



ProChil
project

ProChil: Curriculum for Early Childcare Professionals

Annex 3: Learning Activities



ProChil: Professional Childcare in European Nurseries.

The project is co-financed by the Erasmus+ programme of the European Union under the registration number: 2017-1-CZ01-KA202-035558.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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1 The Pedagogical Work of an ECEC professional

Learning Activity 1 – the motivation of an ECEC professional



Main goals and objectives of the learning activity

This activity can be used as an ice breaker in face-to-face settings where there are more participants which don't know each other. The goal is to warm up the group, get to know each other and learn about the motivations and attitudes of other (and yours).



Overview of activity and suggested duration

This is a group activity, with participants divided into groups with 3-4 people. In the group, participants use dixit cards to talk about their work as ECEC professionals.

Duration of the activity: 10 minutes group work, 5 minutes presentation, 10 minutes wrap up



Instructions for the activity

Group actions: each group gets a stack of dixit cards, the learners can choose any card they want to answer the following questions:

What does it take to be an ECEC professional?

What does it give you?

After the group sessions all participants come together and discuss what they talked about and what associations they had.



Materials and resources

Dixit cards.



Suggestions for follow-up

Encourage discussions on the skills, attitudes and knowledge an ECEC professional has to have. Encourage discussion between young and older professionals, experienced professionals and newcomers.

2 The developmental stages of a child and its socialization

Learning Activity 1 – organizing the environment



Main goals and objectives of the learning activity

This activity aims to encourage the participants to think about how they would organise the indoor and outdoor physical environment of the preschool, in order to support children's development in different areas.



Overview of activity and suggested duration

This is a group activity, with participants divided into two groups. The participants of one group will discuss and outline on a large piece of paper how they would organise the indoor environment of the preschool, while the second group will do the same for the outdoor environment. The groups will then present to each other and discuss similarities and differences in their approach.

Duration of the activity: 20-30 minutes



Instructions for the activity

Group actions:

Discuss and describe how you would organise the indoor or outdoor environment of the preschool, in order to support children's development. Sketch a simple outline using a large piece of paper and markers and take notes as needed. After having discussed this within your group, present to the other group and talk about the reasons behind your decisions.



Materials and resources

Large papers and markers



Suggestions for follow-up

Encourage discussions on how the organisation of the environment encourages different areas of development.

Make sure that issues regarding safety in relation to the different age groups are brought up.

Mention loose parts.

Mention nature and natural materials.

Learning Activity 2 – activities to support development of the child



Main goals and objectives of the learning activity

This activity aims to encourage the participants to think about how they would support children’s development in different areas e.g. cognitive, motor, social, through everyday child care activities.



Overview of activity and suggested duration

This is a small group activity, with groups of 3-5 participants, which combines children’s development in different areas e.g. cognitive, motor, social, with everyday child care activities. The participants will firstly discuss and take notes on how they would support a specific area of development through everyday child care activities in a specific age group. They will then switch age group and discuss and take notes, regarding differences in their approach. The small groups may then present to the entire group.

Duration of the activity: 20-30 minutes



Instructions for the activity

Choose one child care activity and one age group and discuss which areas of development you think it could relate to and how. Take notes as needed. After having discussed this, choose a second age group and discuss how the different stages that the children’s development is in would affect your approach. Take notes as needed.



Materials and resources

Cards or A4 papers with the the following activities:

- Circle time
- Outdoor play
- Play in activity centres
- Meals
- Hygiene and toilet
- Story time
- Drawing
- Crafts
- Learning activities

Cards or A4 papers with the names of the following areas of development:

- Motor
- Cognitive
- Social
- Emotional
- Speech
- Play

Papers and markers

Cards or A4 papers with children age groups e.g. 1-2, 2-3 etc.



Suggestions for follow-up

Encourage discussions on how every activity could be used with the various age groups and to encourage the different areas of development. Encourage discussions on how children’s skills develop during preschool age. Make sure that issues regarding safety in relation to the different age groups are brought up.

Learning Activity 3 – organization of the environment and daily schedule



Main goals and objectives of the learning activity

This activity aims to encourage the participants to think about how they would support children's development in different areas e.g. cognitive, motor, social, through the organisation of the environment and the daily schedule.



Overview of activity and suggested duration

This is a small group activity, with groups of 3-5 participants, which combines children's development in different areas e.g. cognitive, motor, social, with the way the environment and the daily schedule is organised.

The participants will firstly discuss and take notes on how they would support a specific area of development through the organisation of the environment and the daily schedule, in a specific age group. They will then switch age group and discuss and take notes, regarding differences in their approach.

The small groups may then present to the entire group.

Duration of the activity: 20-30 minutes



Instructions for the activity

Group actions: Choose an area of development and an age group and discuss about the environment set-up and the daily schedule that you would suggest. Take notes as needed. After having discussed this, choose a second age group and talk about how the different stages that the children's development is in would affect your choices. Take notes as needed.



Materials and resources

Cards or A4 papers with the names of the following areas of development:

- Motor
- Cognitive
- Social
- Emotional
- Speech
- Play

Cards or A4 papers with children age groups e.g. 1-2, 2-3 etc.

Papers and markers



Suggestions for follow-up

- Encourage discussions on the effects of the organisation of the environmental and the daily schedule on children's development.
- Encourage discussions on how children's skills develop during preschool age.

Learning Activity 4 – materials, structures and precautions



Main goals and objectives of the learning activity

This activity aims to encourage the participants to think about the opportunities that various materials and structures provide to children at different ages, as well as what precautions are necessary.



Overview of activity and suggested duration

This is a small group activity, with groups of 3-5 participants, which examines the opportunities that various materials and structures offer to children, as well as the precautions needed at different ages. The participants will firstly discuss and take notes on the opportunities that the various materials or structures offer a specific age group, as well as what they need to be careful about. The small groups may then present to the entire group.

Duration of the activity: 20-30 minutes



Instructions for the activity

Group actions: Choose an age-group card, as well as three structures or materials from the following and discuss what opportunities it would provide and what do we need to be careful about at this age?

Materials and structures:

- Slides
- Swings
- Tricycles
- Sand
- Ropes
- Puzzles
- Crayons
- Pencils
- Scissors
- Cooking utensils
- Gardening tools
- Ball
- Playdough
- Pegboards
- Fabrics
- Lego blocks
- Dress-up clothes
- Water
- Containers



Materials and resources

- Cards or A4 papers with the names of the aforementioned materials and structures.
- Cards or A4 papers with children age groups e.g. 1-2, 2-3 etc.
- Papers and markers



Suggestions for follow-up

Encourage discussions on the various less obvious opportunities offered by the materials and structures.

Encourage discussions on children's safety at different ages.

3 Pedagogical approaches based on Montessori system of education

Learning Activity 1 – prepared environment



Main goals and objectives of the learning activity

This activity aims to encourage the participants to think about how they would support children's development in different areas e.g. cognitive, motor, social, through everyday child care activities. They will schedule space and divide it into different functional units.



Overview of activity and suggested duration

This is a small group activity, with groups of 3-5 participants, which combines children's development in different areas. The participants will firstly discuss and take notes on how they would support a specific area of development through everyday child care activities in a specific age group. They will then cooperate and make a place plan for area of activities. The small groups may then present to the entire group.

Duration of the activity: 20-30 minutes for preparing and creating a place plan, 10 minutes for presentation to each groups, 10 minutes discussion



Instructions for the activity

Have a look at the ground plan and imagine you want to open a child group for 12 kids aged 1-3 years - make a suggestion for its arrangements and equipment. You can use color paper, scissors, glue or markers, you can also tear down the walls if you wish so.

Choose one child care activity and one age group and discuss which areas of development you think it could relate to and how. Take notes as needed.

After having discussed this, choose place for special area and try to create a space. Discuss how the different stages that the children's development is in would affect your approach. Take notes as needed.

Use this questions for discussion:

- What is prepared environment and what are the principles it should follow when ment for children 0-3 years old?
- What should the furniture look like regarding the height, material or surfaces?
- Is the presence of stairs a good thing? Why? Why not?
- What equipment would you add and how would you choose suitable pieces



Materials and resources

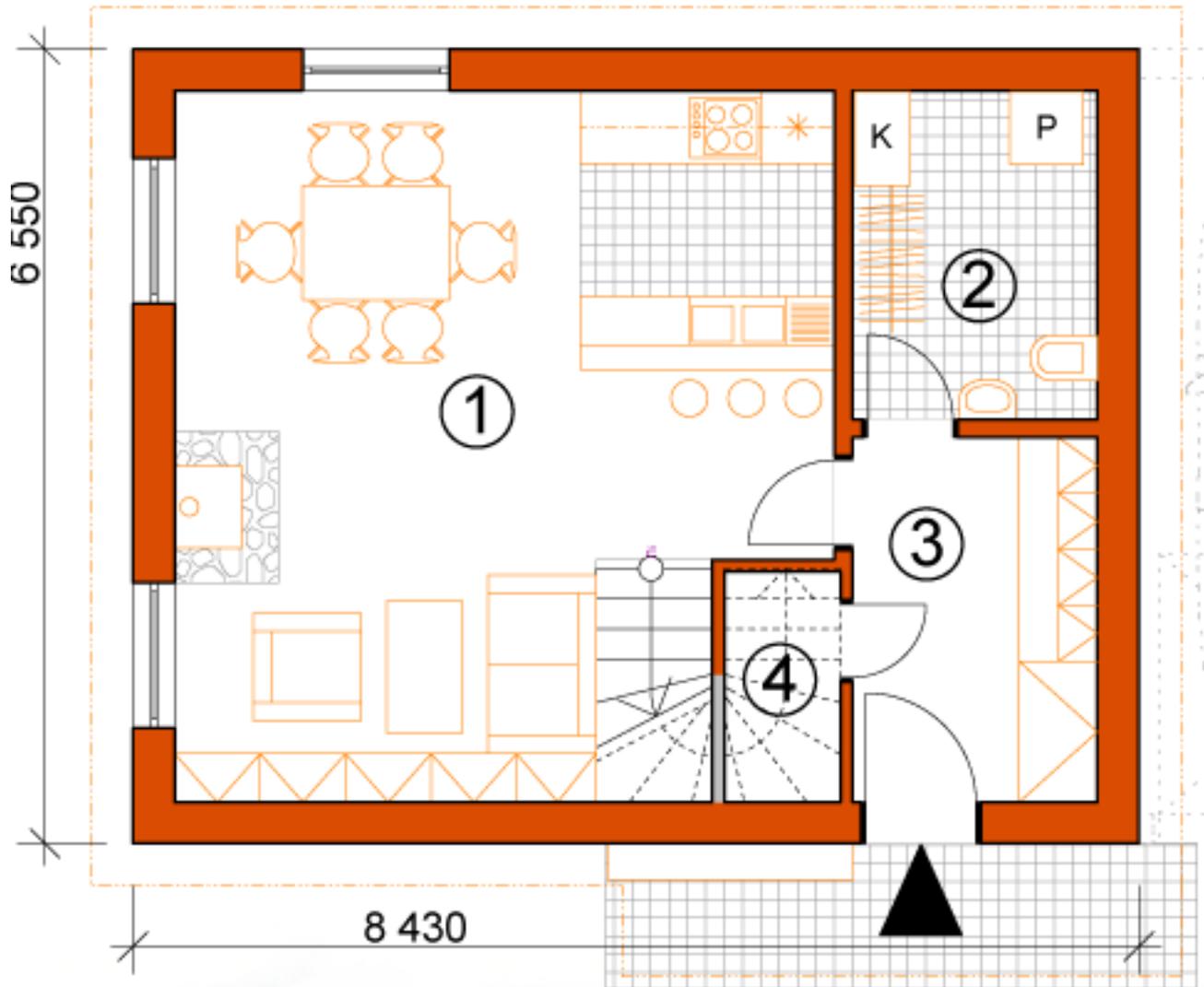
- scissors
- paper A3, A2
- ruler
- colored pencils
- plan of the training place



Suggestions for follow-up

Encourage discussions on how every activity could be used with the various age groups and to encourage the different areas of development. Encourage discussions on how children's skills develop during preschool age.

Make sure that issues regarding safety in relation to the different age groups are brought up



Learning Activity 2- equipment and furnishings



Main goals and objectives of the learning activity

This activity aims to encourage the participants to think about how they can use real equipments , what the importance of using real daily necessities for children, what children use to develop them, what are the risks of the subject.



Overview of activity and suggested duration

This is a small group activity with groups of 3–5 participants, each group has a different subject.

- 1st group: using wooden small furniture, porcelain plates and glass cups
- 2st group : using running water and accessible, self-service wc.

Participants will first discuss and acknowledge how they would support a specific area of development through day-to-day childcare activities in a specific age group. Small groups can then present themselves to the whole group.

Duration of the activity: 20 minutes for preparation, 10 minutes for presentation to the second group, 10 min discussion



Instructions for the activity

Group actions:

- Choose one of the two groups of equipment and discuss which areas of development you think it could relate to and how. Take notes as needed.
- After having discussed this, choose a second approach - security risks of using these. Take notes as needed.

Focus on the following points and discuss them:

- what is the purpose of the equipment?
- what competencies do kids gain while using it?
- what risks are connected with the use of the equipment?
- what are the disadvantages of the equipment? (are they used in kindergardens in your country? why? why not?)



Materials and resources

- cards with the names of the following activities:
 - Circle time
 - Meals
 - Hygiene and toilet
 - Drawing - art
 - Crafts
 - Moving
- a list of the areas of development, or cards.
- papers and markers
- real knife, real glass, real porcelan plate, small wooden chair



Suggestions for follow-up

Encourage discussions on how every activity could be used with the various age groups and to encourage the different areas of development.

Encourage discussions on how children's skills develop during preschool age.

Make sure that issues regarding safety in relation to the different age groups are brought up.

Learning Activity 3 - prepare a training set for child 2 years old



Main goals and objectives of the learning activity

This activity aims to encourage the participants to think about how they can help children to be independent and socialized by using and training fine and gross motor skills.



Overview of activity and suggested duration

This is a small group activity with groups of 3–5 participants, each group has a different subject.

1st group: prepare a training set for slicing an apple, peeling and slicing a cucumber

2nd group : prepare a training set for an egg peeling , cutting, snack preparing

Participants will first discuss and acknowledge how they would support a specific area of development through day-to-day childcare activities in a specific age group. Small groups can then present themselves to the whole group.

Duration of the activity: 20 minutes for preparation, 10 minutes for presentation to the second group, 10 min discussion



Instructions for the activity

Group actions: After having discussed this, choose and try practically how to build a tool for a child 2 years old.

The child will cut the apple and use it for their snack. The child will peel the boiled egg, cut and put in a common bowl. Then prepare a snack. Try the set out and show the others how to lead the child to use the set - one of you plays the child, one plays the nurse/teacher/guide.

Show 'step by step' how the child learns peeling and slicing.



Materials and resources

1. an apple, a cucumber, a boiled egg
2. slicer, cutting board, cucumber, scraper, slicer, cutting board, bowl



Suggestions for follow-up

Encourage discussions on how every activity could be used with the various age groups and to encourage the different areas of development.

Encourage discussions on how children's skills develop during preschool age.

Make sure that issues regarding safety in relation to the different age groups are brought up.

Learning Activity 4 – the skills and behaviour of the teacher/nurse/guide



Main goals and objectives of the learning activity

This activity aims at naming the competences of a teacher for children 1-3 years. By discussing the needs of children, we get to discuss the needs of teachers and what are the requirements for the teachers of children.



Overview of activity and suggested duration

This is a small group activity with groups of 3–5 participants. Participants will first discuss and acknowledge about children needs and personal needs. What are the competences of the teacher?

Small groups can then present themselves to the whole group. Show us a theatrical piece.

Duration of the activity: 20 minutes for preparation, 10 minutes for presentation to the second group, 10 min discussion



Instructions for the activity

Describe parts of child development on A3-A2 paper, write down competences of teacher. How would you choose one? Show us how a job interview in a nursery could look like. Show us a theatrical piece - one of you playing a prepared nurse by this situation:

- Crying child, punching other kids in the nursery
- There is a group of children throwing toys at each other



Materials and resources

Paper, pen.



Suggestions for follow-up

Encourage discussions on how every activity could be used with the various age groups and to encourage the different areas of development. Encourage discussions on how children's skills develop during preschool age.

Make sure that issues regarding safety in relation to the different age groups are brought up.

4 Specific educational situations and approach to children with special needs

Learning Activity 1 – Introduction to preschool



Main goals and objectives of the learning activity

The aim of the activity is to think and talk about an introduction of a child to the preschool.



Overview of activity and suggested duration

The activity can happen in small group where participants discuss their solution and then present it to the whole group.

Duration of the activity: 20-30 minutes



Instructions for the activity

Below you will find some information about the child that is supposed to start in your daycare:

Family Johansson just moved to your community and they don't know much about the surroundings . The father of the family works as a busdriver and the mother is going back to her work as a teacher. The child's grandparents live far away and can't help with there child during the workdays. The child is a girl that is two years old. Until now she was at home with her mother.



Materials and resources

A card with description of the family



Suggestions for follow-up

Suggest the following questions to have in mind when you plan the introduction:

What do you need to think about? What do you need to prepare in the different rooms of the daycare? How are you going to treat the guardians? Are you going to have a meeting with the guardians prior to the introduction?

Learning Activity 2 – Guidelines for meeting the parents



Main goals and objectives of the learning activity

The aim of the activity is to think and talk about the parent – teacher meeting. The purpose of the meeting is to talk about a child's development. Bare in mind that you are talking to guardians who have their first child in a daycare facility and it is maybe the first time they are attending a meeting about the child in this matter.



Overview of activity and suggested duration

The activity can happen in small group where participants discuss their solution and then present it to the whole group. The group can decide to use drama and play the scene between the parents and teachers.

Duration of the activity: 20-30 minutes



Instructions for the activity

Below you will find some information about the child that you are caring for in your facility:

This is a boy called Thomas. He is two years old. Thomas lives with his mother, father and little sister. Thomas father is a policeofficer and works during the weeks in a different city and comes home on the weekends.

Thomas is a happy boy most of the time. In the mornings when his mother leaves him in the daycare he can get angry but it usually passes quickly. During the day Thomas is an active child who likes to play with the other children. He does not initiate play but he often joins the other children in their play. He likes cars and dolls. He also likes to run around in the rooms of the daycare. Sometimes he chooses to play on his own and when he does that he can play for a long time with the cars.

Thomas is a boy who speaks his mind. He knows exactly what he wants. If he can't explain something with his speech he tries to use his bodylanguage to get the others to understand him. When he has set his mind on something he does not want to change his opinion.

If Thomas gets angry with someone it can be difficult to comfort him. He needs a moment on his own to calm down. The adults must give him some space and in a short while he often comes back. He then wants a hug and attention.

Thomas likes food. He can eat on his own and he eats a lot. He wants to taste most of the food but he does not like all vegetables. He likes his nap after lunch and can sleep for as long as he likes. He wants his pacifier during the nap. When he wakes up he wants to sit in the sofa for a while and then he wants to play again.

When we do art projects Thomas often whants to sit and observe the other children before he is ready to start himself. That's the way he does most of the time when something is new to him.

Thomas talks a lot but the others does not always understand him. You can hear that his sentence structure is good. When he can't explain something with his words he tries with gestures and body language. He is stubborn and when he wants you to understand him he does not give up!



Materials and resources

A card with description of the child.



Suggestions for follow-up

Suggest the following questions to have in mind when you plan the introduction:

Does the child feel at home at the daycare? Does he feel safe? How does he get along with the other children? What do he like to play with? What do he like to eat? Does he like to sleep? How does he communicate? How is his speech evolving? Is there anything else that you have to inform the guardians about?

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

Learning Activity 1 - Physical Activity



Main goals and objectives of the learning activity

This activity aims to encourage participants to think and know the motor (body motion) possibilities of children in the early years and know how these influence the promotion of healthy living habits and their social development, as well as the importance of rest as part of their routine.



Overview of activity and suggested duration

It is an activity for small groups, with 3-5 participants, which combines the development of children in the area of motor activity and rest.

Duration of the activity: 20-30 minutes



Instructions for the activity

Group Actions:

Participants will first take notes on how they would support a specific area of development, such as physical activity and rest, through daily child care activities in a specific age group.

Then, they will change the age group, discuss and take notes, regarding the differences in each of their approaches. Small groups can present to the whole group.



Materials and resources

Cards or A4 papers with children's age groups and with the names of the following daily activities:

- Circle time / Group activity
- Outdoor play
- Play in Children's Activities center
- Meals
- Hygiene and toilet
- Story time
- Drawing
- Crafts
- Learning activities



Suggestions for follow-up

Encourage discussions on how each activity could be used with different age groups and to stimulate different areas of development. Encourage discussions on how children's skills develop during preschool age. Ensure that issues related to safety in relation to different age groups are addressed.

Learning Activity 2 - Healthy eating



Main goals and objectives of the learning activity

This activity aims to encourage participants to think about the basic concepts and strategies of intervention that influence the promotion of healthy lifestyle habits, in this case of nutrition, as well as their practical application for the autonomy of children and in a way that favours not only the personal well-being, but also the improvement of the quality of life.



Overview of activity and suggested duration

It is an activity for small groups, with 3-5 participants, that combines the development of children in the area of feeding.

Participants will first take notes on how they would support a specific area of development, such as healthy eating through daily child care activities in a specific age group.

Then they will discuss and take notes, regarding the differences in each of their approaches.

Small groups can present to the whole group.

Duration of the activity: 20-30 minutes



Instructions for the activity

Group Actions:

Elaborate a menu for ages between 1-3 years, taking into account the basic principles established in the WHO to maintain a healthy diet in this age group. The menu, for one day, should include breakfast, mid-morning snack, lunch, snack and dinner.

Explain the strategies that you would carry out in the classroom to favor the introduction of healthy foods with children of this age group. Then share those strategies and discuss them with the rest of the group. Take notes as necessary.



Materials and resources

Paper, pen.



Suggestions for follow-up

Encourage discussions on how each activity could be used with different age groups and to stimulate different areas of development. Encourage discussions on how children's skills develop during preschool age. Ensure that issues related to safety in relation to different age groups are addressed.