



ProChil: Curriculum for Early Childcare Professionals

Annex 2: Worksheets



ProChil: Professional Childcare in European Nurseries.

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The Pedagogical Work of an ECEC professional

The Key:

Learner Worksheet 1

1. Answer: B
2. Answer: B
3. Answer: D
4. Answer: Flexible, based on the Module's Curriculum.
5. Answer: B
6. Answer: A
7. Answer: C

Learner Worksheet 2

1. YES
2. NO
3. YES
4. NO
5. YES
6. NO
7. YES
8. YES
9. NO
10. NO
11. YES
12. NO
13. YES
14. YES
15. YES
16. YES
17. NO
18. YES
19. NO

Learner Worksheet 3

1.
 - a. Developmental theories
 - b. Socio-cultural theories
 - c. Socio-behaviourist theories
 - d. Critical theories
 - e. Post-Structuralist theories
2. Answer: A
3. Answer: B
4. Answer: A
5. Answer: A
6. Answer: B
7. Answer: A

Learner Worksheet 4

1.

Answer:

 - Mary Ainsworth
 - Erik Erikson
 - Maria Montessori
 - Jean Piaget
 - Lev Vygotsky
2. Answer: A
3. Answer: B
4. Answer: A
5. Answer: B
6. Answer: B
7. Answer: A

Learner Worksheet 1: ECEC Conceptual Framework

1. The Term “early childhood” refers to:

- The period preceding the age of compulsory schooling, which is 7.
- The period differs from country to country.
- Both (A) and (B)
- None of these

2. The word “Pedagogy” means:

- To guide the child
- To lead the child
- To educate the child
- To understand the child

3. Pedagogy is the study of

- Education
- Guiding Students
- Learning Process
- Teaching Methods

4. Write a 30 words definition of pedagogy.

5. Early Childhood Education refers to:

- Education of infants and toddlers.
- Supporting the developing a child’s cognitive and learning skills.
- Both (A) and (B)
- None of these

6. What is the stage from 2 to 6 years called?

- Pre-childhood
- Infancy
- Later childhood
- Pre-adolescence

7. What should be the role of ECEC educator in meeting each child’s individual differences?

- Try to know the abilities, interest and attitude of each individual child
- Try to adjust the curriculum as per the needs of each individual child
- Both (A) and (B)
- None of these

Learner Worksheet 2: Becoming an ECEC professional

In order to qualify for an Early Childhood Educator and Caregiver you will need to develop core knowledge and skills.

Please mark below the applicable answers with **YES** or **NO**.

	Content Topic	Applicability
	Promoting Child Development and Learning	
1	The educator use her/his understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments and learning opportunities that are healthy, respectful, supportive, and challenging for each and every child.	
2	Doesn't necessarily need to have the ability to support physical development including fine and gross motor, sensorimotor, and perceptual-motor and how it affects all areas of development.	
3	Needs to know and understand the multiple influences on early development and learning such as biological, genetic, environmental, cultural, and adverse childhood experiences.	
4	Needs to know at least two foreign languages in order to be able to support the development of language and communication, including expressive and receptive language, social communication, and non-verbal communication.	
5	Needs to be able to use a strong base of child development knowledge to create developmentally appropriate learning opportunities and environments for each and every child.	
6	Doesn't necessarily need to know how to support social-emotional and behavioral development; peer and adult relationships, self-regulation, and self-awareness as this is part of the domain of other ECEC professionals.	
7	Needs to know and understand young children's characteristics and needs, and the variation within and across developmental domains, birth to age 8.	
	Approaches	
8	The educator approaches teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur.	
9	Approaches positive relationships and supportive interactions as one of the many ways to deliver their work with young children.	
	Using Content Knowledge to Build Meaningful Curriculum	
10	The educator needs to be well-prepared but doesn't need to have knowledge of academic disciplines in order to be able to design, implement, and evaluate experiences that promote positive development and learning for each and every child.	
11	Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	

12	Needs to have content knowledge and resources in one of the academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	
13	In a continuous and collaborative manner, the educator demonstrates knowledgeable, reflective and critical perspectives on his/her work, making informed decisions that integrate knowledge from a variety of sources.	
Becoming a Professional		
14	Educators who identify and conduct themselves as members of the early childhood profession know and use ethical guidelines and other professional standards related to early childhood practice.	
15	They are informed advocates for sound educational practices and policies in ECEC.	
16	The Early Childhood Educator and Caregiver engages in continuous, collaborative learning to inform practice; uses technology effectively with young children, with peers, and as a professional resource.	
17	The pedagogical theories that each educator applies cannot be used to identify teaching strengths and limitations, because they enable but also limit the educator's actions and approaches.	
18	Integrates knowledgeable, reflective, and critical perspectives on early education.	
19	The educator is not expected to discuss and debate pedagogical theories, but to apply them, according to the teaching standards and ethics.	

Learner Worksheet 3: Theories that impact the modern ECEC

1. Name the 5 groups of theories that every early childhood educator needs to be aware of:

1.....

2.....

3.....

4.....

5.....

2. The Early Childhood Educator and Caregivers draw upon a range of perspectives in their work, based on theories that focus on describing and understanding the processes of change in children's learning and development over time.

A. True

B. False

3. The Socio-cultural theories emphasise the central role that politics and high culture play in children's lives.

A. True

B. False

4. Socio-behaviourist theories focus on the role of experiences in shaping children's behavior

A. True

B. False

5. Critical theories invite early childhood educators to challenge assumptions about curriculum, and consider how their decisions may affect children differently.

A. True

B. False

6. Post-Structuralist theories offer insights into issues of structure in early childhood settings.

A. True

B. False

7. The ECEC theories offer strengths and limitations to the educator, enabling but also limiting the educator's actions and approaches.

A. True

B. False

Learner Worksheet 4: Important theorists who impacted the modern ECEC

1. Name 5 important theorists who impacted the modern ECEC

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

2. Piaget believed that as children develop, they pass through stages of assimilation when they add new knowledge to their experiences, and accommodation when they are changing or advancing their thinking in light of the new information.

- A. True
- B. False

3. Just like Piaget, Vygotsky put forth the notion that “learning is a necessary and universal aspect of the process of developing”; he believed that culture shape cognitive development, emphasising on social factors– parents, caregivers, peers, and the culture at large – as the greatest influence on attention, sensation, perception, memory and, eventually, higher order functions.

- A. True
- B. False

4. Maria Montessori believed that children learn through constructivist play, or a discovery model and spontaneous child-directed exploration; she believed that children need independence and freedom within limits for movement and exploration so that they can engage in their own uninterrupted work.

- A. True
- B. False

5. Froebel designed and manufactured play materials (blocks (a cube, sphere & cylinder) and six coloured worsted balls attached to a string), known as Froebel’s Games, to advocate the importance of free play. He believed play, through holding, examining and manipulating well-designed (pedagogical) objects, provides children a “mirror of life” teaching self-discipline and respect for law and order.

- A. True
- B. False

6. Post-Structuralist theories offer insights into issues of structure in early childhood settings.

- C. True
- D. False

7. The ECEC theories offer strengths and limitations to the educator, enabling but also limiting the educator's actions and approaches.

- E. True
- F. False

Developmental stages of a child and its socialization

The Key:

Worksheet 1

1. A
2. B
3. FALSE - Immediate and consistent comforting of babies when they are distressed actually improves the attachment relationship and does not spoil children. It helps them feel secure and safe.
4. B. FALSE - If children did not have consistent parenting when young, the right support, care, and intervention can still help them make strong, secure attachment relationships.
5. A and D
6. 1D, 2B, 3A, 4C.
7. TRUE
8. C
9. TRUE

Worksheet 2

1. A
2. A active
3. A
4. A
5. B
6. B
7. B
8. C
9. A

Worksheet 3

1. TRUE
2. TRUE
3. FALSE (Correct age 24 months)
4. A and C

Worksheet 4

1. A,B AND D
2. A. TRUE
3. B. FALSE (Children should have the opportunity to play outdoors every day)
4. A. TRUE

Worksheet 5

1. TRUE
2. 2 years old
3. TRUE
4. FALSE (1 HOUR)
5. Sensory play

Worksheet 6

1. C.
2. A and B
3. A
4. ALL
5. A,B and D

Worksheet 7

1. feelings and desires.
2. False
3. B
4. B
5. A

Learner Worksheet 1: Attachment

1. According to Bowlby the earliest bonds formed by children with their caregivers

- A. have a tremendous impact that continues throughout life
- B. do not play a role in development because everything is biologically determined

2. What are the three types of attachment (according to Ainsworth's Strange Situation)?

- A. Secure, Really Secure and not Secure
- B. Secure, ambivalent-insecure attachment, and avoidant-insecure attachment
- C. Secure, Insecure and Indifferent
- D. Insecure, Insecure Rejection and Insecure distress

3. Babies should not always be picked when they cry because it might “spoil” them.

- A. TRUE
- B. FALSE

4. Young children without a secure attachment relationship can not overcome this, even if given deep care and attention.

- A. TRUE
- B. FALSE

5. Children who receive consistent support and care are more likely to develop (mark all that apply)

- A. secure attachment
- B. insensitivity to others
- C. difficulties in expressing and managing feelings
- D. stronger self-esteem

6. Connect the style of attachment to the definition

1. Avoidant-insecure attachment	A. Cannot depend on their mother (or caregiver) to be there when the child is in need.
2. Disorganized attachment	B. Often display a confusing mix of behavior and may seem disoriented, dazed, or confused. Children may both avoid or resist the parent.
3. Ambivalent-insecure attachment	C. When the adult leaves, the child may be upset but he or she feels assured that the parent or caregiver will return
4. Secure attachment	D. When offered a choice, these children will show no preference between a caregiver and a complete stranger

7 . Depressed mothers postnatally were more likely to develop insecure attachment relationships with their infants

- A. TRUE
- B. FALSE

8. Studies show insecure attachment is developed by _____% of neglected, abused and traumatized children.

- A 30-50%
- B 50-70%
- C 70-100%

9. The most sensitive indicator for attachment is the infant response after moms return became the most sensitive indicator for attachment

- A.TRUE
- B. FALSE

Learner Worksheet 2: Development of cognition

1. Piaget showed that young children think

- A. in very different ways compared to adults
- B. in the same way as adults

2. According to Piaget, children are _____ in constructing their understanding of the world.

- A. Active
- B. Passive
- C. Neutral
- D. Observers

3. He was interested on the way children solve problems and not on how they feel and not on their motives and preferences.

- A. TRUE
- B. FALSE

4. The Sensorimotor stage last from

- A. birth to 2 years old
- B. from 2 y.o. To 5 y.o.
- C. from 5 y.o. To 7 y.o.

5. Children develop object constancy at the age of 3 y.o.

- A. TRUE
- B. FALSE

6. At what stage do children tend to be egocentric and struggle to see things from the perspective of others.

- A. Sensorimotor stage
- B. Preoperational stage
- C. Concrete operational stage

7. The ability to think abstractly and systematically solve problems emerges during the:

- A. Sensorimotor Stage
- B. Preoperational Stage

8. In the preoperational stage the child learns (mark all that apply)

- A. to use language
- B. to classify objects by a single feature
- C. to think logically about abstract propositions and test hypotheses systematically

9. If a parent is playing with their kid a peek-a-boo game, what stage is it representing?

- A. Preoperational Stage
- B. Sensory Motor Stage

Learner Worksheet 3: Speech and language development

1. Babies usually start babbling by about

- A. 6 months
- B. 9 months
- C. 12 months

2. By 18 months, they know the names of people, body parts, and objects.

- A. TRUE
- B. FALSE

3. By 12 months they follow simple requests (such as "put the book on the table").

- 4. TRUE
- 5. FALSE

4. What are the best ways to encourage a child's language development? (mark all that apply)

- A. Use lots of facial expressions.
- B. Use baby talk
- C. Follow the child's lead

Learner Worksheet 4: Motor development

1. Gross motor skills refer to the following activities (please mark all that apply):

- A. Running
- B. Walking
- C. Writing
- D. Kicking a ball

2. Fine motor skills relate to the coordination of small muscle groups, such as in the hands and face.

- A. TRUE
- B. FALSE

3. Playing outdoors should be done at least twice a week, to promote children's motor development.

- 4. TRUE
- 5. FALSE

4. Motor development is closely linked to sensory development.

- A.TRUE
- B. FALSE

Learner Worksheet 5: The role of play in development

1. Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength

- A. TRUE
- B. FALSE

2. At what age do usually children engage in parallel play?

- A. 2 years old
- B. 3 years old
- C. 4 years old

3. Most current play spaces are designed to be too safe , giving children little chance to assess risks and set their own boundaries.

- A. TRUE
- B. FALSE

4. According to the Recommendations from the American Academy of Pediatrics children should be allowed for 30 minutes a day of unstructured, free play.

- A. TRUE
- B. FALSE

5. Most children enjoy playing with dirt, sand, mud, water, and other materials with different textures, sounds, and smells. This type of play is called _____

Learner Worksheet 6: The development of social skills

1. At what age do children display complex emotions, and use emotions intentionally?

- A. 0-12 months old
- B. 12-18 months
- C. 18 months to 3 years old

2. Between the ages of 0 to 18 months, most babies can: (mark all that apply)

- A. Able to distinguish themselves from others.
- B. Become increasingly attuned to the wider social world around them and enjoy social interaction with more people.
- C. Identifies friends and family by name.

3. At what age does a child engage in 'helping behaviours', such as gardening, shopping and cleaning?

- A. 18- 3 y.o.
- B. 3- 5 y.o.
- C. older than 5 y.o.

4. From 3 to 5 years old children can (mark all that apply)

- A. Display more self-control
- B. Compare self with others
- C. Develop a more complex self-concept (based on characteristics, attitudes, emotions)
- D. Express emotions during pretend play

5. Caregivers can promote social and emotional development in children of all ages and stages by: (mark all that apply)

- A. having two-way conversations
- B. modelling effective social and emotional skills
- C. Punishing children who display aggressive behaviour
- D. describing and labelling emotions

Learner Worksheet 7: Morality

- 1. Infants cannot moralize. Their sense of right and wrong depends on their _____ and _____.**
- 2. Children at the age of 2 y.o. can grasp the difference between right and wrong.**
 - A. True
 - B. False
- 3. Children internalize family and school values at the age of:**
 - A. 2-3 years old
 - B. 3-6 years old
 - C. 6-10 years old
- 4. Children at the age of 2 years old recognize that actions have consequences.**
 - A. True
 - B. False
- 5. Talking about their feelings is important in the development of morality.**
 - A. True
 - B. False

Pedagogical approaches based on Montessori system of education

The Key:

Worksheet 1

1. B
2. C
3. B
4. C
5. D

Learner worksheet 1: Montessori pedagogy approach

1. What is the so-called sensitive phase:

- A. child age from birth to 3 years
- B. period when the child is hypersensitive to violent light
- C. limited time period then the child is the best adapted to acquire a certain feature of skill
- D. period when the baby is sensitive to the absence of mother

2. What is not true about the absorbent mind

- A. It is the ability of the mind to receive everything without judgment
- B. It is the ability of the brain to receive (draw) stimuli from the environment
- C. It is the mind of the child in the age over 6 years old
- D. It is the mind of the child in the age under 6 years old

3. What Idea does not belong to Montessori pedagogy?

- A. discipline and order
- B. frontal lessons
- C. freedom of choice
- D. prepared environment

4. What unique educational subject include Dr. Maria Montessori to her pedagogical system for child under 6 years old?

- A. music
- B. development of motor skills
- C. education to peace
- D. mathematics

5. What is not the goal or job of the Montessori teacher

- A. Environment preparation
- B. To help the child
- C. Observation
- D. Controlled and directed learning

Guiding children towards hygiene habits

The Key:

Worksheet 1

1. C
2. A
3. D
4. C
5. C

Learner worksheet 1: Hygiene and toileting

1. What do we have to prepare for a child to blow his nose:

- A. special handkerchief
- B. nasal drops
- C. a mirror
- D. none of this, a child under 4 years can't do it

2. When do we start teaching a baby to use a potty?

- A. When the child shows interest
- B. when the child is 18 months old
- C. when the child is 3 years old
- D. when the pediatrician tells us

3. What does not belong to hygiene and toileting?

- A. Sleeping
- B. Washing hands
- C. Combing hair
- D. Development of motor skills

4. How do we teach a child under 3 to wash their hands?

- A. we will describe the process and let him experiment
- B. we don't teach it, we wait for it to learn itself
- C. we'll show him step by step
- D. we will produce cards with instructions

5. Choose the wrong statement – hygiene is important

- A. for health
- B. for socialization
- C. so that others can see that the child is well-behaved
- D. to make the child clean

Application of the healthy lifestyle principles according to the age of the child

The Key:

Worksheet 1

1. D
2. A
3. B
4. D
5. D

Worksheet 2

1. D
2. A
3. D
4. C
5. B

Worksheet 3

1. A
2. C
3. B
4. False – true – true - false
5. D

Learner worksheet 1: Physical Activity

6. Physical activity is considered one of the basic needs, essential for the development of the child, it must be encouraged from birth as:

- A. It allows self-knowledge and to discover the environment.
- B. It facilitates a sequence that respects activity and rest.
- C. It favors maturity and acts directly on prevention of physical as well as psychological problems.
- D. All the answers are correct.

7. In relation to the adequacy of the life cycle stage within the learning process inside a child motor development, the most important factors that should be considered by the professional to the teaching process are:

- A. The transmission of motor activities, practice, transfer of contents between students and teacher.
- B. Planning objectives, curricular contents, abilities of the children and the methodology to apply.
- C. Promoting motivation: intrinsic and extrinsic.
- D. All the answers are correct.

8. In this stage, motor development can be developed through different types of games. Select which examples of activities are most appropriate for the development of Psychomotor coordination:

- A. Games of body outline development, games of laterality, space- time perception, body rhythm, sense & motor and relaxation games.
- B. Games to work the gross psychomotricity (balance, displacements, jumps, turns, throws ...), fine psychomotor work (eye-hand and eye-foot coordination) and games of force, resistance or precision.
- C. Games of spontaneous representation, stories, narrations, theatres ...
- D. All the answers are correct.

9. As a manager of the motor skills in the classroom, the teacher's mission will be as follows:

- A. Action plan: propose action plans which collect the objectives, contents, methodology to be applied and evaluation.
- B. Physical Education classroom: organize and structure the classroom appropriately for the execution of the activity.
- C. Work atmosphere: it will create a favorable space for interpersonal relationships, in which stimulation, motivation, support and guidance will be given.
- D. All the answers are correct.

10. From the point of view of didactic methodology, the basic considerations to be followed by the teaching staff will be the following:

- A. Control and correct handling of communication skills.
- B. Correct management of available materials, spaces and times.
- C. Work with children attitudes and values of respect and companionship.
- D. All the answers are correct.

Learner worksheet 2: Food and Nutrition

1. Which of the following are norms for a balanced diet:

- A. Know the nutritional energy needs.
- B. Food must be free of debris, skins, thorns,...
- C. Make an adequate relationship between calories, proteins and fatty acids
- D. All the answers are correct

2. The World Health Organization recommends the exclusive breastfeeding up to:

- A. 6 months
- B. 3 months
- C. 4 months
- D. There is no specific recommendation about the breastfeeding for the WHO

3. Which of the following are functions of the lunchroom:

- A. Promote proper habits and routines related to food
- B. Being a didactic resource in terms of food, nutrition and food hygiene
- C. Offer a quality of food
- D. All the answers are correct

4. Regarding feeding of a baby from 0 to 3 years of age, which of the following statements are true:

- A. The baby must remain seated until the end
- B. The baby should control the portions that are brought to the mouth and the proper rhythms between bites
- C. Baby bib is needed
- D. No longer uses the baby bottle and has to take the glass with one hand and drink without getting wet.

5. Regarding the symptoms of a food allergy, which one of the following statements is true:

- A. Symptoms appear after food intake
- B. Symptoms usually present with an immediate response (before 2 hours of food intake) and normally affect the skin, causing itching and hives among others.
- C. Symptoms are usually digestive
- D. It does not have an immunological basis

Learner worksheet 3: Intervention programs

1. Show which are the main nutritional principles:

- A. Energetic/ regulator/ plastic function
- B. Nutrition and feeding function
- C. Relationship and energetic function
- D. All the answers are correct

2. What is childhood obesity?

- A. It is an eating disorder. In many cases, it is a consequence of the lack of rules and structure of the nutritional habits.
- B. It is a rare eating disorder that consists of the repeated regurgitation of the ingested food, in a voluntary and pleasurable way.
- C. It is an eating disorder that consists of the excessive accumulation of body fat in the child. The cause is the ingestion of an amount higher than necessary.
- D. All the answers are correct

3. The methodology that must be applied by the educator to manage the motor skills in the classroom is the following:

- A. Action plans, psychomotricity classroom, working atmosphere, socio-emotional relationships.
- B. Communication skills management, working on attitude and on values of respect with children, materials management.
- C. Motor movement song, motor movement circuits.
- D. All the answers are correct

4. Indicate TRUE or FALSE – the following are good conditions for indoor sleeping

- A. A place with a lot of light
- B. Ventilated area
- C. Cradles and mats
- D. A place with many sensory stimuli

5. Which of the following are possible communication channels that can be created with the family:

- A. Informative talks
- B. Personal interviews
- C. Monthly or quarterly meetings
- D. All the answers are correct