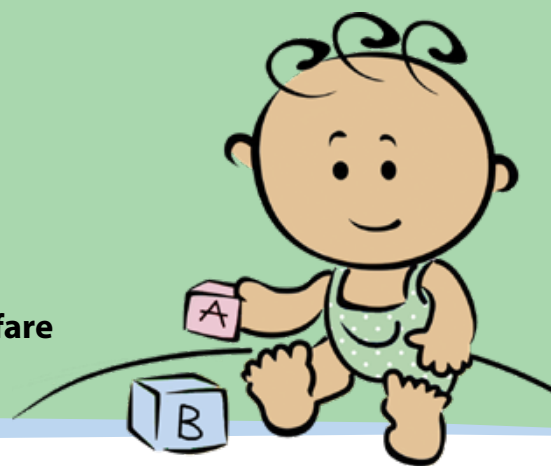




REPUBLIC OF NAMIBIA
**Ministry of Gender Equality,
Poverty Eradication and Social Welfare**
2022



RESOURCE GUIDE

**for Educarers, Parents and Caregivers
of Children in Namibia Aged 0-2 Years**





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2022



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CONTENTS

Foreword	iii
Acknowledgements	iv

INTRODUCTION	1
---------------------------	----------

PART A

UNDERSTANDING HOW A CHILD DEVELOPS	3
---	----------

PART B

PUTTING YOUR DAILY PROGRAMME INTO PRACTICE	6
---	----------

Caregiving Routine Schedule / Daily Programme	7
Toddlers 1-2 Years	8
Arrival and Free Play	8
Circle Time – Songs, Rhymes, Dance, Games, Arts	8
Routines	11

PART C

BUILDING AND USING YOUR LIBRARY	13
--	-----------

Toys	13
Activities	17
Songs	21
Action Rhymes	26
Games	28
Stories	29

PART D

MANAGING YOUR CLASSROOM	33
--------------------------------------	-----------

Caregiving Routine Schedule / Daily Programme	34
Classroom Management Tools	35
Routine	37
Practising Positive Discipline	37

CONTENTS

PART E

ENSURING HEALTH AND NUTRITION 38

Nutrition Guidelines 39

Implementing Hygiene Procedures 40

Immunizations 42

Dealing with Emergencies and Accidents 43

 First Aid Box 47

Abuse in Children 48

FINANCIAL MANAGEMENT FOR ECD CENTRES 49

ANNEXES 63

ANNEX 1: DEVELOPMENTAL MILESTONES ASSESSMENT REPORTS 53

 1.1 Developmental Milestones Report 0-3 Months 54

 1.2 Developmental Milestones Report 3-6 Months 56

 1.3 Developmental Milestones Report 6-9 Months 59

 1.4 Developmental Milestones Report 9-12 Months 62

 1.5 Developmental Milestones Report 1 Year 65

 1.6 Developmental Milestones Report 18 Months 68

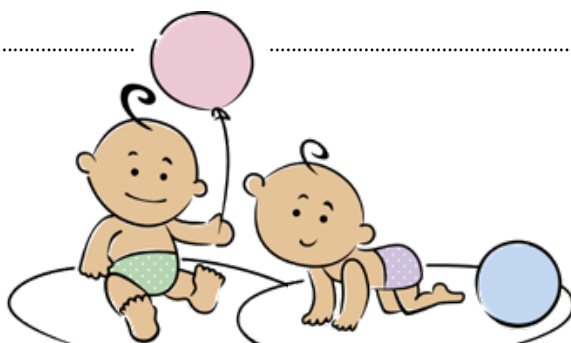
 1.7 Developmental Milestones Report 2 Years 71

ANNEX 2: BASIC DAILY ATTENDANCE REGISTER 74

ANNEX 3: KEEPING RECORDS 75

ANNEX 4: REFERRALS 76

REFERENCES 93



FOREWORD



The Ministry of Gender Equality, Poverty Eradication and Social Welfare, in partnership with the European Union and the United Nation's Children Fund (UNICEF), is delighted to have a *Curriculum for Children in Namibia Aged 0-2 Years*, for use in ECD centres and family homes. This curriculum is an expansion of the *Curriculum Framework for Children in Namibia Aged 3 and 4 Years* (2013). We hope that this curriculum will be used effectively by all parents, caregivers, educarers and others who provide care for children of ages 0-2 years. The curriculum is aimed at ensuring that children transition smoothly from one developmental milestone to the next.

The *Resource Guide* accompanying this curriculum is a manual for guiding educarers, parents and caregivers on how to apply the curriculum to ensure its effective delivery. The manual aims to ensure that children are stimulated holistically to reach their full potential. We are born with many capabilities. For these to develop, they must be stimulated. The manual focuses on what exactly parents, caregivers, educarers and others can do to help infants and toddlers to develop to their full potential. In early childhood, children learn best through their environment, reality, interests, and play-based and hands-on experiences, hence the curriculum is based on a child-centred approach, which entails placing the child at the centre of the whole educational process.

The environment around a child plays a crucial role in the child's development and learning. A calm and peaceful environment is required at school and at home for a well-balanced child. The users of the curriculum and manual are encouraged to combine their own experiences with the information given, and to add their own ideas and locally available resources – bearing in mind that those ideas and resources must be developmentally appropriate for the age group.

Families, caregivers and educarers have the responsibility to stimulate children by providing the appropriate care, protection, nutrition, love and support, and sufficient and appropriate opportunities for early learning. This, in turn, will help to break the cycle of poverty, reduce social inequality, increase economic activity and reduce unemployment.

Parents, educarers, caregivers and the community at large are role models for young children, and education starts at home. Let's work together – “it takes a village to raise a child” – to achieve the best for our young children, and to see to it that this curriculum serves its purpose.



Hon. Doreen Sioka (MP)

Minister of Gender Equality, Poverty Eradication and Social Welfare

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The Ministry of Gender Equality, Poverty Eradication and Social Welfare thanks the European Union and UNICEF for providing technical assistance for the development of the *Curriculum for Children in Namibia Aged 0-2 Years*, and the accompanying *Resource Guide*, for use in homes and Early Childhood Development (ECD) centres across the country.

The Ministry also acknowledges the many contributors of information for the development of these documents, and thanks them for their valuable inputs. They include:

- key line ministries such as the Ministry of Health and Social Services and the Ministry of Education, Arts and Culture;
- the National Institute for Educational Development (NIED);
- various Regional Councils;
- the International University of Management (IUM);
- the University of Namibia (UNAM);
- the Namibia College for Open Learning (NAMCOL);
- various non-governmental organisations;
- a number of ECD educators;
- a few ECD parents' committees; and
- several individuals.

Lastly, commendation goes to the national and regional staff of the Ministry's Directorate of Community Development and Poverty Eradication, for the extra effort they made to ensure that this curriculum is well contextualised to meet the needs of children aged 0-2 in Namibia.



Esther Lusepani

Executive Director

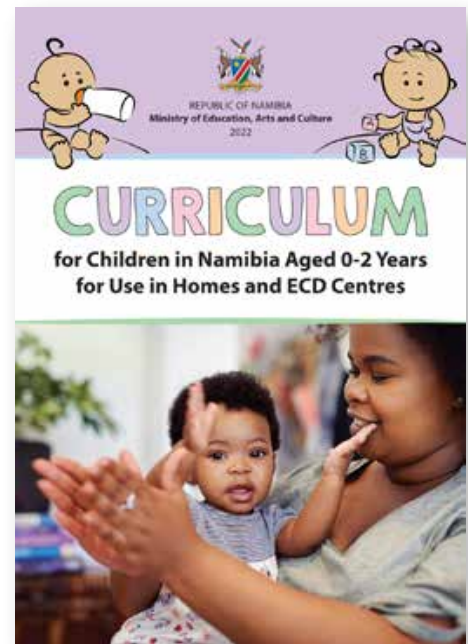
Ministry of Gender Equality, Poverty Eradication and Social Welfare

INTRODUCTION

The purpose and main aim of this *Resource Guide*

This *Resource Guide* has been developed to support the smooth implementation of the *Curriculum for Children in Namibia Aged 0-2 Years* (pictured on the right), by providing additional guidance for educarers, parents and caregivers to stimulate and better care for children in this age group. This *Guide* aims to ensure that every child is stimulated holistically to reach his/her full potential.

Children are born with many capabilities. For these to develop, they have to be stimulated. The first 1000 days of a child's life are crucial, because this is when children learn and develop the fastest. They learn through sensory experiences: they need to touch, feel, taste, hear, move, pick up, drop, push, open and close, insert and remove items to understand the world around them, and also to develop skills such as critical thinking, problem-solving, creativity and emotional intelligence, to mention just a few.



What is covered in this *Resource Guide*

This *Guide* is divided into five parts:

Part A: UNDERSTANDING HOW A CHILD DEVELOPS

Part B: PUTTING YOUR DAILY PROGRAMME INTO PRACTICE

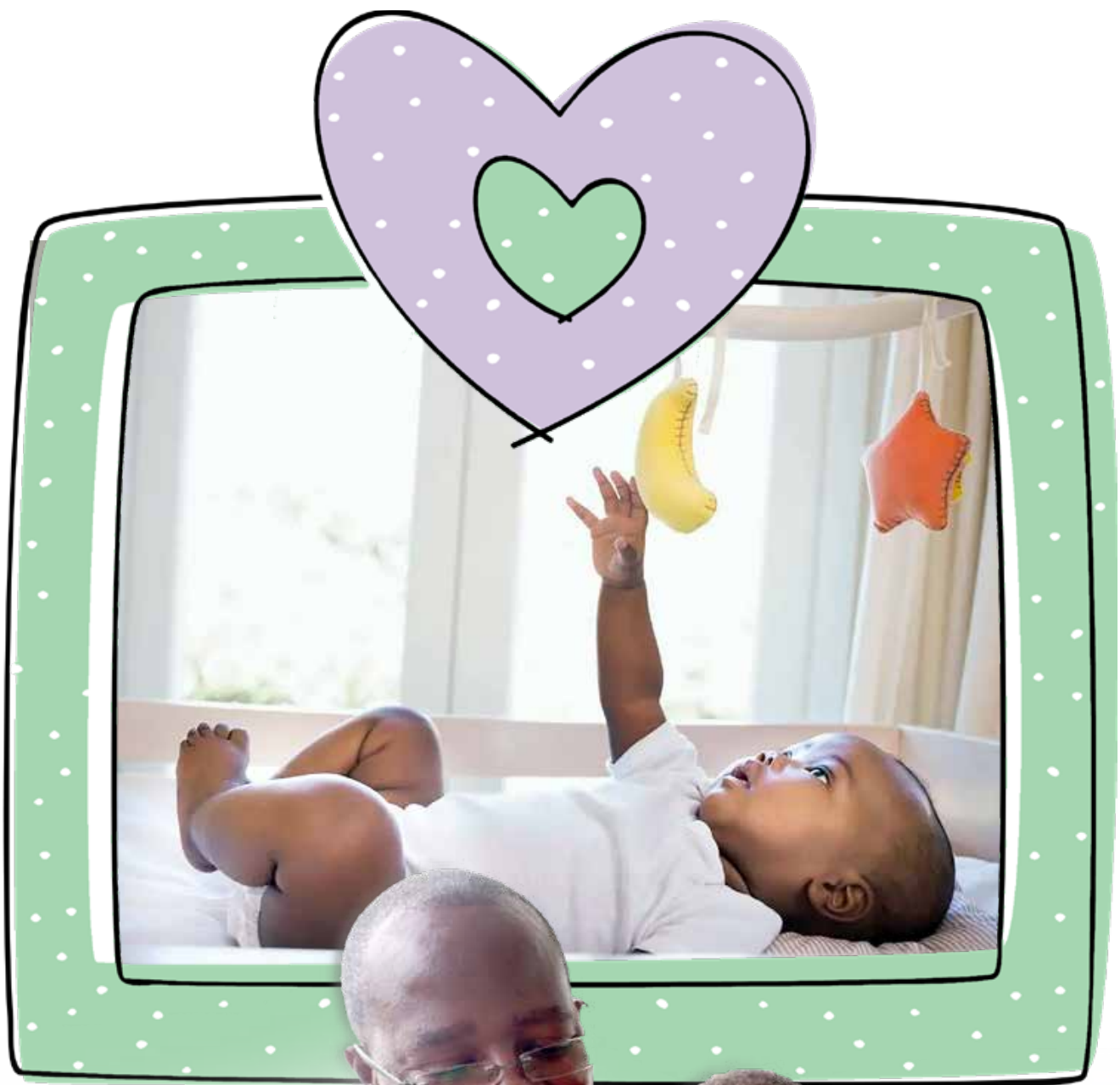
Part C: BUILDING AND USING YOUR LIBRARY (meaning songs, rhymes, games and stories)

Part D: MANAGING YOUR CLASSROOM

Part E: ENSURING HEALTH AND NUTRITION

Each part is designed to help the educarers, parents and caregivers to better monitor, stimulate and support their children's development in a *holistic* manner. Holistic child development refers to the growth and development of the child *as a whole*. A holistic view of the child helps us to understand why a particular child acts in a certain way and does the things he/she does. Holistic child development consists of several interrelated dimensions, which include physical, social, emotional and cognitive development.





PART A

UNDERSTANDING HOW A CHILD DEVELOPS



In Early Childhood Education, educarers have the responsibility to implement quality Early Childhood Development (ECD) programmes. To carry out this task, the educarers must know how to implement a child-centred approach as well as play-based learning, and must be able to develop a daily programme that is suitable for the children's age group.

Before setting out to design and implement an ECD programme, it is necessary for educarers to understand how children develop.

Children develop differently and at their own pace. Child development is a process that every child goes through. This process involves learning, developing and mastering skills such as sitting, walking, running, skipping, listening attentively, talking, waiting patiently, taking turns, and drawing. Children learn the skills called **developmental milestones**. These are physical, social, emotional and cognitive skills that children need to learn and accomplish as they develop. Ideas for ways to stimulate the learning of these skills are provided in Part C.

Four **development domains** (or areas) shape educational programmes in the early years. They are interconnected, in that each influences the development of the others. The four domains are:

- **physical development** – encompassing gross motor skills (GM), fine motor skills (FM), balance (B), coordination (C), and health and nutrition (HN);
- **social development** – establishing and maintaining relationships with other people, and socialising with family members and people outside the home;
- **emotional development** – achieving positive self-esteem and handling emotions; and
- **cognitive development** – perceiving, thinking, reasoning, concentrating, remembering, developing language, solving problems, and gaining an understanding of the world.

To enable children to reach their full potential, parents/caregivers and families must support them in all four domains, through care, love, affection, patience and sufficient opportunities for learning through play. Children grow, develop and learn according to developmental stages (age groups), developmental domains (areas of development – physical, social, emotional and cognitive) and competencies/milestones per area of development.

The following diagrams provide an overview of the developmental milestones in each of the four development domains.

Figure 1: **Physical Development**

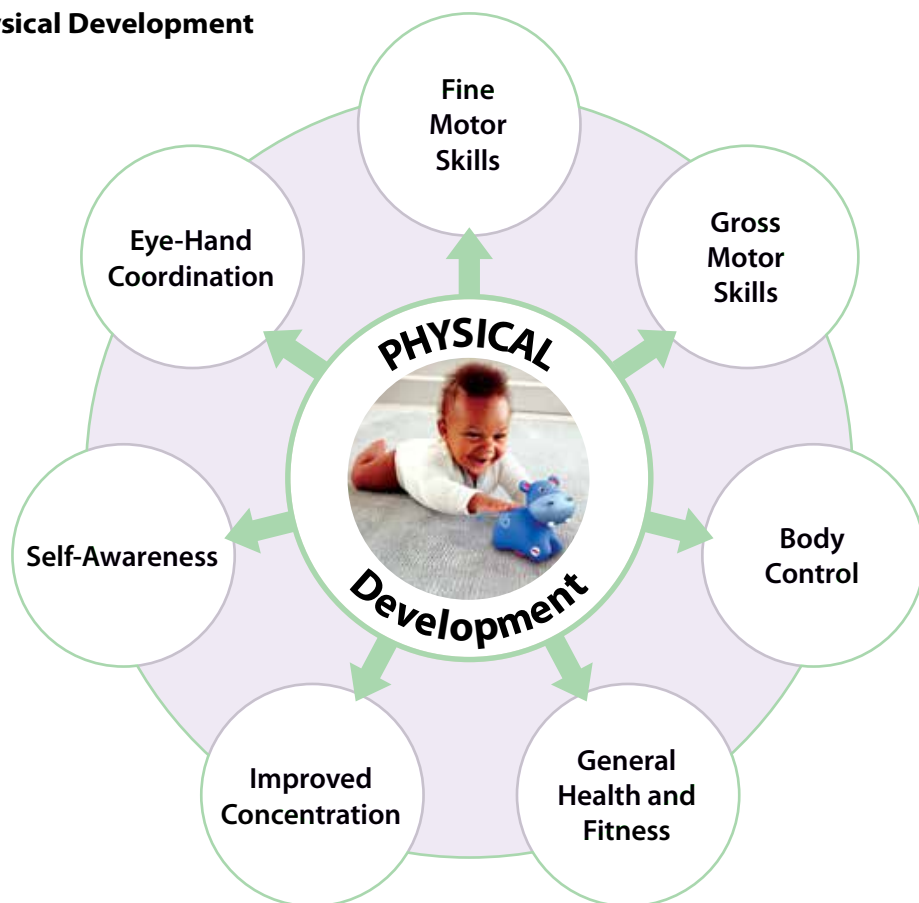


Figure 2: **Social Development**

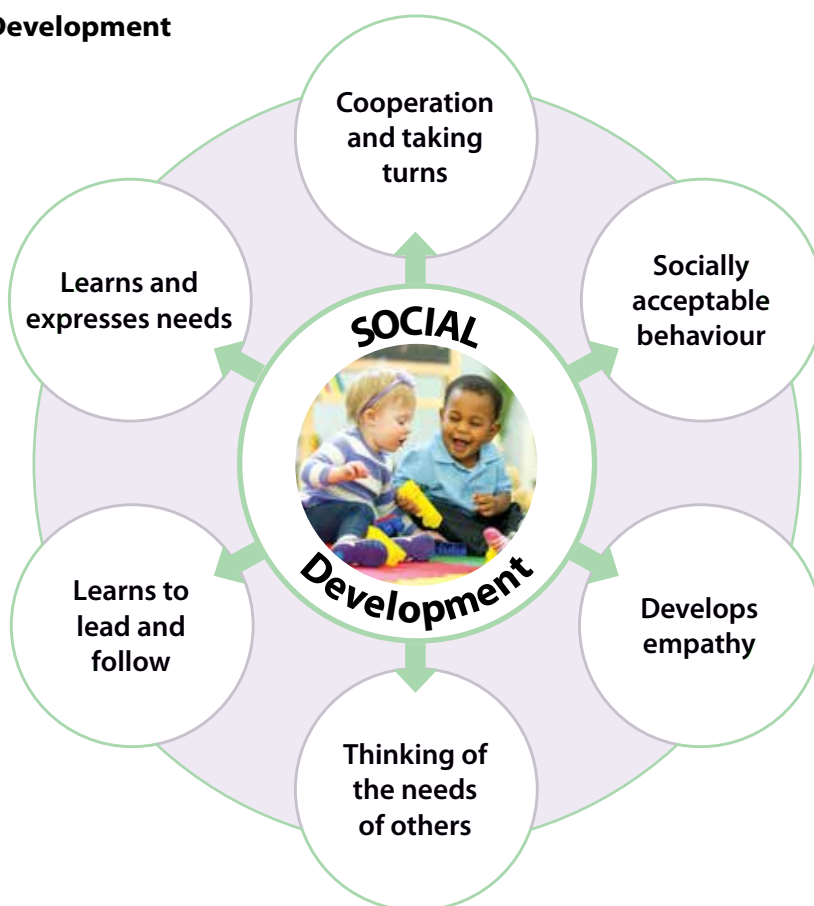


Figure 3: **Emotional Development**

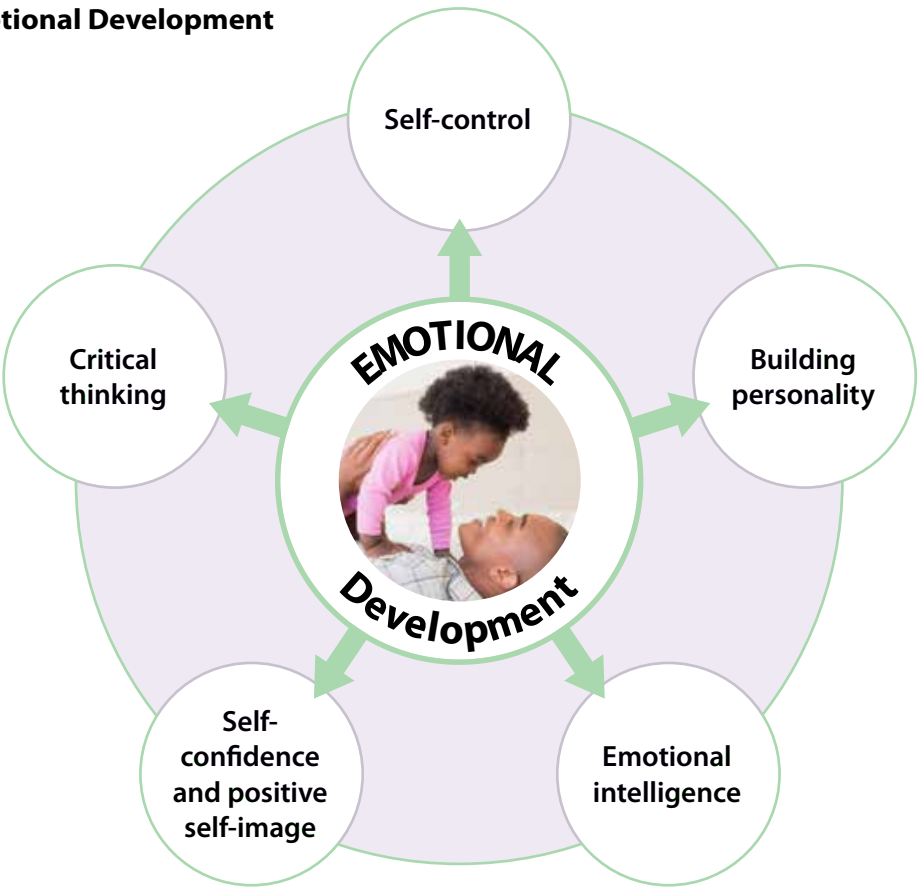
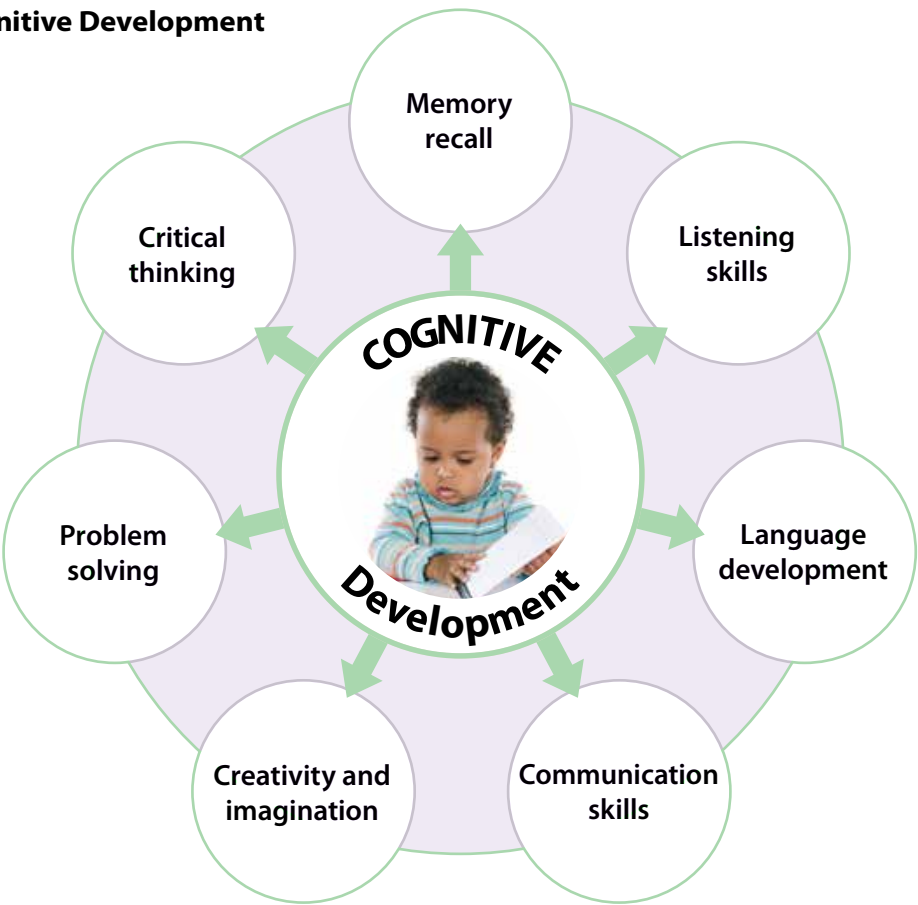


Figure 4: **Cognitive Development**

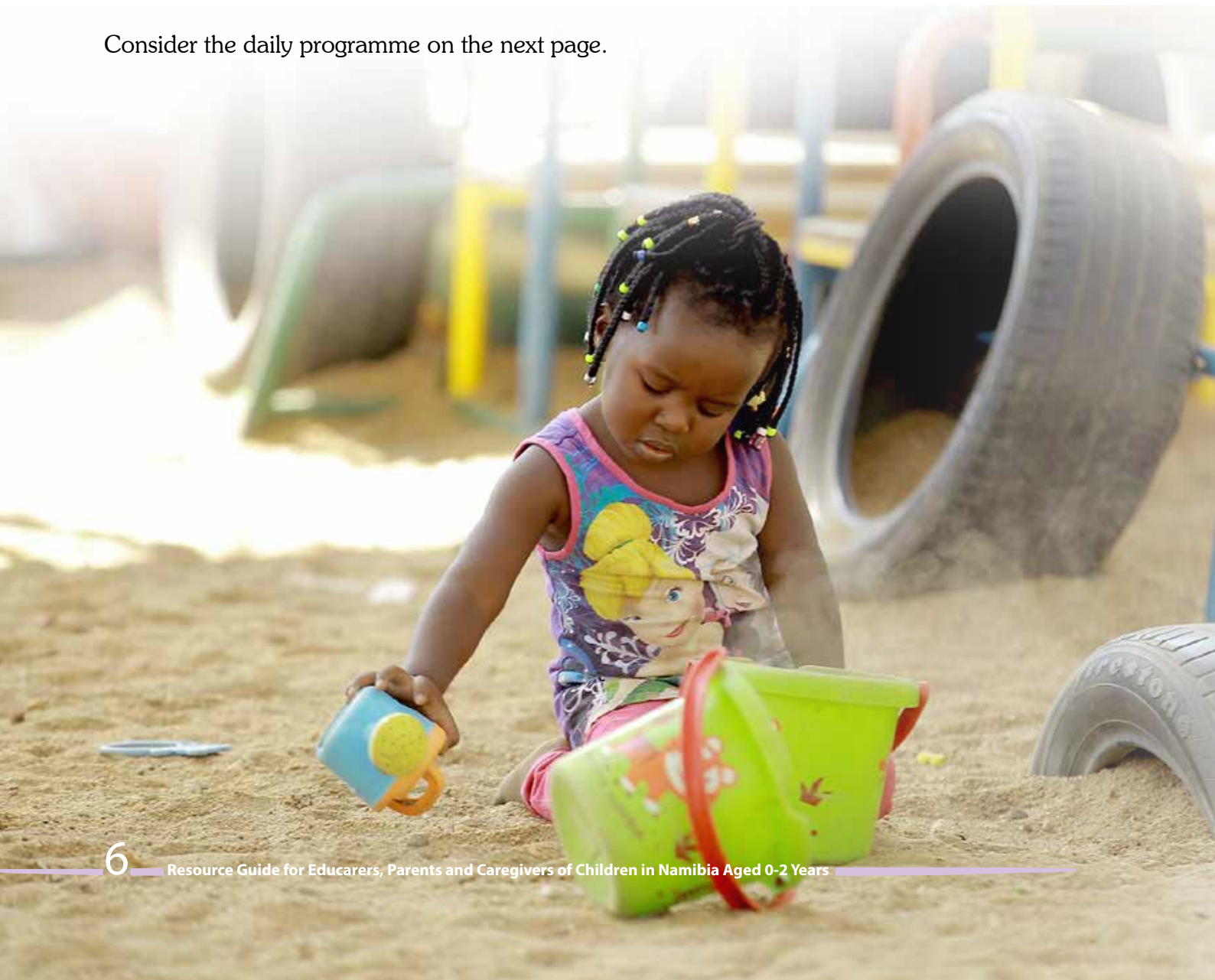


PART B

PUTTING YOUR DAILY PROGRAMME INTO PRACTICE

This *Resource Guide* provides ideas and resources for educarers, parents and caregivers to implement the activities outlined in the daily programme below. The ideas provided are not exhaustive or prescriptive. Educarers, parents and caregivers are encouraged to use their ideas and locally available resources. However, those ideas and resources must be developmentally appropriate for the age group. (Kindly refer to the sections on Developmentally Appropriate Practice and Developmental Milestones in the Curriculum.)

Consider the daily programme on the next page.



Caregiving Routine Schedule / Daily Programme

HALF-DAY DAILY PROGRAMME			
Time	0-1 Year Class	Time	1-2 Years Class
07:00 – 08:30	Arrival; Free Play	07:00 – 08:30	Arrival; Free Play
08:30 – 09:00	Toilet Routine / Nappies Time	08:30 – 09:00	Toilet Routine / Potty Training
09:00 – 09:30	Circle Time – Songs, Rhymes, Dance, Games and Arts	09:00 – 09:30	Circle Time – Songs, Rhymes, Dance, Games and Arts
09:30 – 10:00	Toilet Routine / Nappies Time	09:30 – 10:00	Toilet Routine / Potty Training
10:00 – 10:30	Snack Time	10:00 – 10:30	Snack Time
10:30 – 11:00	Toilet Routine / Nappies Time	10:30 – 11:00	Toilet Routine / Potty Training
11:00 – 12:00	Nap Time	11:00 – 11:30	Outdoor Play /Nap Time
12:00 – 12:30	Toilet Routine / Nappies Time	11:30 – 12:00	Toilet Routine / Potty Training
12:30 – 13:00	Story Time	12:00 – 13:00	Story Time
13:00 – 14:00	Home Time	13:00 – 14:00	Home Time
FULL-DAY DAILY PROGRAMME			
Time	0-1 Year Class	Time	1-2 Years Class
07:00 – 08:30	Arrival; Free Play	07:00 – 08:30	Arrival; Free Play
08:30 – 09:00	Toilet Routine / Nappies Time	08:30 – 09:00	Toilet Routine / Potty Training
09:00 – 09:30	Circle Time – Songs, Rhymes, Dance, Games and Arts	09:00 – 09:30	Circle Time – Songs, Rhymes, Dance, Games and Arts
09:30 – 10:00	Toilet Routine / Nappies Time	09:30 – 10:00	Toilet Routine / Potty Training
10:00 – 10:30	Snack Time	10:00 – 10:30	Snack Time
10:30 – 11:00	Toilet Routine / Nappies Time	10:30 – 11:00	Toilet Routine / Potty Training
11:00 – 11:30	Story Time	11:00 – 11:30	Story time
11:30 – 12:00	Toilet Routine / Nappies Time	11:30 – 12:00	Toilet Routine / Nappies Time
12:00 – 12:30	Lunch	12:00 – 12:30	Lunch
12:30 – 13:00	Toilet Routine / Nappies Time	12:30 – 13:00	Toilet Routine / Potty Training
13:00 – 14:00	Nap Time	13:00 – 14:00	Nap Time
14:00 – 14:30	Toilet Routine / Nappies Time	14:00 – 14:30	Toilet Routine / Potty Training
14:30 – 15:00	Snack Time	14:30 – 15:00	Snack Time
15:00 – 15:30	Toilet Routine / Nappies Time	15:00 – 15:30	Toilet Routine / Potty Training
15:30 – 16:00	Music Time	15:30 – 16:00	Music Time
16:00 – 17:00	Free Play	16:00 – 17:00	Free Play (indoor or outdoor)
17:00 – 17:30	Home Time	16:00 – 17:00	Home Time

TODDLERS 1-2 YEARS

Arrival and Free Play

During arrival

As an educator, please consider the following routine during morning arrival:

- Greet and welcome every child with a smile, and be kind and enthusiastic. This will help the child to feel more secure and happy, and the day will run smoothly.
- Assist parents to smoothly drop off their children.
- Allow the children to say “bye bye” and “see you later” to their parents. This will help them to feel more secure, and simultaneously helps to develop their self-confidence and trust.
- Direct and assist the children to wash or sanitise their hands.
- Go together with each child to put her/his backpack in the hanger (if available).
- Take the child to the classroom.
- Allow the child to choose what he/she wants to play.

Free play

Free play is an important component in child development. During free-play time, children are engaged in unstructured activities. They choose what they want to play, whether outdoors or indoors. In free play, children use and develop their autonomy, imagination, creativity and abstract thinking. In this type of play, they have the freedom to decide how and what to play, in an environment prepared and supervised at all times by the educator or parent/caregiver.

The role of the educator and parent/caregiver during free-play time is to ensure that the children can pursue their own interests, and that they make the most of the learning opportunities that free play provides.

Circle Time – Songs, Rhymes, Dance, Games, Arts



Circle time is one of the most important routines in a daily programme. Circle time has enormous benefits and adds incredible value to social and emotional development.

It is a time for meeting together as a large group, and for listening attentively, taking turns, waiting patiently, respecting the voices of others, and learning social norms.

It is also a time to enjoy one another, share ideas and decide what to do next.

Let us look at some ideas for circle time.

A time of welcoming

Use this time to make every child feel welcome, heard, important and valued.

This can be done through a song.



I Love You

I love you, you love me
We are a happy family
With a great big hug and
a kiss from me to you
Won't you say
you love me too?



Use the circle time opportunity to connect with every child. Ask questions like these:

- *How are you feeling today?*
- *Why are you feeling happy/sad?*

During circle time, consider the following:

- If it is any child's birthday, sing the "Happy Birthday Song".
- Do the class register – see ideas under "Classroom management tools" in Part D of this Guide.
- Tell the children what day of the week it is.
- Tell the children about the weather: *Today is a rainy/sunny/cloudy/windy day.*
- Register the weather for the day. Make this a standard routine where each child has a chance to register the weather on the class Weather Chart. Make the chart together with the children. Below is an example for inspiration.

OUR WEATHER CHART



Sunny



Cloudy



Windy



Rainy

Circle time is a time for group conversation and discussion, with everyone having a chance to participate, share ideas and express opinions. To keep everyone's attention, have the children sit crossed-legged in a circle. As educator, you should face all the children and keep eye contact with them all the time. This promotes proximity, togetherness and empathy among the group. Circle time is an excellent opportunity to promote social skills: it improves the children's confidence, develops their communication skills, and helps them to overcome any fear they may have of speaking in front of others.

Story time

Storytelling is an extremely rich activity. Story time promotes and develops fantasy, imagination, creativity, early literacy and auditory skills. Once you have all the children's attention, read an interesting age-appropriate story to them, and encourage conversation through questions.

Music time

Music involves and stimulates both hemispheres of the brain. Music helps brain development, teaches focus, develops auditory skills, relieves stress, and develops emotional and social skills. The younger the age of the children in the class, the more action and movement are necessary. This is why it is important to include songs with motions, as well as activities that give each child a chance to play and explore musical instruments.

During music time, give the children the opportunity to practise dancing and balancing. Dance with them (individually and/or in one big circle) by holding their hands and walking in a circle to the beat, and then rotating. Practise free dance too, by allowing everyone to dance on their own according to their own rhythm.



SONG

Train Number One

Train number one
has gone away.
Train number two
has gone away.
Train number three
has gone away.
All the trains have gone away.
Chuku, chuku, chuku, chuku
All the trains have gone away.
(Repeat with all numbers up to 9.)



SONG

Head, Shoulders, Knees and Toes

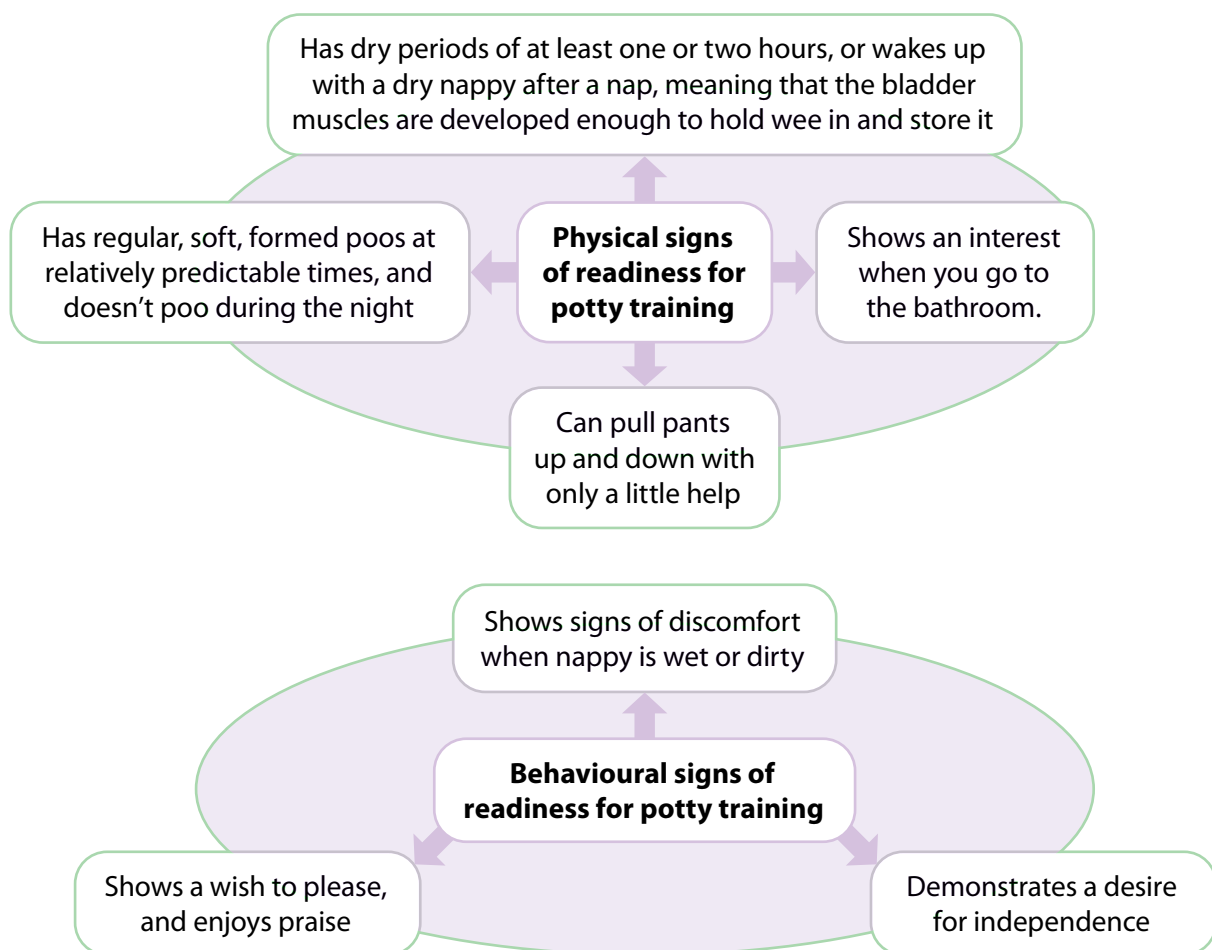
Head, shoulders, knees and toes
Knees and toes
Head, shoulders, knees and toes
Knees and toes
And eyes, and ears,
and mouth, and nose
Head, shoulders, knees and toes
Knees and toes

Routines

Routines are an important part of the daily programme. Routines in ECD centres, kindergartens and pre-school classrooms include arrival time, circle or group time, toilet/potty time, mealtime, clean-up time, nap time and departure time. Routines are extremely important for creating a consistent classroom community. Planning is key to successful routines. Routines should match the child's developmental stage. For young children, this means that routines should support children's developing abilities to do things on their own, but should not be too complicated for the children to understand, learn, follow and remember.

Potty routine

Potty training begins at 12 months of age. The physical, behavioural and cognitive signs of readiness for this training are as follows.



Cognitive signs of readiness for potty training:

- Can understand and follow simple instructions and requests, such as “Do you need to wee?” or “Where’s the potty?”
- Has words for wee and poo.
- Shows awareness that he’s having a wee or poo. May stop what he’s doing for a minute, go somewhere else, hide himself or tell you that he’s had a wee or poo.
- May say that she needs to have a wee or a poo before she does it.

How long will potty training take to succeed? Mastering the various steps of potty training can take a long time. A few children complete this training in just a few days, whereas others need weeks or months, especially when it comes to night training. Any length of time is normal, since children develop differently according to their personalities and the environment in which they live. This phase of a child's development requires extra patience and understanding from the adults' side. Allow the child to set the pace and get used to this new and complicated process step by step. Children move from one stage to the next in their own time; don't rush the process. Stimulate this phase with stories and encouragement. Praise the child when he/she achieves a new step towards leaving the nappy phase behind. Keep in mind that the child needs guidance to have a wee or a poo at the beginning of this training phase, or in some cases for a longer period, depending on the child's progress. For a toddler, going to the loo is not a priority, because there are so many interesting and fun things to do. So remind the child to make a wee, and encourage the child through praises like "well done" or applause (clapping your hands).

Rest and nap time

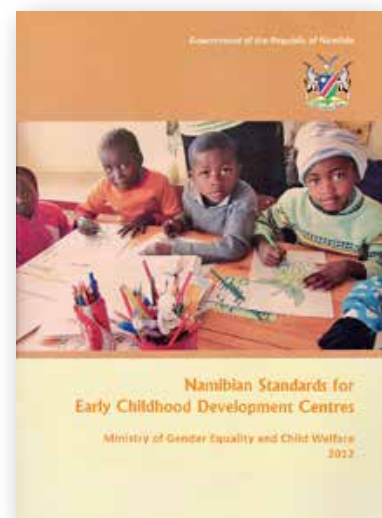
Taking a nap is an essential part of the daily routine in a child's life. Usually, younger children settle in for longer naps. Rest and nap time plays an important role in the everyday life of a young child. This time influences children's lifelong development and health. Resting and napping improve attention, behaviour, learning, memory, and mental and physical health. A well-rested child concentrates better, takes in new information, interacts positively with others, and manages conflicts and challenges more peacefully. During sleep, learning is strengthened, and biological changes occur that help the child to grow, develop and stay healthy. Children who have poor-quality or insufficient sleep are less able to regulate their emotions and behaviour, and have difficulty concentrating, and may be at a higher risk of accidents, injury and illnesses. Disruptions to sleep at this age can also have very serious impacts on the wellbeing and health of parents and families. Sticking to sleeping routines is important at young ages.

Snack time

Refer to Part E of this Guide for nutrition guidelines for children aged 0-2 years. These guidelines are based on the "Nutrition Guidelines" (Appendix E) in the *Namibian Standards for Early Childhood Development Centres* (Ministry of Gender Equality and Child Welfare, 2012).

Apart from following the nutrition guidelines in Part E, please abide by the following practices for all snack-time and feeding routines:

- Keep the food preparation and storage areas neat and clean.
- The nappy-changing areas should be away/far from where the children eat.
- Ensure that every child's diet is healthy.
- Do not share any child's bottles, spoons, medicines and other such personal items with any other child.
- Respect each child's eating utensils and equipment (spoons, bottles, etc.).
- Safely and properly store food for eating later. Store it at the right storage temperature, and always check that the food/milk is safe for consumption before feeding the child.



PART C

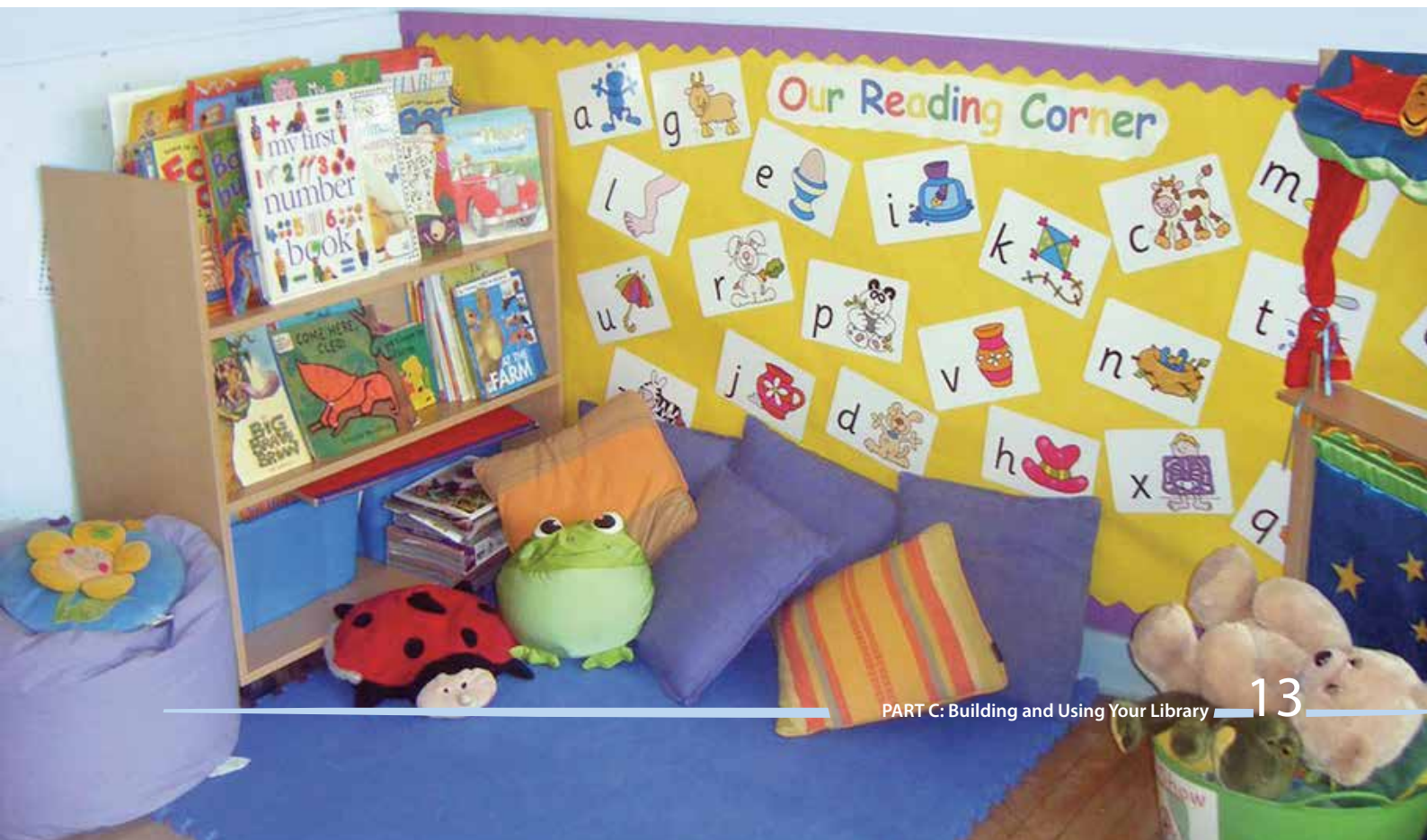
BUILDING AND USING YOUR LIBRARY

Toys

This section provides ideas for simple toys that are normally easy to access or can be made from existing materials, and explains how these simple toys can be used to stimulate the children's development. The toys suggested here can be used at the ECD centre or at home or at any caregiving facility for children.

Before we look at the toys, it is important to note the following:

- Toys should be safe to play with. So, for example, avoid sharp objects and small objects that can easily be swallowed.
- Toys should be attractive (e.g. they should have bright colours).
- Toys that make noise and are easy to manipulate are best.
- Toys should correspond to the child's age and interests.



When introducing a new toy to a child, you should do the following:

- Attract the child's attention.
- Show the child an activity that he/she can do with the toy.
- Allow the child to freely carry on with the activity.
- Observe the child and ask questions.
- Praise the child for his/her effort.

SIMPLE AGE-APPROPRIATE TOYS FOR CHILDREN AGED 0-2 YEARS			
Category	Age	What is stimulated	How to make
Hanging toys	2-6 months (before the child starts sitting)	Vision, hand-eye coordination, thinking	<ul style="list-style-type: none"> ● Observe what attracts the child – what kind of objects, which colours, etc. – and use these to make a hanging toy. ● Hang colourful objects such as clothes pegs, plastic bottles, rings, large beads or strips of material. ● Hang a colourful cloth with large drawings and contrasting colours where the child sleeps.
Rattles	2-3 months (held by an adult; from 6 months the child can hold)	Hearing, vision, fine motor skills	<ul style="list-style-type: none"> ● Use clean and transparent bottles or mesh bags for children to see the objects inside the rattle. ● You can also thread the objects onto a piece of string or wire – <i>but remember to hide sharp ends of the wire.</i> ● Use colourful objects inside the rattle, such as bottle caps, buttons, large beads, seeds, pegs and pieces of glossy paper. ● Make rattles that produce different sounds.
Holding objects	6-12 months	Physical health and motor development	<ul style="list-style-type: none"> ● <u>Materials</u>: stacking rings, rattles, cubes/blocks, or materials found locally – <i>but make sure that the objects are large enough to prevent children putting them in their mouth and swallowing them.</i> ● <u>How to play</u>: Place the objects in front of the child and let the child pick them up, hold them, examine them and shake them.
Rolling ball	12-18 months	Physical health and motor development	<ul style="list-style-type: none"> ● <u>Materials</u>: Just a ball. ● <u>How to play</u>: Roll the ball to the child, and see if the child will bend over to pick it up and bring it back to you. Send the child back to get the ball again.
Water and soap	0-2 years	Emotional and social development, voice and ability to speak, thought, imagination	<ul style="list-style-type: none"> ● <u>How to play</u>: Play with the child during bath time or while you wash dishes or clothes. Let the child pick up bubbles, hold them and blow them. Ask the child, "<i>Where should we put some bubbles? On your knees? On your head? On your tummy? Let's rub them now!</i>" ● <u>At 2 years</u>: Mix water with a little soap in a cup, and show the child how to make soap bubbles. Use a papaya branch or a drinking straw to blow bubbles.

Plants and animals (found at the ECD centre or in the yard at home)	<p>From 3 months – watch the leaves moving</p> <p>From 6 months or when the child is sitting – see and touch the plants and animals</p>	<p>Vision, touch, smell, taste, emotions, thought, language, care for nature</p>	<ul style="list-style-type: none"> ○ <u>How to play at 2-3 months:</u> Put the child to rest under a tree, under adult supervision, for her to see how the leaves move in the wind. ○ <u>At 5-6 months:</u> <ul style="list-style-type: none"> ○ Show the child animals such as ants or birds. Say the names of the animals you show, and make the sounds of these animals. ○ Take the child to see, touch and smell the plants – flowers if possible. Say the names and colours of the plants/flowers you show. ○ <u>From 18 months:</u> Ask the child questions about animals and plants. For example: <ul style="list-style-type: none"> ○ What sound does a goat make? And a cow? ○ What grows on a tree? ○ <u>At 1-2 years:</u> Cover the child's eyes with a cloth and give him several things to smell or taste (one at a time), such as a lemon, a garlic, an onion and a flower. He has to guess what each thing is. ○ <u>At 2 years:</u> Play guessing games about plants and animals. For example, say to the child, <i>"It is a big orange fruit. It grows in our yard. What is it?"</i>
Moving toys	<p>From 6-7 months or when the child has started to pick up things with his hands</p>	<p>Vision, hearing, finger and body movements, thought</p>	<ul style="list-style-type: none"> ○ <u>Materials:</u> A plastic bottle; a tin or similar-sized plastic container; string; strips of fabric; some colourful objects such as bottle caps, pieces of rubber and clothes pegs. ○ <u>Model 1:</u> Make two small holes in a plastic bottle, and thread string through the holes. Attach a few colourful objects (e.g. bottle caps or pieces of rubber) to both ends of the string. ○ <u>Model 2:</u> Pierce a hole in the lid of a tin or plastic container, and another hole in the base/bottom of the tin/container. Thread long strips of fabric through both holes. Attach colourful bottle caps to both ends of each strip. Make sure that the fabric can move through the holes easily. ○ <u>Model 3:</u> Attach 4-5 brightly coloured clothes pegs to a piece of string, and tie the string in a loop with a knot.
Shiny toys	<p>From 6-7 months or when the child has started to pick up things with her hands</p>	<p>Vision, finger and body movements, thought</p>	<ul style="list-style-type: none"> ○ <u>Materials:</u> A small piece of glossy paper – e.g. the wrapping left from a snack or a gift. ○ <u>How to play:</u> <ul style="list-style-type: none"> ○ Give the child a piece of glossy paper, and let her move, fold and tear the paper. ○ Put glossy paper in a tea box or a toilet-paper tube, and show the child how to put in and take out the paper. The paper should be larger than the box/tube, to create a challenge for the child. ○ Cut glossy paper into pieces and put them in a bottle. Fill half of the bottle with water, and let the child roll and follow the bottle.

Toy basket	6-7 months	Finger movements, touch, thought, language	<ul style="list-style-type: none"> ○ At 6-7 months: Put about 10 interesting things in a basket or a bowl. These should be attractive, large objects of different types, such as tin lids, yoghurt cups and toilet-paper tubes. ○ As from 12 months: Prepare a basket with more than 10 things that will make the child curious and be of interest to him, such as ribbons, shells, plastic bottles and coloured clothes pegs. Let the child pick up, remove and put objects back in the basket. He can bang the objects together, put them in his mouth, etc. Ask him to give you something from the basket, and praise him when he does so. Offer things for him to put in the basket. In the end, help him to put everything in the basket, and put it in a place that's accessible to him, keeping it in the same place always. Once a week, put something new in the basket, and also hide something from the basket that he has used for a long time, so that he will always be interested in the basket of toys.
Hiding and seeking	From 9 months	Thought, memory, language, touch	Make a hole in the bottom of a metal or plastic container (e.g. a yoghurt cup), large enough for a stick to pass through it. The container must not be transparent. Fit a colourful object to the top of the stick, and draw the face of a person or animal on the object. The object should be small enough to move through the container with ease, popping up and 'disappearing'.
Drumming and cooking	From 9 months	Hearing, hand-eye coordination, fine motor skills, thought, speech, social development	Find an old plate or a pot and a spoon, or cut out a base of a 1.5-litre or 5-litre bottle. Help the child to find something to put on the plate to 'cook', and to fill and then empty, such as sand, stones, shells or seeds.
Dolls	From 1 year	Language, thought, social development, fine motor skills	<u>Make a simple doll:</u> Use a single-colour fabric. Cut out two pieces based on a doll's body shape. Sew them together all around, but leave a small hole. Turn the sewn fabric outside-in. Fill the doll with dry grass, rags, sponges, plastic or newspaper, and sew the closed. Using a pen, draw the eyes, mouth and nose – or sew these on, e.g. using buttons for eyes. Add hair so that the child can braid it, and add clothes so she can dress and undress the doll. You can also use shells, dried pumpkins, bottles or other objects to make simple dolls.
Naming things in a picture book	9 months to 3 years	Cognitive development, general knowledge, logic and reasoning	Look at a picture book with the child. Name one thing that you see on a page. Ask the child to point to what you've named. If he cannot do this, help him by pointing to it together and saying together what it shows. Talk about the colours in the book, count objects in it, name favourite things in it, etc.

ACTIVITIES



Activities 0-3 months

- Play with the baby by encouraging him to move his head, arms and legs by making sounds and movements with his head or hands, left and right. You can also do this using toys and musical instruments.
- Speak, sing and play with the baby by making different facial expressions and sounds while she lies on her belly in front of you.
- Talk and smile to the baby when you wash and feed him or change his diaper.
- Play with the baby one on one by making eye contact. This will help her to develop empathy, confidence and bonding.
- Have 'conversations' with the baby when he makes cooing noises by speaking back to him. This back and forth is important for developing his language and communication skills.
- Play mat time: Let the baby lie on her back and play with the toys hanging over the play mat. Tie a string above her, and extend some fluffy toys or any age-appropriate objects from it.
- Let the baby lie on his back and follow a bright object with his eyes.
- Give the baby shakers or a rattle to play with, and let her make and explore the sounds.

Activities 3-6 months

- Place toys close to the baby so that he can reach for and play with them. This stimulates and develops hand-eye coordination and simultaneously independence and autonomy.
- Play with the baby by making gestures with your hands and face. You can also use toys or musical instruments while doing this.
- Play with the baby by encouraging her to roll over by putting her on a hard surface. Soft surfaces will be difficult at this stage.
- When the baby smiles at you, smile back.
- Sing, speak and lay with the baby, and smile at him, always in a kind tone of voice.
- When the baby shows signals that she is hungry, respond by giving her breast milk or formula.
- Speak with the baby in a respectful way, and explain to him what you are about to do when you change, feed or bathe him.
- Share the baby's interest by looking and pointing.
- Sing and speak to the baby during your everyday routines.
- When the baby cries, respond immediately.
- Try to understand the meaning of each cry signal.
- Play with the baby by repeating the sounds she makes back to her.
- Play with the baby by clapping and singing to him while he is sitting.
- Leave toys nearby the baby so that she can reach them by rolling over.
- Play games with the baby by placing objects nearby for him to grab. First, show an object to him, and allow him to feel its texture, shape and size. Once he has explored the object, place it nearby so that he can grab it. Once he has grabbed it, praise him by smiling, clapping, singing and saying, "Well done, you did it!" Place the object again and repeat the game.
- Play games such as peek-a-boo and pat-a-cake.
- At 6 months, a baby needs more than breast milk alone. Start giving her just 2-3 spoonfuls of soft food four times a day.
- Sing rhymes and songs to the baby in different tones, simultaneously making different facial expressions.
- Speak to the baby about what is going on around him, in a kind tone.
- Play mind games.
- Play with the baby by putting a mirror in front of her and saying, "Look at the mirror. That is you." Allow her to look at the mirror and to watch her own movements at her own pace. The mirror must be a child-friendly or plastic mirror.
- Provide objects/toys that the baby will easily be able to pick up with one hand.
- Address the baby by his own name.
- Have conversations with the baby about different objects that she is putting into her mouth, and name the objects.
- Play interactive games, such as a 'serve-and-return' interaction in which you repeat back to him the sounds that he makes.

Activities 6-9 months

- Place the baby close to furniture so that he can try to raise himself up.
- Play with the baby by giving her objects to pick up while under your supervision.
- Play sound games with the baby by making different sounds with shakers, using different rhythms. Allow him to play with each shaker himself, which should include moving it from one hand to the other. You can also use a plastic cup or plate and a spoon for sound games.

- Recite finger rhymes and play clapping games with the baby.
- Play with the baby by playing mime games or playing with her favourite toys/objects.
- Support and encourage the baby to play. Hide objects and have her look for them.
- Read storybooks with pictures.
- Cut out pictures from magazines and create your own storybook about the objects, animals or people in the pictures.
- Talk to the baby about the environment around him, and point to objects in his environment (classroom or house) and name them. This promotes his memory recall and linguistic and communication development.

Activities 12 months

- Place the toddler on flat surfaces to help her to develop her gross motor skills, such as crawling and moving her arms and legs.
- Play music and allow the toddler to dance freely. Also dance with him.
- Read storybooks.
- When it is storytelling time, ask the toddler to pick a storybook and to give it to you to read.
- Play social games with the toddler, like hiding something and coaxing her to find it.
- While dressing the toddler, speak to him and ask him to put his leg out, stand up, etc.
- Play games with the toddler by asking her to point to or get her favourite toys or objects.
- Have regular conversations with the toddler about his emotions. How is he feeling?
- Have conversations with the toddler, by saying “hello” and “goodbye”. While saying these words, make the gestures too. Non-verbal communication is an important tool for promoting the child’s development and learning.
- Play games by putting lids onto containers and taking them off.
- Praise the toddler when she does something or achieves something, and when she repeats words or tries to speak with others.
- Prompt the toddler to point to characters and objects when you’re reading to him.

Activities 18 months

- Encourage your child to participate in everyday routines like getting dressed.
- Play with the child, pushing and pulling toys or objects.
- Pour maize or sand from one plastic cup into another. This develops fine motor skills.
- Include creative activities in your child’s daily routine, such as drawing. Give her plain paper (preferably A3 size), thick crayons or thick coloured pencils, and allow her to scribble on her own, for as long as she is able to.
- Encourage the child to eat independently, and give him plenty of time to eat.
- Play with the child by asking her to bring toys/objects to you.
- Praise the child when he shows signs of empathy by sharing his toy, taking care of toys or making a caring gesture to others. Empathy is a sign of social and emotional development, which your praise will further promote.
- Role/fantasy play with the child, and draw/paint with her.
- When the child has a temper tantrum, speak to him to understand why is he crying, and help him to calm down by, for example, telling/reading him a story or singing his favourite song.
- Play expressions/emotions games with the child. Make a happy face, sad face, crying face, etc., and have her make the same facial expressions. This will help her to understand her own emotions.

- Give the child toys/objects for pretend/fantasy play, such as a plastic plate, plastic spoon and plastic cup.
- Play games with the child by pointing to a specific body part.
- Sing the song “Head, Shoulders, Knees and Toes”, and point to the corresponding body parts while singing.
- Sing and recite poems and rhymes to the child.

Activities 24 months

- Run together with the child, slowly and fast.
- Place plastic bottles filled with sand in a row, and encourage the child to kick a ball towards the bottles. The goal is to topple as many bottles as possible with one attempt.
- Play with a ball. Throw the ball overhead, kick it, and roll it back and forth. This will develop the child’s gross motor skills – balance, eye-hand coordination and eye-foot coordination.
- Draw/paint with the child.
- Play hopscotch and beanbag catch.
- While reading a book, ask the child to assist to turn the pages. This will develop the child’s fine motor skills – ability to use his hands and fingers.
- During mealtime, be calm and patient. Give the child positive attention while she eats, and don’t make it a problem when she doesn’t eat. Respect the child’s decision by taking the food away, covering it and offering it to her again a bit later.
- Speak to the child and engage him in house chores or activities. You can engage the child in house chores and activities by playing games such as having him hand you his toys, or having him help to fold clothes. Children like to help adults to do adult chores, and also to do these chores on their own under adult supervision. These types of activities are a good way to learn social norms. They develop the child’s pro-social behaviours by fostering a sense of identity, belonging and collaboration with the people around him.
- Engage the child in the daily activities at home and at school. This helps to lead her to take responsibility and ownership and avoid defiant behaviour.
- Give clear instructions as to what you expect from the child.
- Play games by sorting objects by shape, colour and size. You could use plastic cups, plastic plates, plastic spoons, empty plastic bottles, empty yogurt containers, etc., or maize, beans, leaves, sticks or sand, or any other local materials available.
- Play games with the child by looking around the house for objects that you’ve hidden and giving him hints as to where they may be found.
- Role/fantasy play with the child.
- Play games with water. For example, fill a bucket or an empty 5-litre plastic container with water; gather one sponge or a plastic cup and empty plastic bottles; and ask the child to play with these objects. This allows her to explore eye-hand coordination and concepts such as full, empty, sink, float, wet, dry, cold and warm. This is an excellent activity for cognitive as well as physical development – and children enjoy water.
- Play games such as follow the leader and peek-a-boo.
- Sing songs such as “Head, Shoulders, Knees and Toes”, or any other traditional song about body parts.
- Play the game “Simon says”.
- Recite poems and rhymes.
- Read a storybook and discuss the picture in the book as you read. Then ask the child about the sequence of events and the characters in the story.



I Love You

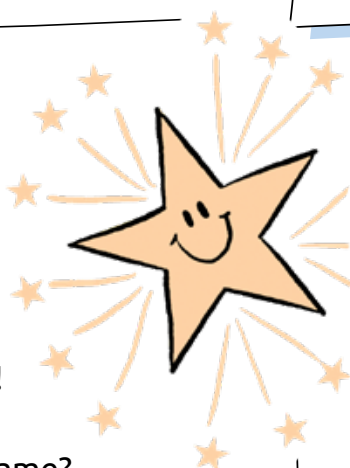
I love you, you love me.
We are a happy family.
With a great big hug and
a kiss from me to you.
Won't you say
you love me too?

Train Number One

Train number one has gone away.
Train number two has gone away.
Train number three has gone away.
All the trains have gone away.
Chuku, chuku, chuku, chuku
All the trains have gone away.
(Repeat with all numbers up to 9.)

I Am Special

I am special!
I am special!
I have a name!
You're special!
You have a name!
We all have names!
My name is Maria!
And what is your name?



Twinkle, Twinkle, Little Star

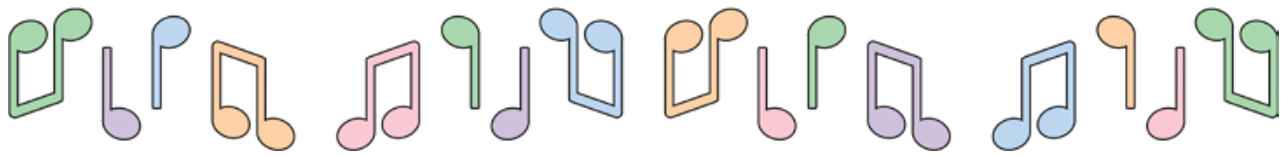
Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
When the blazing sun is gone,
When he nothing shines upon.
Then you show your little light,
Twinkle, twinkle, all the night.
Then the traveller in the dark,
Thanks you for your tiny spark.
How could he see where to go,
If you did not twinkle so?
In the dark blue sky you keep,
Often through my curtains peep.
For you never shut your eye,
Till the sun is in the sky.
As your bright and tiny spark,
Lights the traveller in the dark.
Though I know not what you are,
Twinkle, twinkle, little star!

Ring a Ring o' Roses

Ring-a-ring o' roses,
A pocket full of posies.
A-tishoo! A-tishoo!
We all fall down.

The cows are in the meadow
Lying fast asleep
A-tishoo! A-tishoo!
We all get up again.





All by myself

All by myself
All by myself
See what I can do
See what I can do
I can brush my teeth
and my hair so neat
I can put my socks
and shoes on my feet

Rain, Rain, Rain

Rain, rain, rain
Running down the drain
Rain, rain, rain
Running down the drain
It rained all night and it rained all day



This is the Way

This is the way I
go to school (x3)
Early in the morning.

This is the way I
go back home (x3)
In the afternoon.

This is the way I
brush my teeth (x3)
Early in the morning.

Continue with:

Wash my face ...
Comb my hair ...
Wash my clothes ...
Scrub my feet ...
Early in the morning.

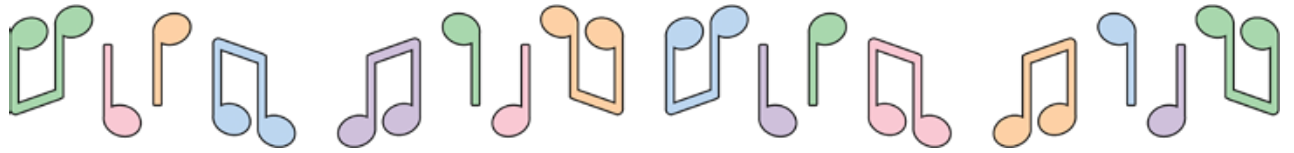


Red and yellow and pink and green.
Purple and orange and blue.
I can sing a rainbow, sing a rainbow,
sing a rainbow too.



All Things Bright and Beautiful (hymn)

All things bright and beautiful,
All creatures great and small.
All things wise and wonderful,
The Lord God made them all.



Thunder

*I hear thunder. (x2)
Can you hear?
Can you hear?
Pitter-patter raindrops. (x2)
I'm wet through.
So are you!*



Incy Wincy Spider

*Incy wincy spider
Went up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
So incy wincy spider
Went up the spout again.*

I Want to Be a ...

*Oo, I want to be a cow
I want to eat from morning to evening
I want to be a cow
MOO
I want to be a cat
Oo, I want to be a cat
I want to sleep from morning to evening
I want to be a cat
MIAAU
I want to be a dog
Oo, I want to be a dog
I want to bark from morning to evening
I want to be a dog
WOOF-WOOF*

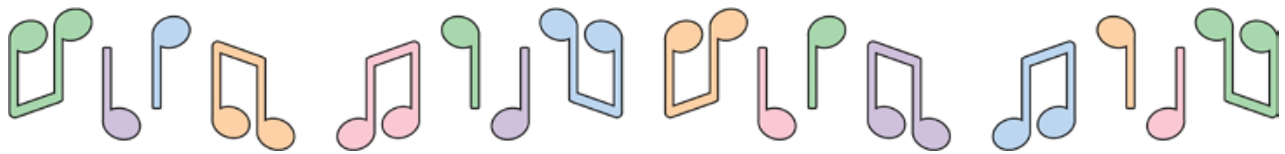
Teddy Bear, Teddy Bear

*Teddy bear, teddy bear.
Turn around.
Teddy bear, teddy bear
Touch the ground,
Teddy bear, teddy bear,
Show your shoe.
Teddy bear, teddy bear.
That will do.
Teddy bear, teddy bear,
Run upstairs.
Teddy bear, teddy bear.
Say your prayers.
Teddy bear, teddy bear.
Turn out the light.
Teddy bear, teddy bear,
Say good night.*

Happy Farmer

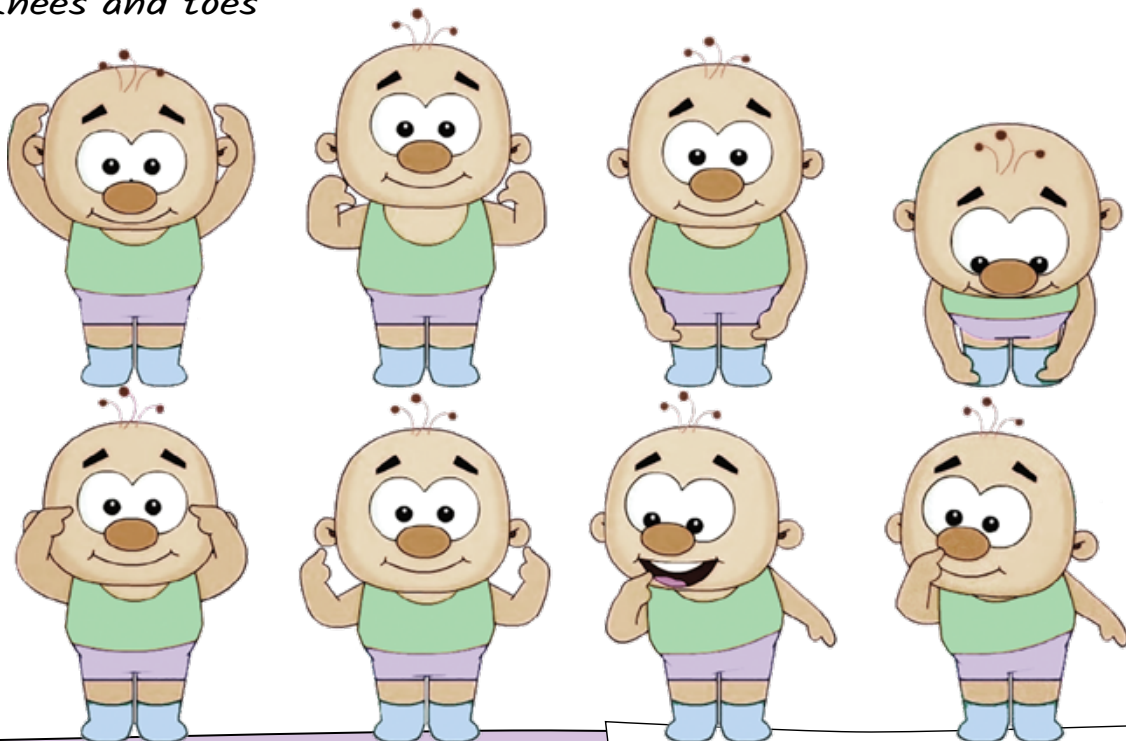
*A happy farmer had a dog
And BINGO was his name - O
BINGO (x4)
And BINGO was his name - O*





Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes
 Knees and toes
 Head, shoulders, knees and toes
 Knees and toes
 And eyes, and ears, and mouth, and nose
 Head, shoulders, knees and toes
 Knees and toes



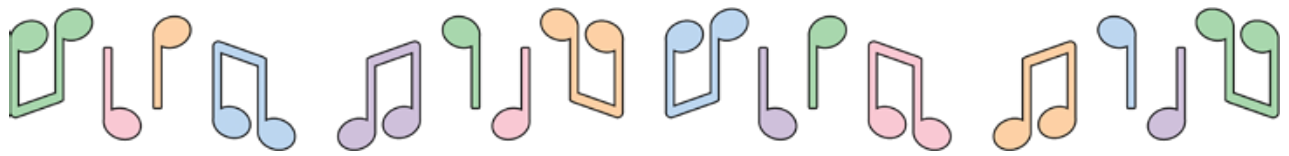
I am drawing

I am drawing, drawing, drawing
 I am drawing all the day
 Now I am happy drawing
 Now I am happy drawing
 Drawing, drawing
 All the day.



My Family

This is mother kind and dear
 This is father standing near
 This is brother see how tall
 This sister not so tall
 This is baby sweet and small



Wheels on the Bus

The wheels on the bus go round and round,
Round and round,
Round and round.

The wheels on the bus go round and round,
All through the town.

The wipers on the bus go swish, swish, swish,
Swish, swish, swish.

Swish, swish, swish.

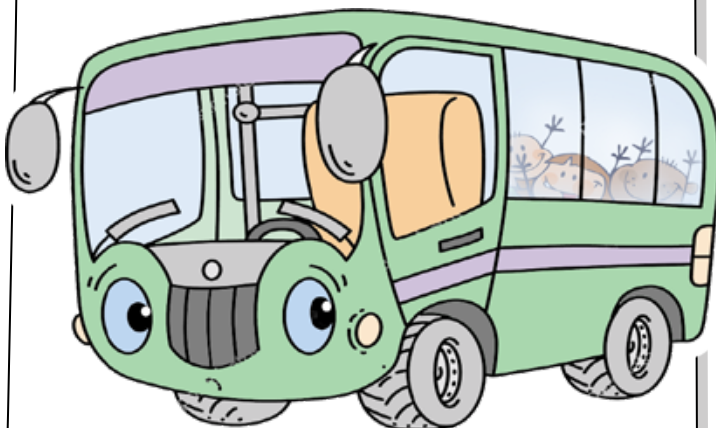
The wipers on the bus go swish, swish, swish,
All through the town.

The horn on the bus goes beep, beep, beep,
Beep, beep, beep. Beep, beep, beep.

The horn on the bus goes beep, beep, beep,
All through the town.

The people on the bus go up and down,
Up and down, Up and down.

The people on the bus go up and down,
All through the town.



This is the Way

This is the way

I walk to school (x2)

This is the way I walk to school

Early in the morning

This is the way I run to school

Run to school (x 2)

This is the way I run to school

Early in the morning

This is the way I jump up and down

I jump up and down (x 2)

This is the way I jump up and down

Early in the morning

Old MacDonald Had a Farm

Old MacDonald had a farm

E-I-E-I-O

*And on his farm he had
some chicks*

E-I-E-I-O

With a "chick-chick" here

And a "chick-chick" there

Here a chick, there a chick

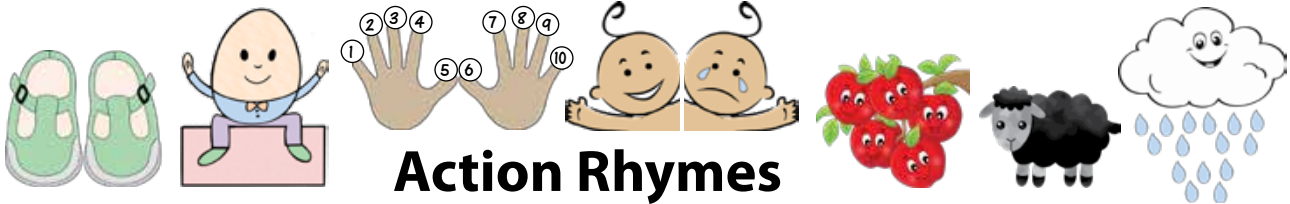
Everywhere a "chick-chick"

Old MacDonald had a farm

E-I-E-I-O

Repeat with:

Cows, ducks, sheep, dogs



Action Rhymes

One, two, buckle my shoe

One, two, buckle my shoe
Three, four, knock at the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, a big fat hen.

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses and all the King's men,
Couldn't put Humpty together again.



Ten Little Fingers

Ten little fingers, ten little toes,
Two little ears and one little nose
Two little eyes that shine so bright
And one little mouth to kiss mother goodnight.
Ten little fingers, ten little toes,
Two little ears and one little nose
Two little eyes that shine so bright
And one little mouth to kiss mother goodnight.

Rhyme Emotions

**I laugh when I am happy.
I cry when I am hurt.
Sometimes I am scared and
don't want to be alone.
I enjoy being happy.**

Five Rosy Apples

Five rosy apples hanging on a tree,
The rosiest apples you ever did see.
Along came the wind and gave a big blow,
And one rosy apple fell down below.

Numbers Rhyme

Number 1, look at the sun.
Number 2, this is my shoe.
Number 3, it is a tree.
Number 4, open the door.
Number 5, it is alive.

Thank you

Thank you cup for the water. Don't thank me, thank the bucket.
Thank you bucket for the water. Don't thank me, thank the tap.
Thank you tap for the water. Don't thank me, thank the pipe.
Thank you pipe for the water. Don't thank me, thank the dam.
Thank you dam for the water. Don't thank me, thank the rain.
Thank you rain for the water. Don't thank me, thank the clouds.

Baa, Baa, Black Sheep

Baa, Baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.
One for my master,
One for my dame,
And one for the little boy
Who lives down the lane.



My Home

**This is my home
This is my home
Here is the door
There are the windows
Here is the floor
Outside are trees and grass so green
We grow beans and Mahangu
The best ever seen**



Five little monkeys jumping on the bed

Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"
Four little monkeys jumping on the bed,
One fell off and bumped her head.
Papa called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"
Three little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"
Two little monkeys jumping on the bed,
One fell off and bumped her head.
Papa called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"
One little monkey jumping on the bed,
He fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"Put those monkeys straight to bed!"

Teddy bear, Teddy Bear

*Teddy bear, teddy bear,
Turn around!
Teddy bear, teddy bear,
Touch the ground!
Teddy bear, teddy bear,
Jump up high!
Teddy bear, teddy bear,
Touch the sky!
Teddy bear, teddy bear,
Bend down low!*

Johny Johny

(replace with child's name)

**(Yes Papa)
Eating sugar?
(No, papa)
Telling lies?
(No, papa)
Open your mouth
(Ah, ah, ah!)**

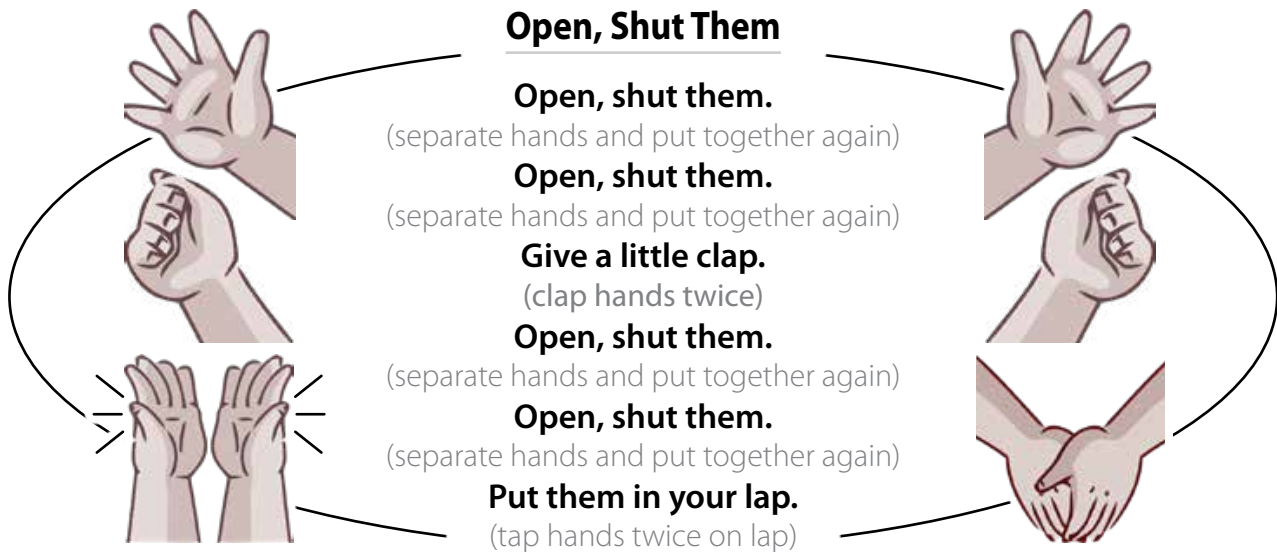
Miss Polly

*Miss Polly had a dolly who was sick, sick, sick.
So she phoned for the doctor to be quick, quick, quick.
The doctor came with his bag and hat,
And knocked at the door with a rat tat tat.
He looked at the dolly and shook his head,
And said "Miss Polly put her straight to bed."
He wrote a pad for a pill, pill, pill.
I'll be back in the morning with my bill, bill, bill.*



Games

Open, Shut Them



Simon Says

Simon says touch your eyes.

(children touch their eyes)

Simon says touch your toes.

(children touch their toes)

Use all body parts in this game.





The Three Little Pigs

Once upon a time, there were three little pigs, which lived with their mother in a little house. One day Mother Pig called the three little pigs and talked to them: “My children, you are big now. You must go and build your own houses and live your own life. I am getting old and can’t look after you anymore.” So, the three little pigs kissed their mother goodbye and left their house.

While they were walking, they met a man who had a lot of sticks, on his wagon. The first little pig decided to ask for sticks so that he could build himself a house of sticks. The man was very kind and gave him a lot of sticks. The little pig built a beautiful house of sticks.

The other two little pigs kept on walking. While on their way, they met another man who was carrying a big bundle of straw. The second little pig decided to ask for straw and the kind man gave him a lot of straw. The little pig was so glad. He started to build himself a beautiful house of straw.

Only one little pig still had to build a house. While he was walking, a man came to him and asked him why he looked so sad. He told the man that he had to build a house, but he didn’t have the material to do so. The man told the little pig that he had a lot of bricks that he could give him to build his house. So, they walked up to the man’s house to fetch the bricks. The little pig built a beautiful house of bricks, with doors, windows and a chimney.

Not very far from the little pigs, there lived a big bad wolf. He was watching the little pigs. He was so hungry. He wanted to eat the little pigs. He ran off to the house made of sticks. He knocked on the door. The little pig looked through the window and saw the big bad wolf. He refused to open the door. Then the wolf said, “If you don’t open the door, then I shall huff and puff, until I blow your house down.” The wolf huffed and puffed and blew the house down.

The little pig ran to his brother’s house of straw. The big bad wolf ran after him. He knocked at the door. The two little pigs did not open the door. Then the wolf said, “If you don’t open the door, then I shall huff and puff, until I blow your house down. The wolf huffed and puffed and blew the house down.

The two little pigs ran to their brother’s house of bricks. The big bad wolf ran after them. He knocked at the door. The three little pigs did not open the door. “We will not open the door, because you want to eat us,” the three little pigs said. Then the wolf said,

“If you don’t open the door, then I shall huff and puff, until I blow your house down.

So, the wolf huffed and puffed, but he could not blow the house down.

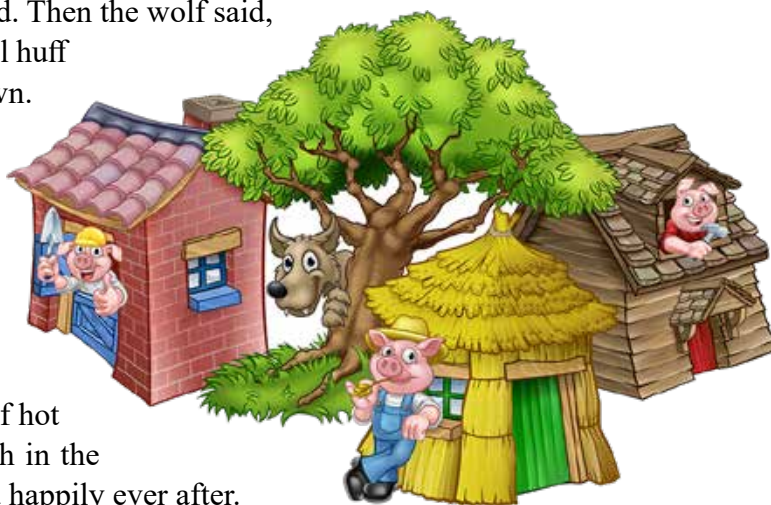
The wolf told the little pigs that he will climb through the chimney.

The little pigs quickly make a big fire and put a big pot full of water

on the fire. The wolf climbed through the chimney and fell into the pot full of hot

water. The big bad wolf burnt to death in the

hot water and the three little pigs lived happily ever after.





Story about Mopi

Mopi is a good boy. He always closes the door when using the toilet. Mopi wipes himself with paper after he has used the toilet. He always washes his hands after he has used the toilet.

Five Rats and a Funny Top Hat

Samson, the big black cat, lay across the mat fast asleep. He was a very big, fat cat. Samson looked as if he was asleep, but he had one eye open all the time.

Samson's one eye was looking right at the hole in the wall where a family of rats lived. One, two, three, four and five little rats.

Five little frightened rats were peeping out from behind the hole in the wall. The five rats wanted to get away from the big black cat.

Samson yawned and stretched and turned over to sleep a bit longer. The rats were quivering with excitement. Now was their chance to escape. One rat tiptoed out to cross the room. He started to run towards the door.

Suddenly the door opened! In walked a tall man wearing a top hat. The man threw the top hat onto a chair, but it missed the chair and fell on the floor.

Samson jumped up and hissed. The rat ran back to his hole with the other rats. The chance to escape had gone.

Slowly, Samson went back to sleep. The rats looked at the cat, and then they noticed the top hat lying on the floor. It gave them an idea.

The rats nodded to each other as they made a plan. They would hide under the hat and see if they could sneak past the big black cat. Carefully, one by one, they wriggled under the hat and waited.

The rats heard Samson snoring. They thought they would start to walk towards the door under the shelter of the hat. Slowly the hat slid across the floor. The cat did not wake up.

The rats reached the door. It was open just enough for them to slip out and go on down the road. The hat, with the rats, went out of the door.

At the same time, Samson woke up. His greedy eyes saw the hat moving across the steps and out of the door. He jumped up and started to walk towards the door. The rats knew they would have to start to run.

The cat was getting closer and the rats could see no escape. Behind them was the cat and in front of them was the road, and it led to a duck pond. Oh, what should they do?

Whoosh, a sudden gust of wind blew down the road. It tipped the hat over and the rats fell inside. They hung on tightly. What would happen now?

The hat blew down the road and into the pond. The rats peeped over the edge. They saw that they were floating on the pond. Now the hat was a boat!

Samson looked at the rats floating on the pond. He was very angry. He could not swim. The rats had escaped in their funny top hat. The little rats laughed at the cat. Samson hissed and went home.





The Spotty Grey Kitten

Grady was a little grey kitten. He had a white spot on his back and a black spot on his nose. Grady lived with his mother and two sisters on a farm.

Grady's sisters were white with black spots. Both of his sisters were very good. Grady was the naughty one. He was always getting into trouble.

Grady was very adventurous. He wanted to explore the farm. One day he went out into the farmyard to see what was in the big wide world.

Grady said to himself, "I am not afraid of anything!"

Suddenly a big monster roared out of the garage and sent Grady spinning into the bushes. He did not know what had roared past. He picked himself up and decided it was time to go home.

Grady looked left and he looked right, but there was nowhere that looked like home. He was lost.

"Oh dear," Grady thought. "Now what shall I do?" He walked across a field and suddenly he stopped! There in front of him was a furry, white animal with spots on its back. Grady thought it must be one of his sisters.

Grady ran up to the furry, spotted animal.

"Can you take me home?" asked Grady.

"No," said the furry animal. "You do not belong in my home.

"Look at you; you do not have big ears and you do not hop like me," said the furry animal.

Grady realised that he did not belong with this animal. Grady ran to the farmyard where he saw another spotty animal. It was a bit bigger than Grady, but it had spots on its back.

Grady ran up to the spotty animal.

"Can I come home with you? You look just like me with all those spots," said Grady.

The big animal grunted and jumped into a mud puddle.

"I have mud spots on my back. Come and roll in the mud if you want mud spots," said the muddy spotty animal.

"No thanks," said Grady. He did not want to get muddy. Grady ran away again.

Grady was getting worried. He was hungry too.

Then Grady saw another spotted animal. This animal had a loud voice.

"Ruff, ruff," said the voice. "Can I help you?"

Grady just nodded. He felt himself being lifted and carried away. A spotty dog had found Grady. He scratched at the front door. A little girl opened the door. She jumped up and down.

She was so happy to see the spotty dog and the kitten. She took Grady right back to his mother. She was lying in a basket in the kitchen.

Grady saw his mother and his two sisters. Grady listened to their soft purring.

"Purr, purr," said the other kittens. They were happy too.

Grady was put back in his basket. He felt happy as he snuggled up with his family. He was safe now and he was going to get some milk for his supper. "Purr, purr, purr!"





Stories

Wake Up Mama

Two little bears peeped out of their cave. Winter was over and they could smell the fresh spring air. It was time to get up and play after their long sleep.

“Let’s run under the trees,” said Ben.

“I want to roll in the grass,” said Bessie.

“We’d better ask mama,” said the bears together.

Ben and Bessie went into the cave where they had slept with their mother. There she was in the far corner. Mother bear was still fast asleep. The two little bears tiptoed over to her and shook her gently.

“Wake up mama. The snow has melted and it is time to play,” said Ben.

Mother bear did not even move. She grunted and rolled over to carry on sleeping.

“What can we do?” asked Bessie. “We need mama to wake up and take us into the forest to have fun.”

The two little bears sat outside the cave and tried to think of a way to wake up their mother.

“I know, let’s get some tickly spiders and see if they will wake up our mother,” said Ben.

The two bears went to find some tickly spiders. Bessie was feeling a bit scared of the spiders, but Ben collected them on a big leaf. He took them to where his mother was lying.

The spiders walked off the leaf and across mother bear’s back. Mother bear giggled in her sleep, but she did not wake up.

“I think we should ask a noisy cuckoo,” said Bessie.

The bears went out to the trees near the cave. Sitting in the tree was a cuckoo.

“Cuckoo, cuckoo, cuckoo,” sang the bird.

The two bears asked the cuckoo to follow them back to the cave and call out to their mother.

“Cuckoo, cuckoo, cuckoo,” sang the bird, but mother just rolled over and carried on sleeping.

The two little bears did not know what to do. They had tried tickling, making a loud noise and calling out to their mother.

“I know,” said Ben. “What about something she likes to eat?”

“Honey!” said the bears together.

Off they ran to a beehive. They talked politely to the bees and the bees gave them some honey. They ran back to the cave and tiptoed in to see if their mother would smell the honey.

Mother bear’s big brown bear nose began to twitch. Then her nose began to wiggle and she opened one eye. The baby bears took a few steps backwards.

Mother bear opened both her eyes and blinked. The baby bears took a few more steps back. Now they were at the opening of the cave. Mother bear sat up and gave a big sniff.

“I smell honey,” she said.

Mother bear was awake at last. Ben and Bessie were so happy.

The little bears took a few more steps out of the cave, and happily mother bear followed them. At last they had found the best way to wake up mama!

Three happy bears skipped into the forest to enjoy the spring and have fun together.



PART D

MANAGING YOUR CLASSROOM

In Part C we looked at possible activities that an educator can implement according to the daily programme introduced in Part B. Now, in Part D, it's time to talk about management of the classroom and how educators can create a conducive environment for learning and success. In Part D we focus on effective classroom management tools, weekly lesson plans, routines and positive discipline.



Caregiving Routine Schedule / Daily Programme

HALF-DAY DAILY PROGRAMME			
Time	0-1 Year Class	Time	1-2 Years Class
07:00 – 08:30	Arrival; Free Play	07:00 – 08:30	Arrival; Free Play
08:30 – 09:00	Toilet Routine / Nappies Time	08:30 – 09:00	Toilet Routine / Potty Training
09:00 – 09:30	Circle Time – Songs, Rhymes, Dance, Games and Arts	09:00 – 09:30	Circle Time – Songs, Rhymes, Dance, Games and Arts
09:30 – 10:00	Toilet Routine / Nappies Time	09:30 – 10:00	Toilet Routine / Potty Training
10:00 – 10:30	Snack Time	10:00 – 10:30	Snack Time
10:30 – 11:00	Toilet Routine / Nappies Time	10:30 – 11:00	Toilet Routine / Potty Training
11:00 – 12:00	Nap Time	11:00 – 11:30	Outdoor Play /Nap Time
12:00 – 12:30	Toilet Routine / Nappies Time	11:30 – 12:00	Toilet Routine / Potty Training
12:30 – 13:00	Story Time	12:00 – 13:00	Story Time
13:00 – 14:00	Home Time	13:00 – 14:00	Home Time
FULL-DAY DAILY PROGRAMME			
Time	0-1 Year Class	Time	1-2 Years Class
07:00 – 08:30	Arrival; Free Play	07:00 – 08:30	Arrival; Free Play
08:30 – 09:00	Toilet Routine / Nappies Time	08:30 – 09:00	Toilet Routine / Potty Training
09:00 – 09:30	Circle Time – Songs, Rhymes, Dance, Games and Arts	09:00 – 09:30	Circle Time – Songs, Rhymes, Dance, Games and Arts
09:30 – 10:00	Toilet Routine / Nappies Time	09:30 – 10:00	Toilet Routine / Potty Training
10:00 – 10:30	Snack Time	10:00 – 10:30	Snack Time
10:30 – 11:00	Toilet Routine / Nappies Time	10:30 – 11:00	Toilet Routine / Potty Training
11:00 – 11:30	Story Time	11:00 – 11:30	Story time
11:30 – 12:00	Toilet Routine / Nappies Time	11:30 – 12:00	Toilet Routine / Nappies Time
12:00 – 12:30	Lunch	12:00 – 12:30	Lunch
12:30 – 13:00	Toilet Routine / Nappies Time	12:30 – 13:00	Toilet Routine / Potty Training
13:00 – 14:00	Nap Time	13:00 – 14:00	Nap Time
14:00 – 14:30	Toilet Routine / Nappies Time	14:00 – 14:30	Toilet Routine / Potty Training
14:30 – 15:00	Snack Time	14:30 – 15:00	Snack Time
15:00 – 15:30	Toilet Routine / Nappies Time	15:00 – 15:30	Toilet Routine / Potty Training
15:30 – 16:00	Music Time	15:30 – 16:00	Music Time
16:00 – 17:00	Free Play	16:00 – 17:00	Free Play (indoor or outdoor)
17:00 – 17:30	Home Time	16:00 – 17:00	Home Time

Classroom Management Tools

Weekly Lesson Plan

Name of Kindergarten / ECD Centre: _____

Age group: _____

Weekly Lesson Plan for the week of: _____

Educator: _____

EXAMPLE OF A WEEKLY LESSON PLAN FOR AGE GROUP 1-2 YEARS

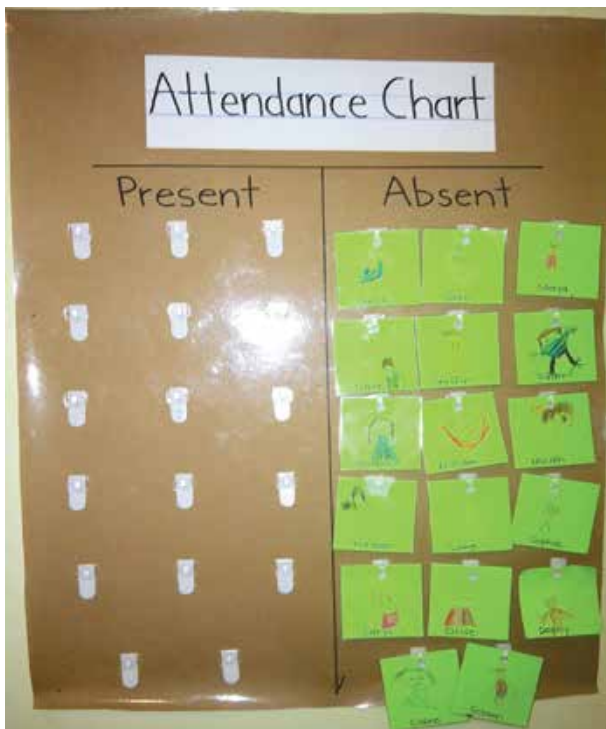
Day	Circle Time	Songs	Rhyme	Dance	Games	Arts	Story	Music	Other
Monday	<input type="radio"/> Attendance Chart <input type="radio"/> Weather Chart		Teddy bear, Teddy Bear		Puzzles		The Three Little Pigs		Dough
Tuesday	<input type="radio"/> Attendance Chart <input type="radio"/> Weather Chart	If You're Happy and You Know It		Ribbon dance		Finger painting		Play with shakers	
Wednesday	<input type="radio"/> Attendance Chart <input type="radio"/> Weather Chart		Hey Diddle Diddle		Clapping games				Tasting games
Thursday	<input type="radio"/> Attendance Chart <input type="radio"/> Weather Chart	The Wheels on the Bus		Free dance		Drawing		Play with drums	
Friday	<input type="radio"/> Attendance Chart <input type="radio"/> Weather Chart		I'm a Little Teapot		Simon Says				Touching adventure

Reflection: _____

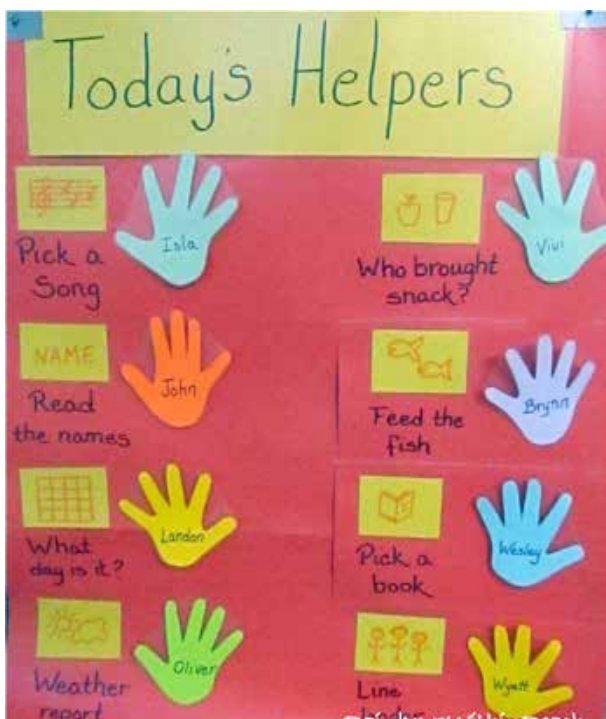
Classroom Management Tools

Classroom management tools are important pedagogical strategies for making the classroom environment conducive for child stimulation, development, learning and success. These tools help children to develop social, emotional and cognitive skills, and at the same time help them to organise themselves in space and time. Here we provide some example of these tools.

Attendance Chart



Classroom Routines Chart



Behaviour Chart



Routine

An ECD centre should have a daily schedule that has:

- time for routines (eating, resting, washing, toilet, etc.);
- time for the transition from one activity to another;
- time for free play;
- time for group activity; and
- opportunities for both inside and outside play.

Classroom Rules



Practising positive discipline

Avoiding punishment directs the child toward actions that should be encouraged, and helps children to manage their inner feelings and make wise choices. The table below outlines the differences between positive discipline and punishment.

Behaviour Chart



Discipline	Punishment
Emphasises what the child should do	Emphasises what the child should not do
Is an ongoing process	Is a one-time occurrence
Sets an example to follow	Insists on obedience
Leads to self-control and positive self-esteem	Undermines independence
Helps children to improve their behaviour and attitudes	Is an adult release
Is positive	Is negative

Discipline forms the behaviours that adults want children to learn, adopt and adhere to. Positive discipline promotes learning by example, love, respect and understanding, and simultaneously establishes choices, limits and clear boundaries. It teaches children to be the driving force of their actions, and to be in charge of their actions. In positive discipline, educarers, parents and caregivers explain to the child what is expected and what the limits and boundaries are. As the child matures, educarers, parents and caregivers can delegate more responsibility to the child. Trusting and praising the child develops the child's self-control and positive attitudes towards others, and promotes good behaviour. When unaccepted behaviour occurs, a positive disciplinary approach stops that behaviour by:

- removing the child from the situation;
- explaining to the child what went wrong and why;
- setting a firm limit or consequence; and
- suggesting better choices for the future.

PART E

ENSURING HEALTH AND NUTRITION

In the previous parts of this *Resource Guide*, we focused on the learning environment and implementation strategies, and on how children develop and learn, and the daily programme and classroom management. Another important aspect of child development is health and nutrition. Health and nutrition affect how children grow, learn and develop holistically.

One key facet of health is hygiene. In a childcare facility, proper hygiene should be considered an essential part of the daily operations. Educarers in ECD centres or kindergartens, and also caregivers providing home-based care, should ensure that health standards are upheld and prioritised.

In a childcare facility, many children share space, so the risk of infection spreading quickly is very high. Sound hygiene procedures can limit the spread of bacteria, viruses and disease, and improve the wellbeing of the children.



Nutrition Guidelines

Well-balanced meals and snacks help children to develop strong bodies and minds. If the centre provides food to the children, it should ensure that the diet provided is nutritious, well balanced and suitable for the children's age group. A centre that does not provide food should ensure that the children's parents send nutritious food for the children to eat at the centre.

Feeding children aged 0-2 years

- Exclusive breastfeeding is best for all babies from birth to 6 months of age.
- If it is not possible to breastfeed the baby, the directions for preparing artificial food (formula) should be followed very carefully.
- All bottles must be washed and brushed daily.
- Do not add salt or sugar to the food.
- The centre should inform the parents every day that their baby has eaten that day.
- From 6 months of age onwards, babies are able to eat puréed, mashed and semi-solid food. By 8 months, most babies can also eat pieces of food that they can pick up themselves from their plate. By 12 months, most children are able to eat the same types of food as the rest of the family eats.
- However, even at 12 months, babies should not be given foods that may cause choking – i.e. items that have a shape and/or consistency that could cause them to become lodged in the trachea, such as nuts, grapes and raw carrots.
- Babies older than 6 months and toddlers need to be given food when they are hungry. For the average healthy infant, meals should be provided 4-5 times per day, with additional nutritious snacks (such as a piece of fruit or bread) offered once or twice a day.
- Babies older than 6 months and toddlers need to be given a variety of food, if possible. For example, meat, poultry, fish or eggs should be eaten daily, or often as possible, because they are rich sources of many nutrients, such as iron and zinc. Milk products are a good source of calcium and several other nutrients. If children have a diet that does not contain animal-source foods (meat, poultry, fish or eggs, plus milk products), they cannot meet the nutrient needs at this age unless fortified products or nutrient supplements are given to them. Other foods, such as soybeans, cabbage, carrots, squash, pumpkin, green leafy vegetables, guava and papaya, are useful additional sources of calcium.
- Every day children should eat food that contains:
 - Vitamin A, such as dark-coloured fruits and vegetables, and oil or other foods fortified with vitamin A;
 - Vitamin C, such as many fruits (papaya and guava are good sources of this vitamin) and many vegetables (potatoes, cabbage and pumpkin are good sources), to enhance iron absorption; and
 - Vitamin B, such as liver, eggs, dairy products, green leafy vegetables and soybeans, and especially vitamin B6 (good sources are meats, poultry, fish, bananas, peanut butter, green leafy vegetables, potatoes and other tubers) and folate (good sources are legumes, green leafy vegetables and orange juice).
- Do not give babies and toddlers tea, coffee and fizzy or sugary drinks. Give them clear, safe water when they are thirsty. BUT, babies aged 0-6 months who are exclusively breastfeeding must not be given water or other drinks.
- Parents should be discouraged from sending their children to the centre with packets of chips and other snacks that are high in fat, salt and sugar.

Implementing Hygiene Procedures

Handwashing

Introduce a tippy-tap

Tippy-taps are simple and cost-effective handwashing stations built from local materials. They can help to maintain hygiene. They are also easy and fun to use, so they tend to encourage young children to wash their hands. Ensure that the tippy-tap you make is installed in such a way that a small child can reach it.

There are different ways to make a tippy-tap. You can make one that stands on the ground, or one that hangs from a tree, for example. The pictures below show the most common type. To use this tippy-tap, you put soap on your hands, push down on the pedal to tip the water container until water comes out of the hole in the container, and wash and rinse your hands.



Many internet sites provide instructions for making a tippy-tap. The full instructions for making the tippy-tap above (on the left) are available at <https://www.hero-in-my-hood.co.za/tippy-tap>.

Teach children how to wash their hands

Handwashing is one of the best ways to stop the spread of disease. The sooner children develop the habit of thorough handwashing, the better.

Children need to know that they should wash their hands:

- after being outdoors or getting their hands dirty;
- after using the bathroom;
- after touching animals;
- before and after touching food; and
- after coughing, sneezing, or blowing their nose.

HANDWASHING LESSON

For a simple handwashing lesson, prepare warm water, soap, a basin (but running water is best) and a towel.

Begin by talking about **why we wash our hands**. Explain that keeping hands clean is the best way to stay healthy, and that we do it before eating, after playing and going to the bathroom, and whenever our hands get dirty.

Have the child do the following:

- Wash hands in warm water.
- Use soap and lather up for about 20 seconds.
- Get in-between the fingers and under the nails.
- Wash the wrists too.
- Rinse hands.
- Dry well with a clean towel.
- Turn taps off with a towel or your sleeve.

Make the handwashing process fun and enjoyable for the child. Consider the following routine steps:

1. Turn on the water.
2. Test the temperature.
3. Get hands wet.
4. Pump/rub the soap.
5. Make bubbles and sing a whole song. (Select a song from the songs library section in Part C.)
6. Rinse *well*.
7. Dry with a towel.

Let's Wash Our Hands!

Whooshy washy!
Wet our hands
Under running water

Add some soap and
Rub them hard
Don't miss any part!

Between our fingers
Under the nails
Rid germs without fail

Front and back
And round the wrist
No germs will be missed!

They may hide
But we shall seek
So we will not fall sick!

Splishy splashy
Bye bye germs
Down the drain they squirm

With clean towels
We dry our hands
Now let's show our friends!

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1



Palm to palm

2



Between fingers

3



Back of hands

4



Base of thumbs

5



Back of fingers

6



Fingernails

7



Wrists

8



Rinse and wipe dry

Remember to wash our hands:



After using the toilet



After sneezing or coughing



After playing with pets



After sports or playing outside



Before eating



How to clean a child's hands with a hand sanitiser

Wash hands with soap and water whenever possible, because this reduces the amounts of all types of germs and chemicals on hands. But if soap and water are not available, using a hand sanitiser with at least 60% alcohol helps us to avoid getting sick and spreading germs to others. The following method is recommended to ensure that children's hands are sanitised properly.

Sanitise your own hands first:

1. Place a drop (about 25mm in diameter) of hand sanitiser in your palm.
2. Rub your hands together, palm to palm.
3. Rub the back of each hand with the palm and fingers of your other hand.
4. Rub around each thumb.
5. Rub the fingertips of each hand back and forth in the other hand.
6. Rub until your hands are dry – at least 15 seconds.

Then sanitise the child's hands:

1. Place a drop (about 18mm in diameter) of hand sanitiser on your own hands.
2. Rub the child's hands until they are dry – at least 15 seconds.



General Hygiene Procedures for Toileting

It is important to maintain a clean, healthy environment throughout your classroom and the centre as a whole. The toilets are a good place to start. Always remember to do the following:

- Inspect the toilet facilities regularly to make sure that the toilets are flushed/empty.
- Ensure that the floors, doors and walls are clean.
- Make sure that paper towels and other trash are thrown away properly.
- Make sure that running water (or a tippy-tap), soap, paper towels, toilet paper and plastic bags for soiled clothing are available.
- Be careful when handling soiled clothing or diapers. Consider using disposable gloves. If you do use gloves, remove them before handling clean clothing and diapers.
- Always wash your hands after helping children to use the toilet, assisting with soiled clothing or touching contaminated surfaces. Even if you wear gloves, you must wash your hands.
- Make sure that all children and adults wash their hands properly.

Immunizations

As from birth, it is important to protect children against various childhood illnesses – some of which can cause death. Immunizations fight off diseases. Children must be immunized based on their age group. The following table presents a schedule of immunizations per age group from 0 to 10 years of age. It is important that every child is immunized and completes the full immunization schedule.

CHILDHOOD IMMUNIZATIONS SCHEDULE (0-10 YEARS OF AGE)	
Age	Vaccine
Newborn	<ul style="list-style-type: none"> ○ Polio 0 ○ Hep B 0 ○ BCG
6 weeks	<ul style="list-style-type: none"> ○ Polio 1 ○ Pentavalent 1 (DPT, HepB, Hib) ○ Rotavirus ○ Pneumococcal 1
10 weeks	<ul style="list-style-type: none"> ○ Polio 2 ○ Pentavalent 2 (DPT, HepB, Hib) ○ Rotavirus 2 ○ Pneumococcal 2
14 weeks	<ul style="list-style-type: none"> ○ Polio 3 ○ Pentavalent 3 (DPT, HepB, Hib) ○ Pneumococcal 2
9 months	<ul style="list-style-type: none"> ○ Measles ○ Measles, Rubella (MR)
15 months	<ul style="list-style-type: none"> ○ Measles, Rubella (MR)
5 years	<ul style="list-style-type: none"> ○ DT ○ Polio
10 years	<ul style="list-style-type: none"> ○ DT ○ Polio



Dealing with Emergencies and Accidents

It is common for children to fall and get hurt. If a child is seriously hurt or injured, you should apply first aid immediately – whether or not you also have to call for professional help or take the child to a hospital/clinic. In this section we discuss some basic first-aid measures that you can apply in cases of serious injury from a fall or other incident, and cases of burns, choking, poisoning and diarrhoea, before going to a health facility or while waiting for professional help to arrive.

This section also provides a list of items that a first-aid kit should contain.

Remember! Make sure to always have local emergency contact information at hand, such as the phone numbers of the local (or nearest) health clinic, ambulance service, hospital and child protection service.

Serious fall or injury

If a child falls and is bleeding, place a clean cloth on the bleeding area, and apply pressure until the bleeding stops. Remember to use universal precautions (protect your hands from contact with blood).

If the child is not breathing, first put him on a hard surface and then take the following steps:

1. Lift his jaw, tilt his head back and hold his nostrils closed.
2. Breathe into his mouth hard enough to make his chest rise.
3. Count to three and repeat the action of breathing into his mouth.
4. Do this until the child starts to breathe.

Burns

If the child gets burned, immediately apply cold water to the burn for about 10 minutes. If it is a large burn, put the child in a bath for 20 minutes or longer. Then, get the child to a clinic or health centre.

If the child catches alight, wrap her in a blanket or roll her on the ground to put out the fire. Do not try to remove her clothing or anything else sticking to her skin, and do not try to break the blisters. Do not put anything on the burn except water!

Choking

Children like to explore and put everything in their mouths, which can cause choking. Choking is when someone cannot breathe because food, a toy or another object is blocking the throat or windpipe (airway). Choking in an infant is usually caused by breathing in a small object that the infant has placed in his mouth, such as a button, coin, balloon, toy part or watch battery. Choking may result from a complete or partial blockage of the airway. *A complete blockage is a medical emergency.* A partial blockage can quickly become life-threatening if the infant cannot get enough air.

To prevent choking, children must be supervised all the time, and you should avoid giving them small objects or toys that could cause choking.

What to do if an infant chokes

DO NOT perform the following steps if the infant is coughing hard or has a strong cry. Strong coughs and cries can help push the object out of the airway.

If the child is not coughing forcefully or does not have a strong cry, follow these steps:

1. Lay the infant face down along your forearm. Use your thigh or lap for support. Hold the infant's chest in your hand and the jaw with your fingers. Point the infant's head downward, lower than the body.
2. Using the palm of your free hand, give up to 5 quick, forceful blows between the infant's shoulder blades.

If the object does not come out of the airway after 5 blows, do the following:

1. Turn the infant face-up. Use your thigh or lap for support. Support the head.
2. Place 2 fingers on the middle of the breastbone just below the nipples.
3. Give up to 5 quick thrusts down, compressing the chest one third to one half the depth of the chest.
4. Continue by giving 5 back blows followed by 5 chest thrusts until the object is dislodged or the infant loses alertness (becomes unconscious).

What to do if the infant becomes unresponsive, stops breathing or turns blue:

- Shout for help.
- Give the infant cardiopulmonary resuscitation (CPR). After 1 minute of CPR, call 911.
- If you can see the object blocking the airway, try to remove it with your finger. Try to remove an object only if you can see it.

What NOT to do if an infant chokes

- DO NOT perform choking first aid if the infant is coughing forcefully, has a strong cry, or is breathing enough. However, be ready to act if the symptoms get worse.
- DO NOT try to grasp and pull out the object if the infant is alert (conscious).
- DO NOT do back blows and chest thrusts if the infant stops breathing for other reasons, such as asthma, infection, swelling, or a blow to the head. Do give the infant CPR in these cases.

Ways to prevent children from choking

- Do not give children under 3 years old balloons or toys with small parts that can break off.
- Keep infants away from buttons, popcorn, coins, grapes, nuts and other small items.
- Watch infants/toddlers while they are eating. Do not allow a child to crawl around while eating.
- The earliest safety lesson is “No!”

Poisoning

Most poisonings occur when parents/caregivers are home but not paying attention. To prevent poisoning in children:

- Store medicine, cleaning and laundry products and pesticides in their original packaging in locked cabinets or containers, out of sight and reach of children.
- The safest place to store poisonous products is a place that a child can't see or reach.
- Purchase and keep all medicines in containers with safety caps.
- Discard unused medication. Note that safety caps are designed to be child-resistant, but they are not fully child-proof. Never refer to medicine as “candy” or another appealing name.
- Never place poisonous products in food or drink containers.
- In a case of child poisoning, if the child is unconscious, or is not breathing, or is having convulsions or seizures due to poison contact or ingestion, call 911 or get to the nearest health facility immediately.

The immediate treatment for poisoning depends on the type of poison and how the poisoning occurred:

- For **swallowed poison**, take the item away from the child and have the child spit out any remaining substance. Do not make the child vomit. Get to the nearest hospital or seek professional assistance.
- For **poisoned skin**, remove the child's clothes and rinse his skin with lukewarm water for at least 15 minutes.
- For a **poisoned eye**, flush the child's eye by holding her eyelid open and pouring a steady stream of room-temperature water into the inner corner of the eye for 15 minutes.
- For **poisonous fumes**, take the child outside or into fresh air immediately. If the child has stopped breathing, start CPR and do not stop until he breathes on his own, or until someone can take over.

Treating diarrhoea

Diarrhoea is a common disease among young children when safe hygienic measures are not taken. Babies and young children lose fluids from their bodies (dehydrate) very quickly. This is very dangerous because a child can die as a result of losing too much water. To make sure that children with diarrhoea do not dehydrate, give them plenty of liquids to drink – such as water, breast milk or thin soups.

Oral Rehydration Solution

There is a special drink that parents/caregivers can give to a child who has diarrhoea, to rapidly deal with the loss of water. It's called Oral Rehydration Solution (ORS), and it's made of sugar, water and salt.

Procedure to preparing and administering ORS:

- Wash your hands with soap and water before preparing the solution.
- Mix one packet/sachet of ORS into one litre of warm water (i.e. boiled and cooled) until the sugar and salt are dissolved.
- Give the ORS to the child, using a spoon, until the child is rehydrated. You will know that rehydration has occurred when, for example, the child can urinate or cries with tears.
- Once hydrated, give the child more ORS after each defecation until the diarrhoea stops.
- Give more food to the child, or breastfeed more.
- Seek care at the nearest point of care.

Note:

- *Encourage the child to keep eating.*
- *If the mother is breastfeeding the child, she should continue to do so.*
- *As a parent or caregiver, it is important to pay attention to each child.*

Here are some urgent warning signs of a child not feeling well:

- The child is unable to drink or breastfeed.
- The child vomits everything.
- The child has had convulsions.
- The child is exhausted.
- The child's chest is indrawn.
- The child is convulsing now.

Signs that a child is very ill are:

- rapid breathing, diarrhoea or vomiting;
- fever; and
- ear problems.

Remember to always keep children safe by:

- keeping the children's areas safe from hazards;
 - avoiding exposing children to open defecation; and
 - not exposing children to substance abuse.
-

FIRST AID BOX	
Items	Purpose
2 pairs of latex gloves (or a supply of plastic bags)	For incidents involving blood or body fluids
1 pair of household gloves	For cleaning after blood spills
A small plastic bowl	To hold water and disinfectant while cleaning and washing wounds
50 ml of disinfectant	For cleaning and washing wounds
100 ml of household bleach (to dilute with 10 litres of water)	For blood spills
1 packet of gauze swabs (20)	For covering larger wounds and eye injuries
1 packet of cotton wool (or a roll of toilet paper)	For cleaning and covering or compressing wounds
Waterproof plasters (20)	For protecting cuts and scrapes or other breaks in the skin
Safety pins	To secure bandages, dressings and slings
Micropore (or cellotape)	For securing a dressing
75 mm bandage (or a long strip of material)	For stopping bleeding, covering wounds or making a sling
Plastic bags	For refuse disposal
Scissors	For cutting plasters, bandages and material
Tweezers	For extracting splinters and bee stings
Tissues	For general absorption of liquids

First Aid essentials

- 1 Adhesive strip dressings
- 2 Wound dressings
- 3 Elastic (crepe) and non-elastic bandages
- 4 Swabs and disposable gloves
- 5 A pair of scissors and blunt-nosed shears
- 6 Tweezers
- 7 Saline
- 8 Burn relief cream or gel
- 9 Adhesive tape
- 10 A thermal blanket
- 11 Notepad and pencil
- 12 Medications

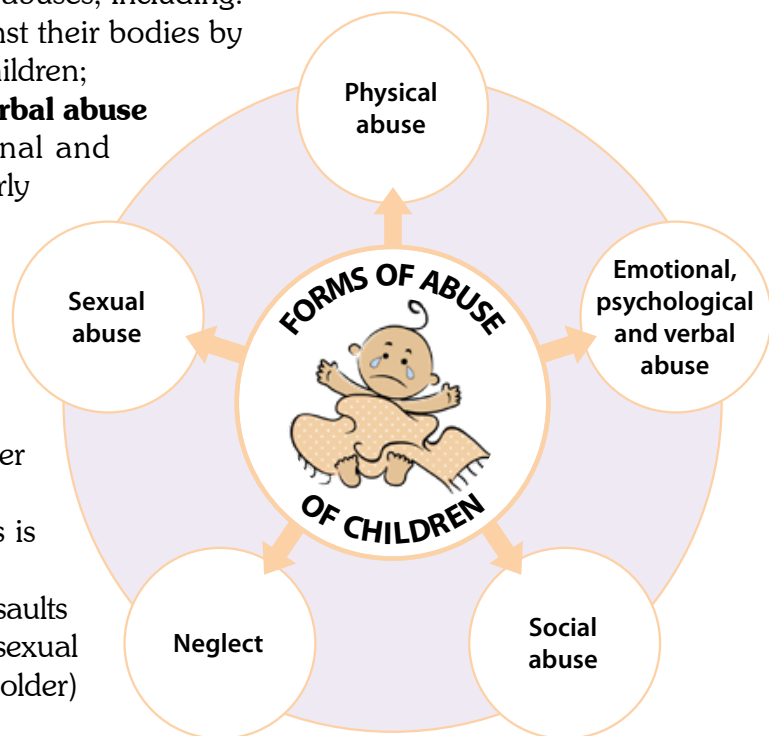


Abuse in Children

Babies, young children and women facing the effects of poverty, conflict or HIV and AIDS are particularly vulnerable to abuse. Child abuse is a very complex issue, especially when it involves very young children or babies. Different views and beliefs exist about child abuse, ways to deal with it and how to prevent it. In this publication, child abuse is defined as *any action or treatment inflicted on a child that causes discomfort, pain or danger to any aspect of the child's wellbeing*. It is also associated with *neglect or the lack of action to ensure that the needs and rights of the child are met* – so ensuring positive, healthy development and growth into adulthood. Across all forms of abuse, the perpetrators and the victims can be men, women, boys or girls.

Many people automatically suspect sexual abuse when a child is abused, but babies and young children can be subject to a range of abuses, including:

- **physical abuse** – violence against their bodies by adults and other (usually older) children;
- **emotional, psychological and verbal abuse** – violence against their emotional and psychological wellbeing, particularly by a person (or people) closest to them, often done by threatening them or using language that is demeaning, hurtful or insulting;
- **social abuse** – assaults on the child's social wellbeing by family members, peers, neighbours or other community members;
- **neglect** – which in extreme cases is a form of abuse; and
- **sexual abuse** – sexually driven assaults on the child's psychological and sexual wellbeing by adults or other (often older) children.



Children seldom tell caregivers outright that they are being sexually abused, as they may feel ashamed, even though the abuse is not their fault. Often the abuser tells them to keep the abuse secret, and may threaten terrible consequences if they tell anyone what is happening. Those closest to an abused child should be alerted by any physical sign, and seek a doctor's or nurse's assistance if necessary and possible. Behavioural changes can also signal that a child has problems.

Physical signs and symptoms of sexual abuse include:

- unusual marks, bruises, redness, swelling, pain or bleeding in the genital or anal area;
- difficulty in walking, lack of energy, and general ill-health, including headaches, fever and stomach aches;
- any evidence of a sexually transmitted infection (e.g. discharge from the genitals);
- difficulty in passing urine;
- lack of bowel control due to anal penetration; and
- a torn hymen.

FINANCIAL MANAGEMENT

GUIDANCE FOR ECD CENTRES

Running an ECD centre is an important task, since you are doing something that makes a difference in the world. You will be giving Namibian children the developmental opportunities they need to grow into good citizens.

If you start your own ECD centre, you won't just be the owner of a business, but also you'll be a caretaker of children, a mother and a caregiving practitioner.

A good caretaker of children has:

- high energy levels;
- patience;
- a pleasant personality;
- a positive attitude; and
- a love of children.



With this in mind, it is important to note that running an ECD centre (or a day-care centre or kindergarten) is a business activity that needs careful management and planning. In this section we look at the basic financial management aspects required to run an effective business – in this case an ECD centre. Many ECD centres cease to operate due to financial constraints or mismanagement of funds. To manage the finances of your ECD centre well, consider using a simple practical tool called a budget.

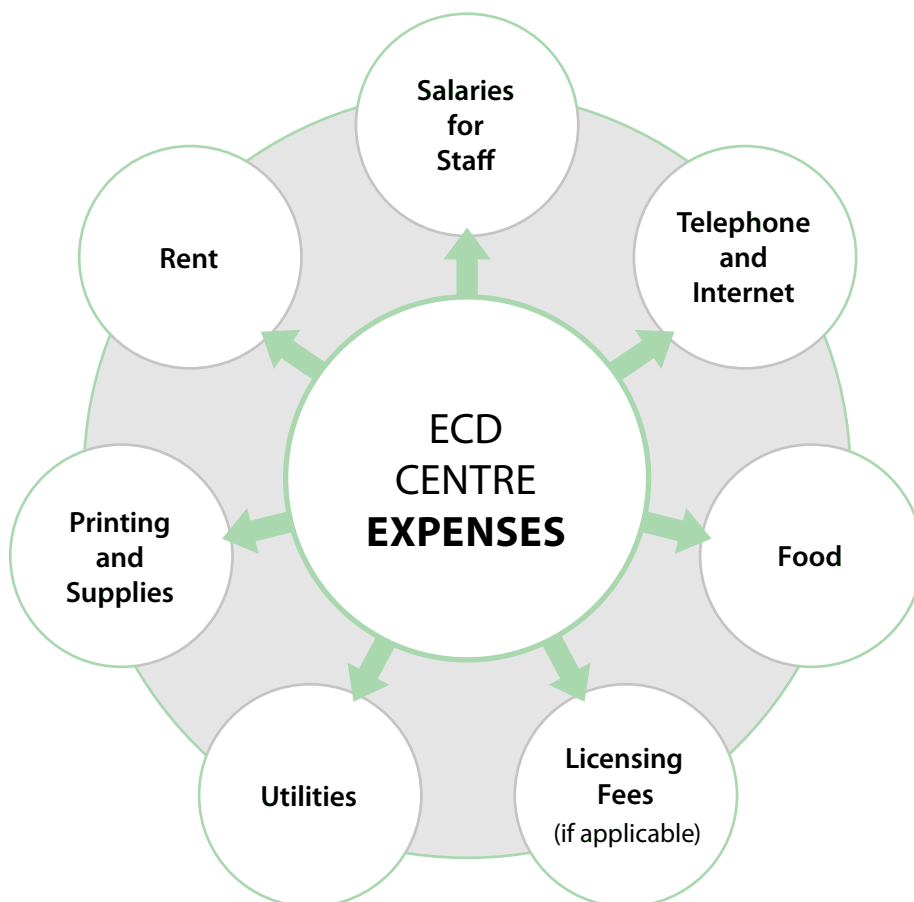
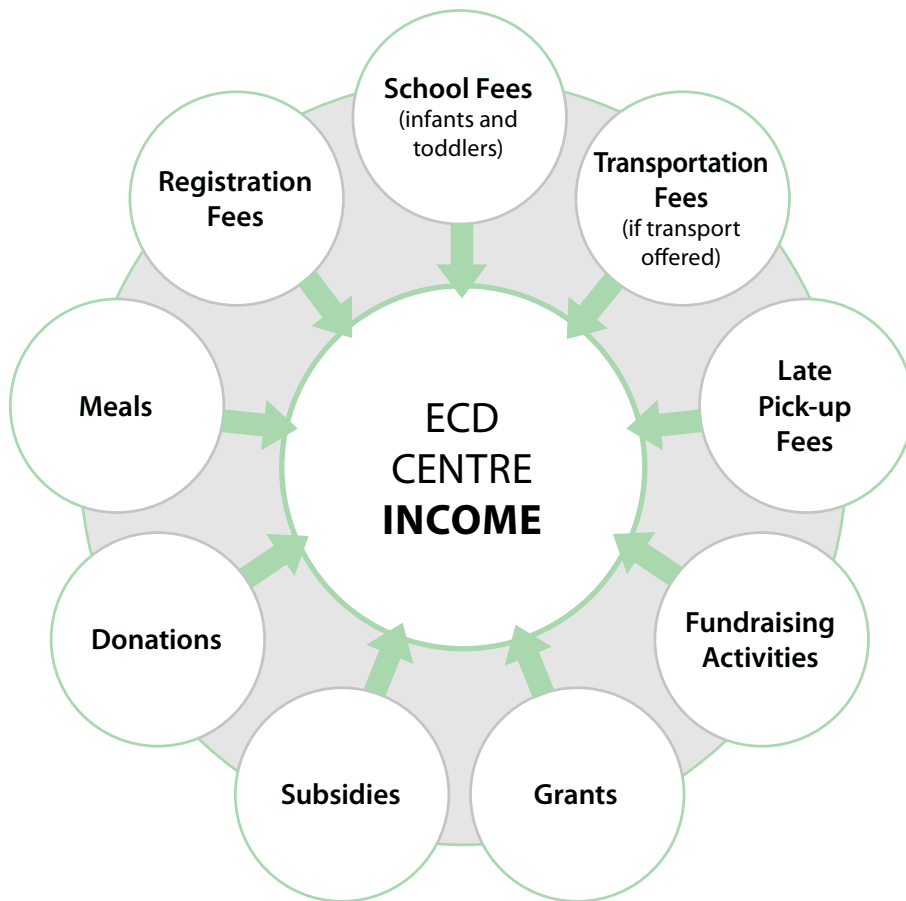
Budgeting

Budgeting is the process of creating a plan to spend your money. A budget outlines the business revenue and expenditure for a certain period. Early childhood education business relies heavily on a well-thought-out budget to assess the growth path. A clear budget will show the business revenue sources and expenses, both fixed and variable.

A budget is a simple but effective tool that will show at a glance whether a business is operating within its means. Ideally, the business income should be higher than expenditure.

The diagrams on the right provide an overview of an ECD centre's possible sources of income and possible expenses. Below and on page 52 are income and expenditure budget templates that you can consider using/adapting for managing the finances of your ECD centre.

INCOME BUDGET TEMPLATE		
Weeks open per year		
TUITION		
Age Group		Monthly Cost (N\$)
Infants		
Toddlers		
Preschoolers		
TOTAL PER MONTH		
ADMINISTRATIVE FEES		
Item		Monthly Cost (N\$)
New Child Registration Fee		
Transportation		
Late Payment		
Late Pickup		
Other		
TOTAL PER MONTH		
GRANTS AND DONATIONS		
Item		Monthly Cost (N\$)
Donations		
Fundraising		
Grants		
Other		
TOTAL PER MONTH		
GRAND TOTAL INCOME FROM ALL SOURCES		



EXPENSES BUDGET TEMPLATE		
STAFF SALARIES		
Role	Instances	Annual Salary (N\$)
Director		
Educarer 1		
Educarer 2		
Administrator		
Cleaner		
Maintenance Worker		
Cook		
SALARIES SUBTOTAL		
OPERATING EXPENSES		
Expense	Quantity	Cost (N\$)
Activities		
Books		
Food		
Maintenance		
Marketing		
Office Supplies		
Postage		
Printing		
Rent/Mortgage		
Software		
Supplies (cleaning, kitchen, teaching)		
Telephone and Internet		
Utilities		
OPERATING SUBTOTAL		
Emergency (3% of operating expenses)		
GRAND TOTAL OPERATING COSTS		

ANNEX I

DEVELOPMENTAL MILESTONES ASSESSMENT REPORTS

A tool for assessing a child's developmental progress

1.1	Developmental Milestones Report: 0-3 Months	54
1.2	Developmental Milestones Report: 3-6 Months	56
1.3	Developmental Milestones Report: 6-9 Months	59
1.4	Developmental Milestones Report: 9-12 Months	62
1.5	Developmental Milestones Report: 1 Year	65
1.6	Developmental Milestones Report: 18 Months	68
1.7	Developmental Milestones Report: 2 Years	71

1.1 Developmental Milestones Report

Early Childhood Development (ECD) Centre / Pre-School / Kindergarten

0-3 Months Competencies

Name of ECD Centre / Pre-School / Kindergarten: _____

Name of Child: _____ Age: _____ Date of birth: ____ / ____ / ____

Region: _____ Constituency/Circuit: _____

Date of the Observation: ____ / ____ / ____

KEY **Y** = Yes **S** = Sometimes **N** = Not yet **P** = In Process

0-3 MONTHS COMPETENCIES					
Physical Development	Y	S	N	P	Observation
Can hold head up and begins to push up while on belly					
Arm and leg motions smoother					
Easily sucks and swallows during feeding					
Social Development	Y	S	N	P	Observation
Beginning to smile at people					
Attempting to look at people around him/her					
Makes eye contact with the person holding him/her					
Emotional Development	Y	S	N	P	Observation
Can briefly calm self (may bring hands to mouth and suck on hand)					
Makes eye contact with those around him/her					
Bonding					
Cries when uncomfortable and usually stops when held or when nappy changed					

Cries when hungry and usually stops when given food					
Cognitive Development	Y	S	N	P	Observation
Coos, and makes squealing and gurgling sounds when communicated to					
Smiles or shows excitement on seeing familiar faces					
Starting to pay attention to people and objects around him/her					
Beginning to follow and recognise people and objects with her/his eyes					
Responds to sounds					
Moves head to the sound of voices					
Looks toward the direction of a sound					

General Comments/Observations/Recommendations:

Initiatives or actions to be taken for the development and stimulation of the child (if necessary):

1.

2.

3.

4.

Signature of the responsible Educarer: _____

1.2 Developmental Milestones Report

Early Childhood Development (ECD) Centre / Pre-School / Kindergarten

3-6 Months Competencies

Name of ECD Centre / Pre-School / Kindergarten: _____

Name of Child: _____ Age: _____ Date of birth: ____ / ____ / ____

Region: _____ Constituency/Circuit: _____

Date of the Observation: ____ / ____ / ____

KEY **Y** = Yes **S** = Sometimes **N** = Not yet **P** = In Process

3-6 MONTHS COMPETENCIES					
Physical Development	Y	S	N	P	Observation
Brings hands to mouth					
When lying on the belly, pushes up to elbows					
Can hold head up without support					
Can shake a toy she/he is holding					
Might be able to roll over onto his/her back					
Can hold a toy and shake it and swing at dangling toys					
Pushes down on legs when feet are on a hard surface					
Reaches for toys with one hand					
Uses hands and eyes together – such as seeing a toy and reaching for it					
Follows moving things with eyes from side to side					
Beginning to signal hunger by putting hands near mouth					

Social Development	Y	S	N	P	Observation
Smiles spontaneously, especially at people					
Copies movements and facial expressions, such as smiling or frowning					
Likes to play with others and may get upset or might cry when playing stops.					
Emotional Development	Y	S	N	P	Observation
Responds to love and affection – e.g. smiling back, cuddling or hugging					
Watches faces closely by establishing eye contact					
Expresses emotions by crying, smiling or laughing					
Cognitive Development	Y	S	N	P	Observation
Recognises familiar people and things at a distance					
Cries if hungry, in pain or tired					
Is babbling, with repetition of vowel/consonant sounds					
Copies sounds he/she hears					
Turns head on hearing sounds					

General Comments/Observations/Recommendations:

Initiatives or actions taken already (if any):

Initiatives or actions to be taken for the development and stimulation of the child (if necessary):

Signature of the responsible Educarer: _____

1.3 Developmental Milestones Report

Early Childhood Development (ECD) Centre / Pre-School / Kindergarten

6-9 Months Competencies

Name of ECD Centre / Pre-School / Kindergarten: _____

Name of Child: _____ Age: _____ Date of birth: ____/____/____

Region: _____ Constituency/Circuit: _____

Date of the Observation: ____/____/____

KEY **Y** = Yes **S** = Sometimes **N** = Not yet **P** = In Process

6-9 MONTHS COMPETENCIES					
Physical Development	Y	S	N	P	Observation
Rolls over in both directions (front to back, back to front)					
Tries to grab nearby objects					
Beginning to sit without support					
When standing, supports weight on legs and may bounce					
Rocks back and forth					
Pushes down on legs when feet on hard surface					
Plays with feet and toes					
Passes things from one hand to the other					
Brings hands to mouth					
Brings things to mouth					
Shows interest in food and opens mouth when spoon-fed					
Moves food from front to the back of mouth when chewing					

Developing preferences for foods					
Starting to eat cereals and single-ingredient puréed foods like carrots, sweet potato, banana and soft porridge					
Social Development	Y	S	N	P	Observation
Shows affection to parents or caregivers					
Starting to differentiate between familiar faces and strangers					
Enjoys playing with others, especially those he/she is used to					
Likes to interact with the people around him/her					
Laughs, especially in social interactions					
Emotional Development	Y	S	N	P	Observation
Responds to other people's emotions					
Makes sounds to show positive and negative emotions					
Is usually happy					
Likes to look at self in a mirror					
Becomes bored if left alone for long periods					
Cognitive Development	Y	S	N	P	Observation
Is curious					
Becoming more settled in eating and sleeping patterns					
Looks at objects nearby					
Tries to get things that are out of reach					
Explores objects by looking at and mouthing them					
Enjoys games such as peek-a-boo or pat-a-cake					
Responds to noises by making sounds					

Cognitive Development continued	Y	S	N	P	Observation
Babbles and repeat sounds					
Strings vowels together when babbling ("ah,""eh,""oh")					
Accidental repetition of sounds / words					
Makes sounds to show joy and displeasure					
Begins to say consonant sounds (jabbering with "m,""b")					
Puts vowel sounds together and likes to have "conversations" with familiar people					

General Comments/Observations/Recommendations:

Initiatives or actions taken already (if any):

Initiatives or actions to be taken for the development and stimulation of the child (if necessary):

Signature of the responsible Educarer: _____

1.4 Developmental Milestones Report

Early Childhood Development (ECD) Centre / Pre-School / Kindergarten

9-12 Months Competencies

Name of ECD Centre / Pre-School / Kindergarten: _____

Name of Child: _____ Age: _____ Date of birth: ____ / ____ / ____

Region: _____ Constituency/Circuit: _____

Date of the Observation: ____ / ____ / ____

KEY **Y** = Yes **S** = Sometimes **N** = Not yet **P** = In Process

9-12 MONTHS COMPETENCIES					
Physical Development	Y	S	N	P	Observation
Likes to moves through his/her environment					
Stands, holding on					
Can get into sitting position					
Pulls up (using furniture for support) to stand					
Crawls					
Moves things from one hand to the other, and likes to put objects in mouth					
Imitates hand clapping					
Enjoys finger rhymes					
Picks up small objects with thumb and index finger					
Enjoys teethers					
Beginning to eat thicker puréed foods, and stays full for a longer period after eating					

Reacts strongly to new smells and tastes					
Social Development	Y	S	N	P	Observation
Is clingy with the people with whom he/she is familiar					
Might be afraid of strangers					
Emotional Development	Y	S	N	P	Observation
Has favourite toys/objects and keeps them close to play with					
Cognitive Development	Y	S	N	P	Observation
Likes to play peek-a-boo					
Looks for things/objects or toys hidden by adults					
Tracks objects as they fall					
Makes gestures to communicate – e.g. points to something he/she wants					
Understands the word “no”					
Makes lots of different sounds to interact and communicate with the people around					
Starting to copy movements he/she sees					
Starting to imitate sounds he/she hears					
Waves goodbye					
Imitates actions and sounds					

General Comments/Observations/Recommendations:

Initiatives or actions taken already (if any):

Initiatives or actions to be taken for the development and stimulation of the child (if necessary):

Signature of the responsible Educarer: _____

1.5

Developmental Milestones Report

Early Childhood Development (ECD) Centre / Pre-School / Kindergarten

1 Year Competencies

Name of ECD Centre / Pre-School / Kindergarten: _____

Name of Child: _____ Age: _____ Date of birth: ____/____/____

Region: _____ Constituency/Circuit: _____

Date of the Observation: ____/____/____

KEY	Y = Yes	S = Sometimes	N = Not yet	P = In Process
------------	----------------	----------------------	--------------------	-----------------------

1 YEAR COMPETENCIES					
Physical Development	Y	S	N	P	Observation
Likes to move around her/his environment					
Stands alone without any support					
Walks alone without support or with one hand held					
Gets into a sitting position without support					
Pulls up to stand and walks while holding onto furniture					
Dances to the music noise					
Climbs onto objects					
Eats a greater variety of foods, such as soft-cooked vegetables and soft fruits					
Can eat on his/her own					
Can chew food					
Beginning to be able to use an open cup					

Drinks from a cup and uses other eating utensils correctly – e.g. a spoon					
Puts out an arm or a leg to help with dressing					
Social Development	Y	S	N	P	Observation
Hands a book when he/she wants to hear a story					
Has favourite toys or objects					
Repeats sounds or actions to get the adult's attention					
Likes to play games such as peek-a-boo and pat-a-cake					
Emotional Development	Y	S	N	P	Observation
Cries when his/her parents or caregiver leave					
Is shy, nervous or stressed around strangers					
Shows fear in some situations					
Uses simple gestures such as shaking head to say "no" or waving "bye-bye"					
Cognitive Development	Y	S	N	P	Observation
Explores things in different ways, such as shaking, banging, throwing and biting					
Copies movements and gestures					
Bangs objects together					
Puts objects into a container and can take them out					
Pokes with index (pointer) finger					
Point to things she/he wants					
Finds things that are hidden					
Follows simple directions and lets go of objects without help					

Cognitive Development continued	Y	S	N	P	Observation
Starts to use things correctly – e.g. drinks from a cup and brushes/combs hair.					
Uses basic gestures such as waving, and says basic words like “mama” and “dada”					
Babbles sound more like speech					
Responds to simple spoken requests like “come”, “no” and “pick up the toy”					
Tries and repeats words the caregiver or parents say					
Deliberate repetition of sounds and words					

General Comments/Observations/Recommendations:

Initiatives or actions taken already (if any):

Initiatives or actions to be taken for the development and stimulation of the child (if necessary):

Signature of the responsible Educarer: _____

1.6 Developmental Milestones Report

Early Childhood Development (ECD) Centre / Pre-School / Kindergarten

18 Months Competencies

Name of ECD Centre / Pre-School / Kindergarten: _____

Name of Child: _____ Age: _____ Date of birth: ____ / ____ / ____

Region: _____ Constituency/Circuit: _____

Date of the Observation: ____ / ____ / ____

KEY **Y** = Yes **S** = Sometimes **N** = Not yet **P** = In Process

18 MONTHS COMPETENCIES					
Physical Development	Y	S	N	P	Observation
Walks alone					
Walk up steps and runs					
May start walking up stairs					
Can help to dress and undress himself/herself					
Uses/holds utensils correctly when feeding – e.g. eating with a spoon and drinking from a cup independently					
Pulls toys while walking					
Scribbles on his/her own					
Tries more chopped solid foods like chicken or squash					
Eats most of the same foods that adults eat					
Social Development	Y	S	N	P	Observation
Likes to play by handing things to people					
Plays simple pretend – e.g. feeding a doll					

May cling to parent/caregiver in new situations					
Points to show interest in something					
Likes to explore the environment/surroundings alone but with parent/caregiver close by					
Emotional Development	Y	S	N	P	Observation
May have temper tantrums					
Shows affection to familiar people					
May be afraid of strangers					
Cognitive Development	Y	S	N	P	Observation
Recognises what everyday objects are for – e.g. a spoon, plate, cup and hairbrush					
Points to things when he/she wants to get the attention of others					
Points to show someone what he/she wants					
Pretends to feed her favourite stuffed animals or a doll					
Can point to one body part					
Enjoys rhymes and songs					
Can follow 1-step verbal commands without any gestures – e.g. sits when you say “sit down”					
Says several single words					
Says and shakes head “no”					

General Comments/Observations/Recommendations:

Initiatives or actions taken already (if any):

Initiatives or actions to be taken for the development and stimulation of the child (if necessary):

Signature of the responsible Educarer: _____

1.7 Developmental Milestones Report

Early Childhood Development (ECD) Centre / Pre-School / Kindergarten

2 Years Competencies

Name of ECD Centre / Pre-School / Kindergarten: _____

Name of Child: _____ Age: _____ Date of birth: ____/____/____

Region: _____ Constituency/Circuit: _____

Date of the Observation: ____/____/____

KEY **Y** = Yes **S** = Sometimes **N** = Not yet **P** = In Process

2 YEARS COMPETENCIES					
Physical Development	Y	S	N	P	Observation
Can run					
Stands on tiptoe					
Kicks a ball					
Climbs up and down furniture without assistance					
Walks up and down stairs holding on					
Holds pencil/crayon to draw					
Draws lines and circles					
May start to develop a dominant hand					
Avoids obstacles					
Able to open doors					
Can place 1-3 objects on top of each other					
Chews with full jaw movements					

Uses utensils (e.g. spoon, fork) with some spills					
Social Development	Y	S	N	P	Observation
Copies/imitates others, especially adults and older children, such as siblings					
Plays mainly beside other children, but starting to include other children, such as in chase games					
Gets excited when with other children					
Waves “bye bye”					
Emotional Development	Y	S	N	P	Observation
Shows defiant behaviour (doing what told not to do)					
Gets excited when playing with other children					
Is more independent and more defiant					
Cognitive Development	Y	S	N	P	Observation
Starts to sort by shape (circle, square, rectangle, triangle), size (big, small) and colours (primary – red, blue, yellow)					
Can find things hidden under multiple layers					
Plays simple make-believe/fantasy games					
Builds towers with four or more blocks					
Follows simple instructions					
Recognises and identifies common objects and pictures by pointing					
Enjoys playing with sand, water and dough, and explores what these materials can do					
Identifies pictures of people, animals and objects					
Recognises similarities and differences					
Imitates rhythms and animal movements					
Repeats words overheard – e.g. in conversation					
Points to things in a book					

Cognitive Development continued	Y	S	N	P	Observation
Completes sentences in familiar books					
Knows familiar body parts					
Says short sentences with 2-4 words – e.g. “go potty now”					
Refers to self by name and often says “mine”					
Asks lots of questions					
Sings and dances to music					
Likes listening to stories (made up and from storybooks)					

General Comments/Observations/Recommendations:

Initiatives or actions taken already (if any):

Initiatives or actions to be taken for the development and stimulation of the child (if necessary):

Signature of the responsible Educarer: _____

ANNEX 2

BASIC DAILY ATTENDANCE REGISTER

BASIC DAILY ATTENDANCE REGISTER												
Names	Monday		Tuesday		Wednesday		Thursday		Friday		P = Child Present A = Child Absent	
	P	A	P	A	P	A	P	A	P	A	General Information	
											Monday	
											Tuesday	
											Wednesday	
											Thursday	
											Friday	
											Monday	
											Tuesday	
											Wednesday	
											Thursday	
											Friday	
											Monday	
											Tuesday	
											Wednesday	
											Thursday	
											Friday	
											Monday	
											Tuesday	
											Wednesday	
											Thursday	
											Friday	

ANNEX 3

KEEPING RECORDS

What records of a child's life should be kept

It is important to keep proper records for each child. Always ensure that the records are up to date, and hence that up-to-date information about every individual child is always available.

Create a folder for each child and keep the following information in the folder:

- The child's registration form with the following information:
 - Full name of the child
 - Gender of the child
 - Names and contact details of the child's parents
 - Name and contact details of the person to contact in case of an emergency or when the parents cannot be reached
 - Home language of the child
- A copy of the child's birth certificate
- A copy of the child's immunisation records or health passport
- Information about any medication, allergies or disabilities, and any other information that would be helpful for the staff
- Name(s) and contact details of the person(s) who will bring the child to the centre and fetch the child from the centre
- The child's development assessment records/reports



ANNEX 4

REFERRALS

Providers of specialised services for children

Association for Children with Language, Speech and Hearing Impairments of Namibia (CLaSH)

This national association has its head office in Windhoek.

Telephone: +264 61 232 704

Email: office@clash-namibia.org or clash@afol.com.na

Website: <http://www.clash-namibia.org>

CLaSH advocates for equal opportunities for children who have language, speech and hearing impairments. They promote services to meet these children's unique needs, and offer support and assistance to children with hearing loss and their families. This includes early education and early identification and intervention services, along with parent-empowerment and public-awareness services. The services complement those provided by the public sector (government), and training is facilitated on various topics. CLaSH runs Namibia's only ECD centre for children who are deaf, and teaches Namibian Sign Language to parents of deaf children. The available information (posters and leaflets/brochures) cover a wide range of topics on language, speech and hearing, and have been translated into seven Namibian languages. A list of related healthcare providers is available on the CLaSH website.



National Federation of People with Disabilities in Namibia (NFPDN)

This federation has its head office at the Disability Resource Centre in Windhoek.

Telephone: +264 81 226 6831

Website: <https://www.nfpdn.org>

This federation is an umbrella organisation comprising various member organisations of persons with disabilities. It advocates for the rights of persons with disabilities, and aims to ensure equal opportunities and rights for all people with disabilities in Namibia.



Namibian National Association of the Deaf (NNAD)

This association has its head office in Windhoek, with regional branches across Namibia.

Telephone: +264 61 244 811

Email: nnad@iway.na

Website: <https://www.facebook.com/nnadnamibia>

This welfare organisation focuses on advancing and protecting the rights and cultural interests of all deaf people. Services are provided in Sign Language. The NNAD also translates all national documents as well as information materials (posters, brochures, etc.) into Sign Language, with the aim of maximising the number of Sign Language translators in all regions of the country.



Down Syndrome Association of Namibia

This association has its head office in Windhoek, and offers regional support services.

Email: info@downsyndromenamibia.org

Website: <https://www.downsyndromenamibia.org>

This non-profit support group raises awareness about Down Syndrome, and provides emotional support to people living with DS and their families. The group raises awareness by providing information through pamphlets, social media, and direct contact with schools for children with special educational needs. The group also performs advocacy and networking functions.



Side by Side Early Intervention Centre

This organisation is based in Goreangab, Windhoek.

Telephone: +264 81 147 7760

Email: info@sidebysidenamibia.com

Website: <http://sidebysidenamibia.com/>

This non-profit organisation and centre offers numerous services tailored for children who have special needs and their families. The services include: a day-care centre for children with multiple or severe disabilities; early intervention services; services at the Neuro Natal Clinic; home visits; parent and educator workshops; support groups; special school readiness programmes; and individual sponsorship programmes.



Irene Garthoff (Audiology)

Ms Garthoff is the Chief Audiologist at the Ministry of Education, Arts and Culture (Head Office). She is involved in a disability-related organisation, and works with children with developmental delays and/or disabilities.

Email: ibarrion.moe@gmail.com

ONLINE SERVICES/ RESOURCES

American Academy of Pediatrics

<https://brightfutures.aap.org/materials-and-tools/Pages/default.aspx>

The American Academy of Paediatrics has a Bright Futures initiative where numerous materials are available for healthcare professionals, parents and community members. Resources include: screening and assessment tools and guidelines; a detailed pocket book on ECD and age-based healthcare visits; activity books; customisable presentations; handouts; and webinars.



Circle of Security International

<https://www.circleofsecurityinternational.com>

This organisation provides resources and trainings for parents/caregivers and childcare providers, to promote and support secure parent-child attachment relationships.



Centers for Disease Control and Prevention (CDC)

<https://www.cdc.gov/ncbddd/developmentaldisabilities/freematerials.html>

The CDC provides scientifically informed materials containing information on developmental disabilities, including ADHD, ASD, FASD, FXS, hearing loss, ID, Jaundice, Tourette Syndrome and visual impairment. Materials for monitoring milestones and for screening are also available, including apps, checklists, charts, children's books, booklets, posters, videos and tip sheets.



Zero to Three

<https://www.zerotothree.org/resources/series/featured-resources>

This non-profit organisation provides free videos and articles, as well as helpful tools for parents and caregivers, professionals and policy-makers with a focus on early childhood development of infants and toddlers. Information on fostering healthy childhood development is provided as modules on development, screening and assessment of infants and toddlers. The organisation's *Brain Wonders* series focuses on the window period of ECD. Zero to Three also has a YouTube channel for its videos: <https://www.youtube.com/ZEROTOTHREE>



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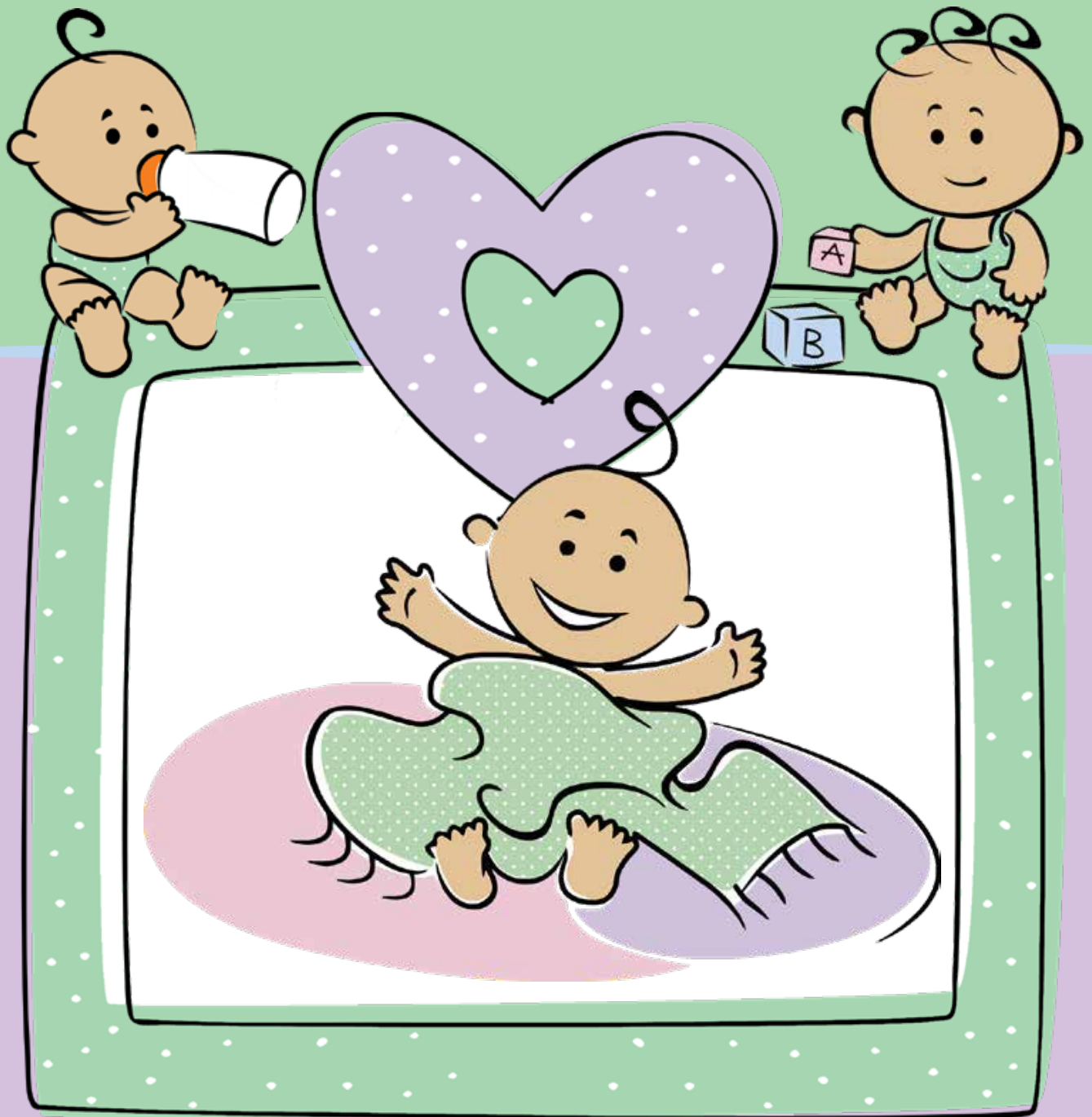
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*"Children need the freedom and time to play.
Play is not a luxury. Play is a necessity."*

Kay Renfield Jamison



Ministry of Gender Equality, Poverty Eradication and Social Welfare
REPUBLIC OF NAMIBIA
2022