child

Use the following method when reading a book with your child:

Children are interested and attracted by the nature of the book, color and background images. They observe when you are reading a book and try to imitate you. Through observation, a child understands the importance of the book, that it is something to read not to tear.

While you are reading a book with a 4-6-year-old child, try to remind him of the following: The title of the book appears back at the beginning of the book; talk about the pictures that appear in the background at the beginning of the book; show him where writings in that book begin and where they end; let him be the one who turns the pages while reading; show him where the text is at each page from beginning to end. This takes time for the child to get used to it but once he gets used to it he loves it very much and enjoys it.

If you are reading a picture book, ask many questions. Example: Show a picture and what it means,

Ask him what he thinks is wrong with that picture; What story could he tell you about the picture he saw? All this and other questions that will help him love and learn to read.

Unit 9: Becoming a Volunteer

Becoming a Volunteer

A volunteer is a person who offers to do some work without expecting any reward for his work. This homebased ECD program requires parents to take turns taking care of the children each day and expects no reward.

The cooperation in the homebased ECD is needed for this program to be successful. This homebased ECD program will be run by the parents of the children participating in the program. No reward or any compliments are expected. That is why parents should feel that it is theirs and everyone should have a spirit of volunteerism and sacrifice to make this program successful.

Ten children between the ages of one and a half to three years will meet at a selected home and be taught by their parents. Two parents will take turns from Monday to Friday. One parent will be taking care of the children while the other is doing the cooking and general cleaning. The children will be studying from 8:00am to 11:40 am.

One of those ten parents will be a volunteer and take ten children into her home. That parent must be honest and approachable. Foster parents need to understand each other accordingly and avoid disputes or misunderstandings.

TOPIC AREA 2: CHILD DEVELOPMENT ACTIVITIES

Unit 1: Mathematical Activities


Activity 1: Colors- red, blue

General objective: Teaching language and maths activities

Subject: Mathematics

Specific objectives: With the help of different colored sheets, the child can put similar colors together according to the pattern given by the teacher.

Time: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - What are these tools called? - It's paper, leaves, ... - What do you want to use it for? 	<ul style="list-style-type: none"> - Give the child different colors (red, yellow, blue) 	<ul style="list-style-type: none"> - Sit and receive the colors you give him - Observing what you do 	

<ul style="list-style-type: none"> - I want to classify them - Can you classify these items as I did? - Yes (you let him sort it out and help him do it himself with your close supervision) - No. You ask him what he wants to do but find a way to ask him to do it 	<ul style="list-style-type: none"> - Scatter the colors - Let him see what he can use with them. - Ask him questions - Do other activities with those colors while a child is watching and listening to you. - After the activities, help the child put the colors in order - Scatter them again and ask them to sort them out 	<ul style="list-style-type: none"> - Use whatever manual you give him - Answer the questions you ask him - Observing and listening - Helping the teacher put the materials in order - Put the equipment in order according to the instructions 	<p>(This is an example but there may be more Eg: use of tin leaves dry and green, for beans cold etc.) Other equipment needed: Mat</p>
			<p>- Benefits: 1. This game continues until the child has the ability to organize the materials according to the example given to him. 2. As the student has mastered how to put these materials together, you can change the way they are ordered and try other ways</p>




Activity 2: Colors- yellow, green

General Purpose: To guide language and mathematics activities

Study: Statistics

Special Purpose: With the help of different color sheets, the child can combine similar colors according to the example given by the teacher.

Time: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<p>What are these tools called?</p> <ul style="list-style-type: none"> - It's paper, leaves, ... - What do you want to use it for? - I want to classify them - Can you classify these items as I did? - Yes (you let him sort it out and help him do it himself with your close supervision) 	<ul style="list-style-type: none"> - Give the child different colors, (yellow, green) - Scatter the colors - Let him see what he can use with them. - Ask him questions - Do other activities with those colors while a child is watching and listening to you. 	<ul style="list-style-type: none"> - Sit and receive the colors you give him - Observing what you do - Use whatever manual you give him - Answer the questions you ask him - Observing and listening - Helping the teacher put the materials in order 	  

<p>- No. You ask him what he wants to do but find a way to ask him to do it</p>	<p>- After the activities, help the child put the colors in order - Scatter them again and ask them to sort them out</p>	<p>- Put the equipment in order according to the instructions</p>	<p>(This is an example but there may be more E.g.: use of tin leaves dry and green, for beans cold etc.) Other equipment needed: Mats Benefits: 1. This game continues until the child has the ability to organize the materials according to the example given to him. 2. As the student has mastered how to put these materials together, you can change the way they are ordered and try other ways</p>
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Activity 3: Colors- black, grey

General Objective: Language and mathematics activities

Subject: Mathematics

Specific objectives: With the help of different color sheets, the child can combine similar colors according to the example given by the educator.

Time: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<p>What are these materials called?</p> <ul style="list-style-type: none"> - They are toys, ... - What do you want to use it for? - I want to play - Would you make a picture of an animal using these materials like I did? - Yes (you let him organize it as he feels and help him to do it by guiding him in the way of asking him questions) 	<p>Give the child different colors, black, grey)</p> <ul style="list-style-type: none"> - Scatter the colors - Let him see what he can use with them. - Ask him questions - Do other activities with those colors while a child is watching and listening to you. - After the activities, help the child put the colors in order 	<p>Sit and receive the colors you give him</p> <ul style="list-style-type: none"> - Observing what you do - Use whatever manual you give him - Answer the questions you ask him - Observing and listening - Helping the teacher put the materials in order 	   <p>This is an example but there may be more</p>


<p>- No. You ask him what he wants to do but you ask him to do but also ask him to follow what you do.</p>	<p>- Scatter them again and ask them to sort them out</p>	<p>- Put the equipment in order according to the instructions</p>	<p>E.g.: use of tin leaves dry and green, for beans cold etc.) Other equipment needed: Mat</p>
			<p>Benefits:</p> <ol style="list-style-type: none"> 1. This game continues until the child has the ability to organize the materials according to the example given to him. 2. As the student has mastered how to put these materials together, you can change the way they are ordered and try other ways

Activity 4: Colors - red, blue, yellow, green, black

General Objectives: Language and mathematics activities

Study: Mathematics

Specific objectives: With the help of different color sheets, the child can combine similar colors according to the example given by the educator.

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
			 <p>This is an example but there may be more. E.g.: use of tin leaves dry and green, for beans cold etc.)</p> <p>Other equipment needed: Mats</p>
<p>What are these materials called?</p> <ul style="list-style-type: none"> - They are toys, ... - What do you want to use it for? - I want to play 	<p>Give the child different colors, red, blue, yellow, green, black,)</p> <ul style="list-style-type: none"> - Scatter the colors 	<p>Sit and receive the colors you give him</p> <ul style="list-style-type: none"> - Observing what you do - Use whatever manual 	

<ul style="list-style-type: none"> - Would you make a picture of an animal using these materials like I did? - Yes (you let him organize it as he feels and help him to do it by guiding him in the way of asking him questions) - No. You ask him what he wants to do but you ask him to do but also ask him to follow what you do. 	<ul style="list-style-type: none"> - Let him see what he can use with them. - Ask him questions - Do other activities with those colors while a child is watching and listening to you. - After the activities, help the child put the colors in order - Scatter them again and ask them to sort them out 	<p>you give him</p> <ul style="list-style-type: none"> - Answer the questions you ask him - Observing and listening - Helping the teacher put the materials in order - Put the equipment in order according to the instructions 	
			<p>Benefits: 1. This game continues until the child has the ability to organize the materials according to the example given to him.</p> <p>2. As the student has mastered how to put these materials together, you can change the way they are ordered and try other ways</p>


Activity 5: Pictures of rectangles, squares, triangles, circles

General Objectives: Mastery of Language and Mathematical Activities

Subject: Mathematics

Specific Objective: With the help of different pictures, the child is able to correctly place new parts of the picture according to the example given by the guardian.

Duration: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - What are these tools called? - They are toys - What do you want to use it for? - I want to play - Would you make a picture of an animal using these materials like I did? - Yes (you let him organize it as he feels and help him to do it by guiding him in the way of asking him questions) 	<ul style="list-style-type: none"> - Give the child different shapes (square, triangle, circle) - Let him see what he can use with them. - Ask him questions - Take those shapes and organize them according to shapes and/or colors when a child is looking and listening to you. 	<ul style="list-style-type: none"> - Sits and receives the instructions you give him - Observing what you do - Use materials you give him to do related activities - Answer questions from the teacher - Observing and listening - Helping the teacher to put the materials in order 	

<p>- No. You ask him what he wants to do but you ask him to do what you ask him.</p>	<p>- Help the child to arrange the shapes as you did. - Scatter them again and ask the child to sort them out.</p>	<p>- Put the equipment in order according to the instructions</p>	<p>(This is an example but it would be best if drawn) - Other materials needed: Mat, papers designed for storage, ...</p>
			<p>- Benefits: 1. This game continues until the child has the ability to connect the shapes according to the model you gave him. 2. As the student puts these shapes together, you keep saying those names.</p>


Activity 6: Shapes of rectangles, squares, triangles, circles

General Objectives: Mastery of Language and Mathematical Activities

Subject: Mathematics

Specific Objective: With the help of different shapes, the child is able to correctly place new parts of the picture according to the example given by the guardian.

Duration: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - What are these materials called? - They are toys, ... - What do you want to use it for? - I want to play - Would you make a picture of an animal using these materials like I did? - Yes (you let him organize it as he feels and help him to do it by guiding him in the way of asking him questions) 	<ul style="list-style-type: none"> - Give the child different shapes (square, rectangle, circle) - Observe what he uses with the materials - Ask him questions -Take those shapes and organize them according to shapes and/or colors when a child is looking and listening to you. - Help the child to arrange the shapes as you did. 	<ul style="list-style-type: none"> - Sits and receives the instructions you give him - Observing what you do - Use materials you give him to do related activities - Answer questions from the teacher - Observing and listening - Helping the teacher to put the materials in order - Put the equipment in order according to the instructions 	 <p>(This is an example but it would be best if it drawn)</p> <ul style="list-style-type: none"> - Other materials needed: mat, worksheet

<p>- No. You ask him what he wants to do but you ask him to do but also ask him to follow what you do.</p>	<p>- Scatter them again and ask the child to sort them out.</p>		<p>designed for storage, ...</p>
			<p>- Benefits:</p> <ol style="list-style-type: none"> 1. This game continues until the child has the ability to connect the shapes according to the model you gave him. 2. As the student puts these shapes together, you keep saying those names.


Activity 7: Figures of triangles, circles

General Objective: To guide language and Math activities

Subject: Mathematics

Specific objective: With the help of different pictures, the child is able to correctly place new parts of the picture according to the example given by the guardian.

Duration: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<p>What are these materials called?</p> <ul style="list-style-type: none"> - They are toys, ... - What do you want to use it for? - I want to play - Would you make a picture of an animal using these materials like I did? - Yes (you let him organize it as he feels and help him to do it by guiding him in the way of asking him questions) 	<p>Give the child different shapes (square, rectangle, circle)</p> <ul style="list-style-type: none"> - Observe what he uses with the materials - Ask him questions - Take those shapes and organize them according to shapes and/or colors when a child is looking and listening to you. 	<ul style="list-style-type: none"> - Sits and receives the instructions you give him - Observing what you do - Use materials you give him to do related activities - Answer questions from the teacher - Observing and listening - Helping the teacher to put the materials in order 	

<p>- No. You ask him what he wants to do but you ask him to follow what you do.</p>	<p>- Help the child to arrange the shapes as you did. - Scatter them again and ask the child to sort them out.</p>	<p>- Put the equipment in order according to the instructions</p>	<p>This is an example but it would be best if it drawn) - Other materials needed: mat, worksheet designed for storage, ...</p>
			<p>- Benefits: 1. This game continues until the child has the ability to connect the shapes according to the model you gave him. 2. As the student puts these shapes together, you keep saying those names.</p>


Activity 8: Shapes of rectangles, squares, triangles

General objective: To guide language and maths activities

Subject: Mathematics

Specific objective: With the help of different pictures, the child is able to correctly place new parts of the picture according to the example given by the guardian.

Duration: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<p>What are these materials called?</p> <ul style="list-style-type: none"> - They are toys, ... - What do you want to use it for? - I want to play - Would you make a picture of an animal using these materials like I did? - Yes (you let him organize it as he feels and help him to do it by guiding him in the way of asking him questions) 	<ul style="list-style-type: none"> - Give the child different shapes (square, rectangle, circle) - Observe what he uses with the materials - Ask him questions - Take those shapes and organize them according to shapes and/or colors when a child is looking and listening to you. 	<ul style="list-style-type: none"> - Sits and receives the instructions you give him - Observing what you do - Use materials you give him to do related activities - Answer questions from the teacher - Observing and listening - Helping the teacher to put the materials in order 	 <p>This is an example but it would be best if it drawn)</p> <ul style="list-style-type: none"> - Other materials needed: mat, worksheet

<p>- No. You ask him what he wants to do but you ask him to do but also ask him to follow what you do.</p>	<p>- Help the child to arrange the shapes as you did. - Scatter them again and ask the child to sort them out.</p>	<p>- Put the equipment in order according to the instructions</p>	<p>designed for storage, ...</p>
			<p>- Benefits:</p> <ol style="list-style-type: none"> 1. This game continues until the child has the ability to connect the shapes according to the model you gave him. 2. As the student puts these shapes together, you keep saying those names.


Activity 9: Pictures of rectangles, triangles

General objective: To guide language and maths activities

Subject: Mathematics

Specific objective: With the help of different pictures, the child will be able to correctly match the number of similar shapes according to the example given by the teacher.

Duration: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - What are these materials called? - They are toys, ... - What do you want to use it for? - I want to play - Would you make a picture of an animal using these materials like I did? - Yes (you let him organize it as he feels and help him to do it by guiding him in the way of asking him questions) 	<ul style="list-style-type: none"> - Give the child different shapes (square, rectangle, circle) - Observe what he uses with the materials - Ask him questions - Take those shapes and organize them according to shapes and/or colors when a child is looking and listening to you. 	<ul style="list-style-type: none"> - Sits and receives the instructions you give him - Observing what you do - Use materials you give him to do related activities - Answer questions from the teacher - Observing and listening - Helping the teacher to put the materials in order 	 <p>(This is an example but it would be better if it was drawn. Show the child how it started and how it ended)</p>

	<ul style="list-style-type: none"> - Help the child to arrange the shapes as you did. - Scatter them again and ask the child to sort them out. 	<ul style="list-style-type: none"> - Put the equipment in order according to the instructions 	<ul style="list-style-type: none"> - Other materials needed: mat, worksheet designed for storage, ...
			<ul style="list-style-type: none"> - Benefits: <ol style="list-style-type: none"> 1. This game continues until the child has the ability to connect the shapes according to the model you gave him. 2. As the student puts these shapes together, you keep saying those names.


Activity 10: Figures of rectangles, triangles, circles, squares

General Objective: To guide language and number activities

Subject: Mathematics

Specific objectives: With the help of different shapes displayed, the child can jump from one shape to another according to the example given by the teacher.

Duration: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<p>What are these materials called?</p> <ul style="list-style-type: none"> - They are toys, ... - What do you want to use it for? - I want to play - Would you make a picture of an animal using these materials like I did? - Yes (you let him organize it as he feels and help him to do it by guiding him in the way of asking him questions) 	<ul style="list-style-type: none"> - Give the child different shapes (square, rectangle, circle) - Observe what he uses with the materials - Ask him questions - Take those shapes and organize them according to shapes and/or colors when a child is looking and listening to you. 	<ul style="list-style-type: none"> - Sits and receives the instructions you give him - Observing what you do - Use materials you give him to do related activities - Answer questions from the teacher - Observing and listening - Helping the teacher to put the materials in order 	 <p>(This is an example but it would be better if it were illustrated, it</p>

<p>- No. You ask him what he wants to do but you ask him to do but also ask him to follow what you do.</p>	<p>- Show her how to jump from one shape to another by saying their names. - Do it again and ask the child to imitate you.</p>	<p>- Cooperate with the teacher as they jump from one shape to another. - Jump on the sides of the shapes correctly according to the instructions.</p>	<p>would be better to show different and varied shapes) - Other necessary equipment: Different other shapes that the teacher will use</p>
			<p>- Benefits: 1. This game is continued until the child is able to jump from one shape to another following the instructions he is given. 2. While the student jumps on these shapes, they say their names and you should correct him if he says it the wrong way. Thank and praise the child.</p>

SESSION 2: Language Activities


Activity 1: paper, stones

General objectives: Language and maths activities

Subject: Languages

Specific objective: Using the sheet and many small stones, the child arrange the stones in a row according to the alphabet the teacher shows him.

Duration: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - What are these materials called? - They are toys, pictures, - What do you want to use them for? - I want to play with them Can you make a picture of the alphabet? using these materials as I did? - Yes (you let him organize them according to his understanding 	<ul style="list-style-type: none"> - Sort the stones according to the alphabet drawn. - Observe him and see what he is doing with the stones. - Ask him related questions about what he is doing. - Take other teaching and learning materials related to those shapes and arrange them on another side while the child is observing and listening to you. 	<ul style="list-style-type: none"> - Sit and observe how you are arranging the stones. - Observing what you do - Using the materials the way he wants with teacher's close guidance. - Answering questions being asked by the teacher. - Observing how you act and listening to what you say 	 <p>(This is an example but it would be better if it was drawn and having a variety of letters.</p> <ul style="list-style-type: none"> - Other necessary materials: other letters the teacher will use, e.g. A, B,C, D, etc.

<p>and help organize as you ask questions.</p> <p>- No.</p> <p>You ask him what he want to do to but you ask him to follow your instructions as well.</p>	<ul style="list-style-type: none"> - Show her how to arrange the stones according to the line the letter is drawn. - Do it again when she is observing and ask her to do it with you but using her own letter. - Don't ask to do it yourself. - Ask him to repeat on his own and help him where he is not doing well. 	<ul style="list-style-type: none"> - Collaborate with the teacher to lining up the letters - Lining up the stones according to how the letter is written. 	
			<p>- Notes:</p> <ol style="list-style-type: none"> 1. This game continues until the child has the ability to line up the stones according to the letter drawn. 2. While the student is lining up the stones on the letter, encourage him to say the letters by name, thank him and correct him where he is not doing well..

Activity 2: Simon says

General Objectives: Language and math activities

Subject: Languages

Specific objectives: - To gain vocabulary, to improve listening and speaking skills, celebrate what he did well and strive for success.

Duration: 30 minutes

Important Vocabulary	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
- Simon: It is the name of a person (in the game he is the one who gives the instructions. When the instructions are given by someone else not Simon, we do not do what he tells us).	<ul style="list-style-type: none"> - Give instructions - Give an example of how it is done - Reminds the child how to behave while playing this game. - Start the game - Have the child take the same seat as yours. 	<ul style="list-style-type: none"> - Listening to instructions - Playing by the teachers' instructions. - Take on the role of a teacher and give instructions. 	<p>None</p> <p>Notes: In order for the instructions to be understood, Simon must go where everyone is looking at him. Whoever breaks the rules of the game, must be punished.</p> <p>When the game is over, Simon</p>

<ul style="list-style-type: none"> - Do/Take: is the act of taking hands or other objects where Simon told us. - Dance: Connecting body parts with rhythm. - Sit: See what you sit or kneel on. -Stand: Be straight up - Clap: Put hands together 	<p>Example:</p> <p>Simon says “take the ears, take the neck, take it knees, ...</p> <p>Simon says jump, stop, ...</p> <p>James says “sit down, close your eyes, run, etc.”</p>		<p>thanks those who behaved well.</p>
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Activity 3: Baby cloth

General Purpose: Language and maths activities

Subject: languages

Special purpose: - To increase the child's happiness, to improve the ability to be independent, to use new words related to places. Duration: 30 minutes

Important vocabulary	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - Circle: Where children stand or sit in a closed line. - Go: Walk through space 	<ul style="list-style-type: none"> - Give instructions - Give an example of how it is done - Reminds the child how to behave while playing this game. - Start the game - Have the child take the same responsibility as yours. <p>Example:</p>	<ul style="list-style-type: none"> - Listening - Following an example - Playing by imitating what he is told and tries to follow the instructions. - Take on the role of a teacher and give instructions. - Hide or reveal the baby cloth. - Responding to the one who asks where the baby cloth is. 	<p>Blanket/ Fabrics</p> <p>-Notes:</p> <ul style="list-style-type: none"> -Every child should be alert and not distracted. -He has to keep a close eye so that they don't put the cloth behind him. -A child who is distracted should be put in front or where the teacher is closely observing him.

	<ul style="list-style-type: none"> - Where is the baby's cloth? (The teacher goes around the children clapping their hands). - It has passed by. (the children responding) - Where did it go? - In Gasabo. - Ask the question again and keep looking until you find a place to put it where they don't see you. - Put the cloth behind the child and if he doesn't recognize it and you reach him after moving around the circle, that child starts moving around replacing the teacher. 		<ul style="list-style-type: none"> -When the game starts, no child should look back. All must follow and respond to what they are asked.
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Activity 4: Hide and seek

General Objective: Language and Maths activities

Subject: languages

Special purpose: - To improve the ability to run and jump, to track and find out where people are hiding and reveal them, to use new words about hiding places.

Duration: 30 minutes

Important vocabulary	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - Hiding: going where others don't see you. - Revealing: finding someone who has gone to a place you don't know. - Give a trap: when you are looking for someone and lose them, tell them these words to make them come. 	<ul style="list-style-type: none"> - Give instructions and places to avoid in the game. - Give an example of how it is done - Reminds the child how to behave while playing this game. - Choose a child who will find the hidden ones. - Start the game and count to 20. Tell one child to go searching where others are hidden. 	<ul style="list-style-type: none"> - Listening - Following an example - Playing by imitating what he is told and complying with the instructions. - Taking turns to give instructions. - Hiding or revealing what is hidden. 	<p>None</p> <p>- Notes: Each child must look carefully where he is hiding. Parents should check if there are no sharp objects (glass shards, bottles, nails, etc.) where the children will play this game. He should also make sure that no</p>

	<ul style="list-style-type: none">- The one who reveals others must close his eyes until they finish hiding.- Show them the spot where they will be coming so as they reach there before they are caught by the one who reveals.		animals or monsters are around the hiding places.
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Activity 5: Jumping the rope

General Objective: Language and Math activities

Subject: Languages

Specific Objectives: To improve the ability to rhythmically jump, speak well, use new words
earn, socialize with others.

Duration: 30 minutes

Important Vocabulary	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - Rope: A rope or wire that binds two pieces together, three or four. - Sagging: not suing the rope. - Twisting: Twisting a rope in such a way that one twists it don't touch it or even step on it. - Rope Exit: Exit the jump rope game. 	<ul style="list-style-type: none"> - Give game instructions. - Give an example of how it is done - Remind the child how to behave while playing this game. - There are children roles in the game. - Start the game and give each group a rope. - Show the children how to jump the rope off the ground. 	<ul style="list-style-type: none"> - Listening - Following an example - Imitating what the child is told and tries to follow the instructions. - Take on the role of a teacher and give instructions. - Jumping rope or swinging at other people. - Listing verbs in all tenses 	<p>Jumping rope</p>

<p>- Jump rope: Jump into a game of jumping rope without stopping.</p>	<p>-Let them take turns. When one leaves, others enter. Example: children can jump While listing verbs in all tenses. I have, you have, he has, we have, you have, and they have. The child who jumps correctly saying the verb in all tenses is a winner.</p>		
			<p>- Notes: Parents should encourage boys to play with girls. They should also take turns while playing. A parent should help children play so that they are secure enough.</p>

Activity 6: Stick

General Objective: Language and Math activities

Subject: Languages

Specific goals: To improve the ability to run in one direction, to follow an object with a purpose, gain new vocabulary, and socialize with others.

Duration: 30 minutes

Important vocabulary	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - Stick: A small stick that children hold and touch to one another while running. - Group: number of children grouped together. - Referee: The person responsible for starting and ending the game and see if laws of the game are obeyed. - Goal: It is when the team succeeds. 	<ul style="list-style-type: none"> - Give game instructions. - Give an example of how it is done. - Reminds the child how to behave when he is playing. - Give children responsibilities in the game. - Start the game and give each group a stick. 	<ul style="list-style-type: none"> - Listening to instructions. - Playing imitating instructions given. - Monitoring the progress of the game and actively participating in the game. - Supporting their team mates when running after the other members of the team. . - Staying within the boundaries while not running. 	<p>Small sticks</p>

	<ul style="list-style-type: none"> - Ask those holding the stick to run behind where each group is standing. - As the children take turns running, ask each child to run with the goal of putting a stick on the other children. 		
			<p>- Notes: Parents should carefully prepare the place where the game will take place before starting to play it. They must remove anything that might hurt children.</p>

Activity 7: In the water and at the shore

General Objective: Language and Maths activities

Subject: Languages

Specific Objectives: To improve gross motor skills, to follow instructions correctly, to use new words acquired, social emotional skills,etc.

Duration: 30 minutes

Important questions	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - Shoreline: A place where water and land separates. - Copying: Not adhering to instructions act as if you are right. 	<ul style="list-style-type: none"> - Give game instructions. - Give an example of what is being done - Remind children how to behave while playing - Ask the children to go on the circle and follow the instructions of what you tell them to do. - If a child does the wrong thing, remove him from the circle and help you see others who do not adhere to instructions as well. Example: Say: In the water. 	<ul style="list-style-type: none"> - Listening - Following an example - Playing by following the instructions. - Take on the role of a teacher and give instructions. - Jumping from the shore to the water or from the water to the shore according to the instructions. - Managing his colleagues that they comply with the instructions 	

	<p>Notice that all the children jump forward. Then say on the shore see if children move backwards. Keep alternating. If one fails, remove him from the circle and let him help you to see those who fail as well.</p>		
			<p>- Note: Children are encouraged to obey instructions well. The leader of the game must prepare the place where the children will play. He should also take care of those who have special needs..</p>

Activity 8: Who ate the candy?

General Objective: Language and Math activities

Subject: languages

Specific objectives: To improve the ability to understand, count and read numbers, to memorize numbers, to answer questions quickly, new vocabulary, communicate with others.

Duration: 30 minutes

Important vocabulary	How it's done		Teaching and Learning materials
	Caregiver/parent	A Child	
<ul style="list-style-type: none"> - Candy: a sugary food that children love. You can say something else based on what they see and like. - Memorizing: Being able to recall what you heard or have seen. 	<ul style="list-style-type: none"> - Give game instructions. - Give an example of how it is done - Reminds the child how to behave while playing this game. - Make a circle. - Give each child a number and ask them to memorize it. - Choose the number among those you gave children and the one who have that number is the one 	<ul style="list-style-type: none"> - Listening - Following an example given by the teacher - Imitates what he is told and tries to follow the instructions. - Take on the role of a teacher and give instructions. - Answer questions being asked - Memorize the given number. 	<p>You can use number or letter cards before starting the game, children are shown how to write those letters or numbers.</p> <p>- Note: Children are asked to respect and answer correctly. The parent/ teacher should also be carefully if the children did not lie to him.</p>

	<p>to answer questions. Example: - Who ate the potato of... (the name of the child you want)</p> <ul style="list-style-type: none"> - 1st child: Oh! Isn't he? - Teacher: Who has number two - Child: Oh! It's not me. -The teacher continues like this until he finds who has number two and hence the one who ate the potato. 		<p>The teacher should also motivate children love the game and praise children who have shown good behavior and corrects those who misbehaved.</p>
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Annex

List of songs and games for children

Numeracy development games		
#	Name of the game/ play	Teaching and learning aids and the steps to play it
1	Water in the bottle is little	A bottle of water. Put the children on the circle and sing while making signs.
2	One two left right	No need for TLM. Walking and taking steps, waving your arms left and right while singing.
3	My hand with five fingers	Each one shows his hand. Sing and show your hand, count your fingers.
Games that develop language and encourage children to love reading		
6	At home we like reading	Books and magazines. Showing books and magazines and singing.
7	Behind our classroom there is a nest	The picture of a school, a tree and a bird. Show pictures and sing.

8	The doctor was a child like me	Pictures showing people with different professions. Show pictures and sing.
Games develop social emotions and physical (Fine and gross motor skills)		
9	If you feel happy, clap your hands	No TLM. Singing and clapping
10	Change the direction	No need for TLM. Singing
Games that promote discovery of the world in related themes		
1	My cat (animal)	The picture is of a cat. Singing showing the picture of the cat. .
2.	How does the eagle walk? (wild animals)	Eagle picture. Singing showing the picture.
3	Rabbit Rabbit (Domestic animal)	A drawing of a rabbit. Singing showing the picture.
4	Hello beautiful little bird (wild animals)	A drawing of a little bird. Singing showing the picture.
5.	I went to the market. (clothes, various foods, various drinks, fruits, vegetables)	A drawing related to the theme. Singing showing the picture.
6.	Flesh peas (Various Foods)	A drawing of flesh peas. Singing showing the picture.

7.	Little water in the bottle (various beverages)	Water in the bottle.
8.	Small fish swimming in the water (Aquatic animals)	A drawing of Small aquatic fish. Singing showing the picture.
9.	Water Flow (The Importance of Water)	Singing
10	Orange orange (fruit)	A drawing of orange. Singing showing the picture.
11	In the water, on the land (Importance of water, aquatic animals)	Forward backward jumping.

Daily schedule in the home based ECD using different themes

A daily schedule shows daily activities that take place in the ECD on a daily basis. This schedule is not a rule. It can be adjusted according to the situation. It is important that parents alternate different activities as children get bored easily.

Example of a daily schedule

08:00-08:30: Welcome and warm-up

08:30-09:00: Parent-led games

09:00-10:00: Children's games (corner games?)

10:00-10:30: Snacks

10:30-11:00: Outdoor games

11:00-11:30: Reading a book/reading a story/fable

11:30-11:40: Returning home

Detailed daily schedule

Time	Activity	How to do it	Teaching and learning aids
08:00- 08:30:	Welcome and warm-up	<ol style="list-style-type: none"> 1. Welcoming children <ul style="list-style-type: none"> - Greeting each other - Checking children's hygiene - Children's health 2. Singing and warming up 3. Reminding children instructions of the day <ul style="list-style-type: none"> - No shouting - No getting out of the school compound - No fighting - No taking toys. 4. Pray 	Drums, bass, guitar...
08:30- 9:30	Parent-led games	<ol style="list-style-type: none"> 1. Giving instructions 2. Give children Example 3. Ask the children to play according to the Example 4. Monitor compliance with regulations 	Tip: - One well-designed game should be taught that develops language,

		5. Praise and correct children.	Numeracy or/and discovery of the world. - The game must be fun for children and be at their age.
09:00-10:00:	Children's led games (corner games)	<ol style="list-style-type: none"> 1. Prepare a corner where enough toys are placed 2. Give children instructions to work in the corner and check if they followed the instructions 3. Walk around the corner and watch the children play and ask them questions. 4. Switch positions in the corner 5. Returning play materials to where they are kept and clean the place. 	<ul style="list-style-type: none"> -Language corner materials (books, pictures, maps, etc.) of letters) -Numeracy corner materials (number cards, bricks, sticks, color cards, squares, links, cars) -Art and culture corner materials (clay, pencils, etc.) crayons, papier colla., dolls, pots, pans, balls,)
10:00-10:30	Snack time	<ol style="list-style-type: none"> 1. Give the children instructions 2. Pray for the meal 3. Wash hands 4. Supervise how children take a snack 	Washing stand, Dishes, cups,, soap,...

		5. Clean the materials used to take snack and clean the area	
10:30- 11:00	Outdoor play	<ol style="list-style-type: none"> 1. Organize the children's play area 2. Remind children of the rules of various games 3. Provide children with play equipment 4. Be near children while they play 	Balls, jump ropes, wheels
11:00- 11:30	Read a book/read a story/fable/ tales and proverbs	<ol style="list-style-type: none"> 1. Read the story by following the rules of the story 2. Tell children a story using gestures 3. Telling children stories that respect values and taboos. 	Books, pictures, dolls, puzzles/learners.
11:30- 11:40	Good bye and closing the day	<ol style="list-style-type: none"> 1. Remind children of what they have studied during the day 2. Pray 3. Saying good bye to each other 4. Give children take home materials. 5. Fill in the diary how the day went. 	A daily activity record notebook

Creating and using different tools that develop children's abilities

What children can learn about their surroundings and the resources they need.

When parents teach young children about their surroundings, they focus on themes. Some of the themes used in various games are:

#	Topic	Teaching and learning aids
1	Saying their names	Baby boy and girl dolls, baby boy and girl pictures
2	Three main parts of the body	Baby boy and girl dolls, baby boy and girl pictures
3	Cleanliness of the body parts	Boy and girl dolls, soap, water, water towel. Pictures of baby boys and girls
4	My nuclear family	Pictures of family members: father, mother, sons and daughters
5	Clothes	The pictures that show the clothes
6	Different foods	Pictures of different foods
7	Vegetables	Pictures of different vegetables

8	Fruit	Pictures of different fruits
9	Different drinks	Pictures of different drinks
10	Main parts of the house	A picture of a house
11	Things found in the village: market,, shop, school,...	Pictures
12	Animals	Pictures of animals
13	Wild animals	Animal Dolls, Animal Pictures.
14	Aquatic animals	Aquatic animal dolls, animal pictures
15	The importance of water	Fresh water, drawing of the tap
16	Lighting methods for people and objects (cars, bicycles, motorcycles, airplanes, boats)	Toys for cars, airplanes, bicycles, motorcycles, ships and their images.
17	Light	Torches, lamps, candles, candles, pictures of other sources of light, sun, moon, stars.

Note: In order for a parent to conduct an observation activity, he or she should follow these steps:

- Prepare in advance what children will observe
- Giving instructions about what they are going to observe
- Unguided observation (let them talk, touch, look and be curious)
- Guided observation (asking questions about different aspects of the observation)

Guidelines for choosing a home to accommodate homebased ECD

The foster home welcomes children between the ages of one and a half to three (1.5-3). The parents cooperate with the local authority to choose a foster home for 10 children based on the following:

1. The householder must be honest
2. The members of the household must sign a document confirming that the household is used for homebased ECD activities
3. The home should be safe and secure
4. The home should have a free and secure space for children to play
5. The house must have good water supply
6. The home is accessible to children with disabilities
7. The selected house must be approved by cell officials.
8. The agreement made must be kept by the owner of the house and the local authority.

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