**Learner Workbook**

**Module 3:   
Plan and prepare for ECD**

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| **Learner Name and Surnamefor letrhead200noname** |  |
| **Learner ID** |  |
| **Company/Branch** |  |
| **Date** |  |
| **Learner Signature** |  |

SAQA ID 244472: Prepare Early Childhood Development programmes with support; NQF Level 4, 6 Credits

SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits

SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits

SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits

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# Class Activities

During and after the initial training you will be required to complete a number of activities. These activities will be both individual and group activities (class activities formative activities). The activities are numbered and are to be included in your Portfolio of Evidence. These activities will measure your progress through the programme. For authenticity reasons these activities must be handwritten.

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| Description: http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | Class Activity 1: Analysis of child development and related activities Please follow the instructions from the facilitator to complete the formative activity below: | 13643.1  244472.1.1  244472.1.2  244472.1.3  244472 EEK1  244472 EEK2  244472 EEK3  244472 EEK4  244485.1.1  244485.1.2 244485 EEK1  244485 EEK2  244485 EEK3  244485 EEK4  244485 EEK5 |
| 1. With your partner, brainstorm reasons why the children in your community attend your ECD centre: | | |
| 1. Write down your ECD centre’s programme showing the activities to be done for the day:  |  |  | | --- | --- | | **TIME** | **ACTIVITY** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | | |
| 1. List three (3) questions that you will ask when you analyse a child’s developmental stage and particular needs of all the children within the given context:  |  |  | | --- | --- | | **Language development** |  | | **Social and emotional development** |  | | | |
| 1. List five (5) categories of “special needs” that children may have: | | |
| 1. Which five (5) areas do you need to cover in your learning programmes on a daily or weekly basis to ensure that holistic development is taking place? | | |
| 1. List the five (5) key considerations in planning for ECD policy: | | |
| 1. Identify the key factors that could have an impact on the programme: | | |
| 1. Make a top view drawing that shows the various play areas required in an ECD centre: | | |
| 1. List some of the adjustments that you can make to the physical environment to accommodate children with special needs: | | |
| 1. Evaluate the following resources according to whether they could be biased in terms of the children in your ECD centre:  |  |  |  |  | | --- | --- | --- | --- | | **Resource** | **Bias: Yes/No** | **Type of Bias** | **Explanation** | | Card game of occupations showing male doctors, policemen and firemen of different races and female pictures of nurses and teachers of different races |  |  |  | | White/Caucasian e.g. Barbie dolls |  |  |  | | Card game showing food items –salad, hamburger, sushi and Chinese food (bowl with chopsticks) |  |  |  | | | |
| 1. Give suggestions as to how you would adapt each resource to ensure that it is: 2. bias-free and more representative of the class 3. suitable for a child with fine motor difficulties 4. suitable for a child with poor eye-sight 5. safe and durable 6. balances the familiar with the unfamiliar 7. meets the developmental needs and interests of the group  |  |  | | --- | --- | | **Resource** | **Adaptations:** | | Card game of occupations showing male doctors, policemen and firemen of different races and female pictures of nurses and teachers of different races |  | | White/Caucasian e.g. Barbie dolls |  | | Card game showing food items –salad, hamburger, sushi and Chinese food (bowl with chopsticks) |  | | | |

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| Description: http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | Class Activity 2: Analysis takes into account a variety of needs Please follow the instructions from the facilitator to complete the formative activity below: | 13643.1  244472.1.4  244485.1.2 |
| 1. When analysing a child’s development, there are various sources of information. List at least four (4): | | |
| 1. Explain how the following key factors can impact on your ECD programme:  |  |  | | --- | --- | | 1. Staff child ratio |  | | 1. Group size |  | | 1. ECD practitioner qualification |  | | 1. ECD practitioner stability and continuity |  | | 1. Space and facilities |  | | 1. The needs of the parents and community |  | | 1. Multilingual and multicultural needs |  | | | |

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| 1. Analyse the programme below and identify the age group for which this would be an appropriate programme. Explain how you reached that conclusion:  |  |  | | --- | --- | | 07:00 – 08:00 | Arrival, talk to parents, breakfast, change nappies/toilet training | | 08:30 – 09:30 | Free play – blocks, toys, books, creative activities | | 09:00 – 09:30 | Nappies/toilet training and snack | | 09:30 – 09:50 | Music and movement activities | | 09:50 –11:30 | Outdoor play and/or nap | | 11:30 – 12:00 | Nappies/toilet training, wash hands | | 12:00 – 12:30 | Lunch | | 12:30 – 12:45 | Story | | 12:45 – 14:00 | Outdoor play or indoor free play and/or nap | | 14:00 – 14:30 | Nappies/toilet training | | 14:30 –15:00 | Individual language/play activities | | 15:00 – 15:30 | Wash routine and snack | | 15:30 – 16:30 | Indoor free play or outdoor play | | 16:30 –17:30 | Nappies/toilet training, get ready for home time, pack bags, complete message books | | **Use the space below for some notes:** | | |
| 1. Referring to the programme above, analyse the activity outcomes for: 2. the free play activity in the morning 3. the outside play activity in the afternoon   Do you think this is a suitable daily programme for this age group? Would you make any changes? Explain your answer. |
| 1. There are four (4) children sitting at a table engaged in an art activity. The resources that have been provided are: blank paper, kokis of different thicknesses and colours, two pairs of scissors, glue sticks. They are happily chatting to one another and discussing the pictures they are drawing.   In the context of this scenario, analyse and explain the following:   1. The purposes of the learning activity – what developmental outcomes are being met? 2. Is this an integrated activity? Is the activity appropriate? Explain your answer in terms of developmental norms. 3. Explain when you would use the activity in the daily programme. Why would you choose that time? 4. Approximately what age do you think these children are – think of the resources and environment/setting. Give reasons for your answer. |
| 1. The programme for young children includes a morning/greeting ring of twenty minutes. This is when the children face each other, and say, “Good morning, \_\_\_\_\_\_,” using each other’s first name. The greeting is passed around the circle. 2. In your group, come up with additional activities to do during the morning ring. 3. Explain what space/kind of environment you think you would need for this activity. 4. List resources you would use for your class of 25 children to enhance the morning ring and ensure that it meets the needs of a diversity of children. |

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| Description: http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | Class Activity 3: Identify activities to support the development of babies, toddlers and young children Please follow the instructions from the facilitator to complete the formative activity below: | 244485.1.3 |
| 1. Complete the table below by identifying two (2) suitable activities for each age and developmental area. You will need to give very basic detail in point form about each activity e.g. *art activities – dough – using cookie cutters.* In this way, we will be able to see if it is suitable.   Chosen activities should allow for child input where suitable, be free of bias, stimulate and challenge, be linked to life experiences and be integrated.   |  |  |  |  | | --- | --- | --- | --- | | **Development domain** | **Babies** | **Toddlers** | **Young Children** | | **Physical** |  |  |  | | **Cognitive** |  |  |  | | **Creative/ Imaginative** |  |  |  | | **Language** |  |  |  | | **Emotional and social** |  |  |  | | **Spiritual and moral** |  |  |  | | | |

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| 1. Explain why playing a simplified version of "snakes and ladders" is a good choice of activity for a group of five-year-olds: |
| 1. Evaluate the toys that have been specifically designed for **babies** from the pictures below in terms of:  * safety * durability * age-appropriateness   Remember that you will need to give details in your answers and explain your reasoning.     1. **Shaker:** Small plastic bottle containing lentils, rice, bells, or cut up plastic drinking straws. Secure lid with nail varnish, glue or electrical tape.      1. **Rattle:** Join three or four shower curtain plastic hooks together with insulating tape.   lens5901832_1266089507best-toys-for-5-year-olds   1. **Lego**: manufactured educational blocks 2. Shaker 3. Rattle 4. Lego |

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| 1. Evaluate the toys that have been specifically designed for **five-year-olds** from the pictures below in terms of:  * safety * durability * age-appropriateness   Remember that you will need to give details in your answers and explain your reasoning.   1. **Batmobile**   ALT   1. **Lego**   lens5901832_1266089507best-toys-for-5-year-olds   1. Batmobile 2. Lego |

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| 1. Group work:   Based on what you know about **toddlers** and your own experiences create a list of at least ten (10) ideas for **indoor** activities and resources needed to stimulate holistic learning in these children. Try to be creative, age-appropriate and using the minimum of expensive resources:   |  |  |  | | --- | --- | --- | | **Indoor activities** | **Development outcomes** | **Resources needed** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | |
| 1. Group work:   Based on what you know about **four-year-olds** and your own experiences, create a list of at least ten (10) ideas for **outdoor** activities and the resources needed to stimulate holistic learning in these children. Try to be creative, age-appropriate and using the minimum of expensive resources. Ensure that the design makes provision for child input where appropriate:   |  |  |  | | --- | --- | --- | | **Outdoor activities** | **Development outcomes** | **Resources needed** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | **Outdoor activities** | **Development outcomes** | **Resources needed** | |  |  |  | |  |  |  | |  |  |  | | | |

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| Description: http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | Class Activity 5: Ensure that the programme sufficiently addresses the developmental stages and particular needs of the children Please follow the instructions from the facilitator to complete the formative activity below: | 13643.1 13643 EEK2  244472.2.1 |
| 1. Case study   The “Happy Kids” ECD centre is situated in a poor area and has very few resources available. Marjorie Cornelius has just completed her ECD qualification and has been appointed to the staff. The other staff has been there for quite some time and has become very demotivated. Marj decided that she will get her five-year-old group to make shakers that can be used in music rings. She collected all the used toilet rolls at the ECD centre and within two weeks had enough for each child in her playgroup.  On Monday, they took the toilet rolls and painted them with brightly coloured paint.  On Tuesday, they stuck colourful cardboard onto the bottom.  On Wednesday, each child collected small stones, sand and seeds from the garden and put this inside the tube. They then stuck on a cardboard “lid”.  On Thursday, the children took kokis and drew pictures and patterns on the shakers and decorated them with pieces of shiny sweet papers. Marj checked to see that the ends were securely stuck down. On Friday, Marj used them with the children in a music ring activity. The children had great fun and were very proud of their efforts. They practised “Rain, rain, go away” using the shakers in music for the next week. On the Friday, Marj and her playgroup put on a concert for the rest of the ECD centre. The children in the other classes were soon asking their ECD practitioners to make shakers with them.  In your group, discuss the activity that Marj devised in terms of:   * integration and development outcomes * age-appropriateness * resources used   **Use the space below for some notes:** | | |
| 1. In your group design another activity for Marj’s group that has the same level of integration and also uses the minimum of bought resources. This time you need to show how the learning programme can enhance the participation of learners with special needs, such as physical, health, cognitive, emotional or economic needs.   Complete the following planning sheet:   |  |  | | --- | --- | | **Activity plan – ...............................................** | | | **Learning outcomes** | **Description of activities** | | **Introduction** | | |  |  | | **Body** | | |  |  | | **Conclusion** | | |  |  | | | |
| 1. Explain how play dough appeals to various learning styles: | | |
| 1. Explain how you would provide for block play activities that are suitable for:  * babies * toddlers * young children   Give details on the types of blocks you will provide and clearly explain the progression you would expect and how you would provide resources to encourage this.  (You may need to research the topic further and use any experiences and observations from ECD centres to broaden your knowledge and understanding.) | | |
| 1. You want to incorporate a music ring into your morning programme. Using the following outcomes, each group will come up with an activity that they will illustrate to the class, with one member playing the practitioner and the others playing the roles of the children.   **Dance and body movement** • Move parts of the body according to instructions • Move parts of body as per children's songs • Move parts of the body as per music • Express happiness, scariness, creepiness, anger by the movement of body • Move parts of the body according to songs • Take part in the group movement according to instruction • Do linear and circular movements • Increase or decrease body movement according to rhythm and musical note  Ask two (2) members of the group to verify that you participated fully in this activity by signing below:   |  |  |  | | --- | --- | --- | | **Name and surname** | **Signature** | **Date** | |  |  |  | |  |  |  | | | |

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| 1. In your group, develop a programme with a theme for 24- to 36-month-old children. **Include opportunities for assessment in the programme.** Refer to the Appendices at the end of your Learner Guide for more information on developmental milestones.   Complete the following planning documents:  **Theme Planner:**  **Weekly Planner:**   |  |  | | --- | --- | | **Weekly Planning** | | | **Date:** | **Theme:** | | **Monday** |  | |  | |  | |  | |  | |  | | **Tuesday** |  | |  | |  | |  | |  | |  | | **Wednesday** |  | |  | |  | |  | |  | |  | | **Thursday** |  | |  | |  | |  | |  | |  | | **Friday** |  | |  | |  | |  | |  | |  | | **Goal:** | | | **What skill do I want the children to have by the end of the week?** | | | **What knowledge do I want the children to have by the end of the week?** | |   **Activity Planner for activity:**   |  |  | | --- | --- | | **Activity plan – ...............................................** | | | **Learning outcomes** | **Description of activities** | | **Introduction** | | |  |  | | **Body** | | |  |  | | **Conclusion** | | |  |  | | | |
| 1. Consult the booklet “Creative Ideas” and make two(2) resources that will be appropriate for the theme you have chosen above. **Ensure that the programme provides flexible options for implementation.** When you have completed your resources, display them to the class and ask two members of your group to complete the following assessment:  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **The learner has correctly:** | | **Yes** | **No** | **Comment** | | included opportunities for assessment in the programme | |  |  |  | | ensured that the programme provides flexible options for implementation | |  |  |  | | made two (2) resources | |  |  |  | | ensured that the resources are age-appropriate | |  |  |  | | ensured that the resources are safe and durable | |  |  |  | | demonstrated the use of the resources to the group | |  |  |  | | met the development outcomes | |  |  |  | | **Name of member** |  | | |  | | **Signature** |  | | |  | | **Date** |  | | |  | | **Name of member** |  | | |  | | **Signature** |  | | |  | | **Date** |  | | |  | | | |

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| Description: http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | Class Activity 7: Ensure that the programme provides a balance of developmentally appropriate activities to support the development of all the children Please follow the instructions from the facilitator to complete the formative activity below: | 244472.2.4  9016.1 |
| 1. Draw up a ten (10) point checklist that you will use to check the ECD Daily Programme for a balance of developmentally appropriate activities to support the development of all the children:  |  |  | | --- | --- | | **There are:** | **🗸** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | | |
| 1. Draw up a eight (8) point checklist that you will use to select stories that accommodate ALL the children in your class of four-year-olds:  |  |  | | --- | --- | | **Does/Is the story:** | **🗸** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | | |
| 1. Rate the following resources on a scale of 1 (poor) to 5 (excellent) for:  * safety * age-appropriateness * suitability for the purpose   **Clown doll for babies:**  http://media.philly.com/images/Trouble+in+Toyland11.jpg   |  |  |  | | --- | --- | --- | | **Criteria** | **Rating (1-5)** | **Reason** | | Safe |  |  | | Age-appropriate |  |  | | Suitable for the purpose |  |  |       **Jungle gym for 4 year olds:**  [File:Jungle-gym.jpg](http://upload.wikimedia.org/wikipedia/commons/4/47/Jungle-gym.jpg)   |  |  |  | | --- | --- | --- | | **Criteria** | **Rating (1-5)** | **Reason** | | Safe |  |  | | Age-appropriate |  |  | | Suitable for the purpose |  |  | | | |

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| 1. Explain to your partner how to make:  * bubbles for blowing * a shaker from recycled and natural materials   You must ensure that you mention the correct measuring instruments and units in your descriptions; e.g. a 500 ml plastic Coke bottle, etc.  Ask your partner and one (1) other member of the group to sign that you have completed the activity correctly:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **The learner has correctly:** | | **Yes** | **No** | **Comment** | | described how to make the two (2) resources | |  |  |  | | mentioned the correct measuring instruments; e.g. tape measure, scale, etc. | |  |  |  | | mentioned the correct measuring units; e.g. millilitres, grams, centimetres, etc. | |  |  |  | | explained *how* s/he will use each resource during the programme | |  |  |  | | **Name of member** |  | | |  | | **Signature** |  | | |  | | **Date** |  | | |  | | **Name of member** |  | | |  | | **Signature** |  | | |  | | **Date** |  | | |  | |

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| * + - 1. Plan an indoor activity for toddlers: * Make a drawing of the floor plan showing how the area will be set up. * Draw up a list of the resources that you will use as well as the basic furniture and resources that are available. * Explain how you have considered the **individual, small and large group activities in the space available** and the health and safety of the children.   Floor plan:  Resources:  Explanation:   |  |  | | --- | --- | | individual, small and large group activities |  | | space available |  | | health and safety of the children |  | | | |
| * + - 1. Below is the basic floor plan of a classroom (blue) and outdoor area (green) that will cater for young children’s **indoor and outdoor activities**. Please complete the plan showing the dimensions of the room and resources if each block represents one square metre (Remember the Departmental requirements: Each child must have enough space to move about freely, which means there should be 1.5 m² of indoor play space per child and 2 m² of outdoor play space per child.) * Where you would set out all the relevant learning areas/centres? * Draw the basic furniture/equipment required for each area (bookshelves, tables, benches, jungle gyms, etc.)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Explain how you have considered the following:   * the balance between indoor and outdoor activities * maximising the available space * storage of resources * health and safety issues  |  |  | | --- | --- | | Indoor and outdoor |  | | Maximising available space |  | | Storage of resources |  | | Health and safety of the children |  | | | |

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| 1. Describe your ECD centre’s context by answering the following questions: 2. List at least three (3) of the factors in the environment/community that impact on your ECD programme. 3. Identify the developmental ages and stages of your learner group. 4. Identify the special needs of particular learners. | | |
| 1. Explain how this context impacts on the programme, resources and support you enjoy: | | |
| 1. How do you ensure that your programme complies with relevant national policies and guidelines? | | |
| 1. With your partner, prepare a presentation in which you explain the NQF to the class. Ask a third group member to assess your presentation using this form:  |  |  |  |  | | --- | --- | --- | --- | | **The learner has correctly:** | | **Yes** | **No** | | described the ten levels of the NQF | |  |  | | explained how ECD learners enter the NQF system | |  |  | | **Name of member** |  | | | | **Signature** |  | | | | **Date** |  | | | | | |

***Place any extra evidence after this page; mark it clearly for easy reference.***

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| Description: http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | Class Activity 10: Develop learning programmes to enhance participation of learners with special needs Please follow the instructions from the facilitator to complete the formative activity below: | 13643.1.2  13643.1.3  13643.2.1 13643.2.2 13643 EEK1 |
| 1. Give at least one (1) example of each of the following special needs that you have encountered in your ECD centre:  |  |  | | --- | --- | | **Physical special needs** |  | | **Environmental special needs** |  | | **Cognitive special needs** |  | | **Language special needs** |  | | **Social and emotional special needs** |  | | | |

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| 1. Write a short summary of how you accommodated each of these special needs mentioned above in your programme:  |  |  | | --- | --- | | **Physical special needs** |  | | **Environmental special needs** |  | | **Cognitive special needs** |  | | **Language special needs** |  | | **Social and emotional special needs** |  | |

***Place any extra evidence after this page; mark it clearly for easy reference.***

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| Description: http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | Class Activity 11: Reflect on the programme, the use and effectiveness of the resources and evaluate the design of activities Please follow the instructions from the facilitator to complete the formative activity below: | 244472.3  244485.3.1  244485.3.3  244485.3.4  244485.3.5 |
| 1. Answer the following evaluation questions about activities in a Developmentally Appropriate Classroom by placing a tick (🗸) in the correct column:  |  |  |  | | --- | --- | --- | | **Developmentally Appropriate Classroom** | **What *wouldn’t* you see in a D.A.P. Classroom?** | **What *would* you see in a D.A.P. Classroom?** | | Identical art activities |  |  | | Open-ended art |  |  | | “Rote” learning & memorisation |  |  | | Hands-on experiences with real objects |  |  | | Waiting, lining up |  |  | | Self-help skills/autonomy |  |  | | Small group activities & large group based on interest |  |  | | Most activities teacher-directed |  |  | | Forced participation |  |  | | Children offered choices |  |  | | Successful participation outcomes at any skill level |  |  | | Many activities with “right” & “wrong” |  |  | | All adult-oriented décor |  |  | | “Ownership” of the room by the children reflected |  |  | | Teacher frustrated with non-napping |  |  | | Art, music, science are all at designated times only |  |  | | Media tables, easels open, art/music/science accessible |  |  | | Rigidity - compliance the only choice |  |  | | Flexibility with adult problem-solving |  |  | | | |

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| 1. With your partner, role play giving feedback to: 2. a fellow ECD practitioner who has presented a lesson that is developmentally inappropriate 3. a fellow ECD practitioner who has presented a lesson that is very good and appropriate but could use a little improvement   Ask your partner and another group member to complete the following assessment of your role play:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **The learner has correctly:** | | **Yes** | **No** | **Comment** | | used constructive feedback | |  |  |  | | been specific about what has to change | |  |  |  | | based the feedback on facts and not emotion | |  |  |  | | given praise where it is due | |  |  |  | | not praised unnecessarily | |  |  |  | | **Name of member** |  | | |  | | **Signature** |  | | |  | | **Date** |  | | |  | | **Name of member** |  | | |  | | **Signature** |  | | |  | | **Date** |  | | |  | |

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| 1. **Self-evaluation**:   Write half a page about the importance of reflecting and receiving constructive feedback.   * Describe “constructive feedback”. * Think of past attitudes and behaviours: how have you reacted to criticism and feedback in the past? * How would you like to change your understanding and attitude towards feedback in future? * How can you include reflections on your ECD practice in order to improve it?   Remember that in order for this to be a valuable exercise; you will need to be honest with yourself.  **Use the space below for your answer:** |

***Place any extra evidence after this page; mark it clearly for easy reference.***

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| Description: http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder ipod red.png" 128x128 PNG  http://www.fasticon.com | Reflection Individually complete the following: | 244472  13643  244485  9016 |
| The purpose of reflection is for you to consider what you have learnt and how you will use it in the future. Answer the following questions as honestly as you can:   1. After the training programme, I can now (tick):  * access, use and manage suitable learning resources * formulate and use learning strategies * manage occupational learning materials * conduct research, analyse and present findings * lead and function in a team * reflect on how characteristics of the workplace and occupational context affect learning  1. How would you apply what you have learnt during this skills programme in the workplace? 2. What was the most significant thing you have learnt in this programme? 3. What do you think you still need to learn more about? (Action Plan) 4. What did you enjoy most about the training? 5. If there was something about the training that you could change, what would it be? | | |

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|  | Facilitator Observation Checklist The facilitator needs to provide feedback on the participation of each learner in the class: | 244472  13643  244485  9016 |
| The purpose of the facilitator observation checklist is to provide the learner with feedback about his/her participation during the formative class activities and also to highlight the observed strengths and perceived weaknesses that the learner displayed during the workshop and/or learning programme.  The facilitator is required to complete the Facilitator Observation Checklist for each learner in his/her Learner Workbook. The learner needs to sign-off the document to confirm that he/she has received the observation feedback. | | |

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| **Learner Name** |  | **Facilitator Name** |  | **Date** |  |

| **Class Activity** | **Group/Individual** | **Completed ✓🗴** | **Participation** | | | **Comments on perceived strengths and weaknesses of the learner** |
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| 1. Analysis of child development and related activities. |  |  |  |  |  |  |
| 1. Analysis takes into account a variety of needs. |  |  |  |  |  |  |
| 1. Identify activities to support the development of babies, toddlers and young children. |  |  |  |  |  |  |
| 1. Design activities for ECD programmes. |  |  |  |  |  |  |
| 1. Ensure that the programme sufficiently addresses the developmental stages and particular needs of the children. |  |  |  |  |  |  |
| 1. Ensure that the programme provides flexible options for implementation. |  |  |  |  |  |  |
| 1. Ensure that the programme provides a balance of developmentally appropriate activities to support the development of all the children. |  |  |  |  |  |  |
| 1. Ensure that the programme provides a balance. |  |  |  |  |  |  |
| 1. Ensure that the programme can be implemented in the given context and within available resources. |  |  |  |  |  |  |
| 1. Develop learning programmes to enhance participation of learners with special needs. |  |  |  |  |  |  |
| 1. Reflect on the programme, the use and effectiveness of the resources and evaluate the design of activities. |  |  |  |  |  |  |
| 1. Reflection | Individual |  |  |  |  |  |

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| **Has the learner sufficiently demonstrated application of the following CCFOs during the facilitated session?** | | | | | | |
| **CCFO1:**  Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made. | **CCFO2:**  Work effectively with others as a member of a team, group, organisation, community. | | | | **CCFO3:**  Organise and manage him/herself and his/her activities responsibly and effectively. | **CCFO4:**  Collect, analyse, organise and critically evaluate information. |
| Yes/No | Yes/No | | | | Yes/No | Yes/No |
| **CCFO5:**  Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. | **CCFO6:**  Use science and technology effectively and critically, showing responsibility towards the environment and health of others. | | | | **CCFO7:**  Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. | **CCFO8:**  Show that he/she can be culturally sensitive across a range of social contexts so that all actions and decisions made are acceptable to all stakeholders with broad cultural backgrounds. |
| Yes/No | Yes/No | | | | Yes/No | Yes/No |
|  | | | | | | |
| **Statement by the facilitator:**  The learner has demonstrated sufficient knowledge and skill during class to proceed with the summative assessment *(circle Yes or No)*. | | **Yes** | **No** | **Additional comments:** (optional) | | |

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| **Learner Signature** |  | **Facilitator Signature** |  |