



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

MODULE 4

ADMINISTRATION AND MANAGEMENT OF ECD

Certificate Programme

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FOREWORD

The government of Uganda and Ministry of Education in particular is very committed to ensuring quality teachers and caregivers for ECD. For some time now, Early Childhood Development programmes offered in different institutions at certificate level have been having a challenge of resource materials that students can use to supplement what the tutors give them. This challenge was affecting the quality of the trainees prepared in these institutions as some of them did not have adequate ECD teacher training reference materials.

Production of this module and others in the subsequent series will go a long way in ensuring quality of ECD teacher trainees, who will in turn go out and provide quality ECD services. Use of this module will ensure that ECD students get uniform and balanced content for certificate level in different ECD teacher training institutions. The tutors can also use this module as a guide in consultation with the training framework guide for each programme on what depth of content should be given to trainees pursuing different ECD certificate programmes.

As government, we are proud to have been part of the process of producing this module and hope that it will be part of the solution to the challenge of producing quality ECD teachers at certificate level in Uganda.

Mrs. Margaret Nsereko

Commissioner

Teacher Instructor, Education & Training – MoES

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Kyambogo University is indebted to all specialists who dedicated their time in writing this module. This would not have been possible without the inputs from the authors. I would also like to acknowledge different publishers and authors whose work has been cited in this module.

To all our partners who have been supporting us from the start especially UNICEF for the financial and technical support. I also acknowledge contributions from MoES, DES, NCDC, and ECDTIA for their input in this module.

Finally, I thank the secretarial team especially Rose Nyakaisiki and Godfrey Ejuu who were able to put up this work.

Mrs. Monica Muheirwe

Coordinator, ECD – Kyambogo University

SYMBOLS USED IN THIS MODULE



Key issues covered in the course unit



Study requirements



Note so as to be careful not to confuse with other similar things.



Exercise that you should attempt before moving to the next sub-topic



Suggested further reading to widen your scope in subject area



Learning Outcome



Activity that you must do to consolidate your learning



Unit Summary



Learning Competence



End of Unit, Congratulations.

TABLE OF CONTENTS

Administration and management of ECD

Child health and nutrition

SNE

Cultural education

Child rearing practice & parenting styles

Home management,

ECD policy

INTRODUCTION

Dear ECD student,

You are welcome to this module. This module is the first in a series of four modules that cover all the work and activities for certificate programmes in ECD. The main focus of this module is on child growth, learning and development. The module has been designed for you to use it as part of your study material. It introduces you to different concepts that are related to ECD, asks you some questions to help you reflect on what you are reading and later cautions you with some points to note. At the end of each unit, you will find an activity and a suggested reading list for your additional reading.

This module is arranged in six units. The units are obtained from the agreed syllabus course units for the certificate programme in ECD. Unit 1 introduces you to basics of ECD and all the related concepts needed at the certificate level. Unit 2 introduces you to basics of child growth and development, stages and different aspects of child development. Unit 3 introduces you to child care and different child care practices needed for children's proper growth and development. Unit 4 introduces you to educational psychology and how you can use it to promote children's learning.

Please note that this module is not the only reading material that you have. Try to find other materials and reference books that have information that is related to the suggested content in this module.

You should also note that you may not be required to learn every information in this module. Ask your tutor or facilitator for course outline so that you can only select that sections or topics that have been suggested for you in your course outline.

We wish you good luck and good reading as you use this module. Remember to keep the good image of ECD and the teaching profession when you go out there in public. Be a good advocate for all children especially those under your care.

Good luck

UNIT ONE

MANAGEMENT AND ADMINISTRATION OF PRE-SCHOOLS

Introduction

You are welcome to Unit One of Management and Administration of Pre-schools. This Unit will provide you with the basic knowledge about the management and administration of pre-schools. The unit is meant to enable you to become aware of the roles for different stakeholders and their involvement in the administration of pre-schools. The unit will also equip you with skills of organising the classroom and school activities as well as record keeping.

Learning Outcome

Demonstrate managerial skills in the classroom context and various school activities and functions.

Competences

- Explain the concept of administration and management
- Identify roles of different people involved in the administration of preschools.
- Demonstrate skills of organising the classroom, school activities and functions.

Content Outline

Topic 1: Management and Administration of Pre- Primary Schools

- a) Concept of Management and Administration
- b) Roles of different administrators in pre-primary schools

Topic 2: Classroom Management and Organisation of School

Activities and Functions

- a) Techniques of Classroom management and Organisation
- b) Classroom Records
- c) Organisation of Preschool activities and Functions

Subject Orientation

In order to effectively interpret and understand this Unit, you need to discuss and share your experiences with course mates, read widely other reference literature, do a lot of practice on the selected Unit activities and make summary notes to enhance your performance in your course.

Study Requirements

You will need a pen/pencil, note book and a quiet place as you work through this unit. You will also need to refer to other reference materials as well as group discussions in order to acquire an in depth understanding of the unit. It is advisable that you attempt all questions in the text and end of Unit exercises. I hope you will enjoy studying and applying the content and practices of this unit in your teaching-learning process and day today life experiences.

TOPIC 1: MANAGEMENT AND ADMINISTRATION OF PRE-PRIMARY SCHOOLS

In this topic you will learn about:

- a) Concept of Management and Administration
- b) Roles of Different Administrators in Preschools

a) Concepts of Management and Administration

During your earlier school life experience you may have across people referred to as administrators and managers

ACTIVITY 1/1-1

Explain what you understand by the terms 'administrators' and 'managers'

Discuss your responses with your course mates

In your responses, I hope you have come with the following:

Administrators:

- head the school
- control the discipline of teachers and children
- provide information about the school to the Management committee and parents
- hold meetings with parents
- plan and account for all funds and resources in the school
- Identify, employ and assign duties to teachers and support staff.
- Make sure that rules and regulations are implemented
- Make sure that teaching and learning is taking place.

Managers:

- Put in place goals, objectives, missions and rules and regulations for the school
- Describe duties to be done by different people in the school.

- Are overall supervisors of the school activities and people who work in the school.
- Hire and fire, head teachers, teachers and support staff in the school.
- Plan for the school.

From your responses, you will realise that definitions of management and administration will include the duties done by administrators and managers. Now let us define these terms;

Administration is the process that deals with the implementation of decisions, policies, rules and regulation through directing and controlling human behaviour in an organisation such as a pre-school. This process involves; planning and budgeting for the school funds, organising human and material resources, identifying and employing teachers and support staff, coordinating all the activities of the school and providing information to parents and other stakeholders (Teacher Education Materials for Uganda, 1993).

Management is the process of working with and through people to accomplish the intended goals of an organisation in this case a pre-school. This process involves; establishing laws, policies, goals, missions, rules and regulations of the school, describing the work to be done by the different people in terms of appointment letters, establishing and maintaining a good channel of communication and building teamwork (Daly, Byers and Taylor, 2004).

In conclusion, we can summarise administration and management as follows: management deals with establishing or laying down what is to be done in the school while administration implements or puts into action what has been laid down to be done. Both are to be done by and with people in a particular organisation in this case a pre-school.

Importance of Management and administration in Pre-schools

Let us ask ourselves this question Is there need to have managers and administrators in Nursery schools? If yes why?

We need managers and administrators in nursery schools:

- For proper planning of nursery schools in terms of short term and long term activities

- To make sure that all the available resources are put in effective use to provide a stimulating learning environment for nursery school children.
- To coordinate the nursery school with other stakeholders, organisations and agencies.
- To evaluate all the activities of nursery schools and identify achievements, challenges and ways of improvement.
- To enhance quality child care and education of nursery school children.

ACTIVITY 1/1-2

Differentiate between administration and management

Identify long term and short term activities that need to be included in the planning for a nursery school

- i) Long term activities;-----

- ii) Short term activities;-----

What would you expect to find in a stimulating learning environment in a nursery school?-----

Discuss your responses with course mates

b) Roles of Different Administrators in Pre-schools

Now that you have learnt what administration and management is all about in pre-schools, let us identify the people who are involved in the administration of nursery schools and their different roles.

ACTIVITY 1/1-3

a) List down the people you would expect to be involved in the administration of a nursery school.

i) -----

ii)-----

iii)-----

iv)-----

v) -----

vi)-----

Discuss your responses with course mates

I hope that in your responses you have identified people such as:

- a) Board of Directors/Proprietors
- b) Head teacher
- c) Teachers
- d) Parents
- e) Children
- f) Support Staff

Let us try to answer this question; 'What roles do the people mentioned above play in the management and administration of a nursery school?'

a) Board of Directors/Proprietors

The board of Directors are responsible for;

- Acquiring land for the nursery school
- Registering and licensing the school
- Recruiting both the teaching and support staff
- Providing physical facilities such as classroom, furniture as well as pay equipment and materials
- Organising meeting too discuss developmental plans for the school
- Organising collection and budgeting of funds.

The board of directors should comprise of:

- i) Parents
- ii) LC1 representative
- iii) Owner/Proprietor of the nursery school
- iv) Caregiver/Teacher representative

Note: The number of Board of Proprietors should not be below five

members. The committee should also have terms of reference.

Female representation is a must and tenure of office (Ministry of Education and Sports, 2010 p.31).

b) Head teacher

In your previous topics you must have learnt about the characteristics of

nursery schools which make them unique from primary schools. Let us remind ourselves some of these characteristics before we look at the roles of the head teacher

Nursery schools are unique from primary schools because of:

- The services they provide such as day care centres and nursery which depend on children's ages and hours of availability
- The children they attempt to shape in terms of physical intellectual, moral, social and emotional development.
- The care and education given to children below 6 years.

Therefore the uniqueness of nursery schools requires a head teacher who ought to have these qualities in his administration

- Ability to lead others
- One who is knowledgeable in terms of Early Childhood Development (ECD). In other words he/she is well grounded in the nursery school curriculum, current trends in ECD and well trained
- Ability to build team work and family atmosphere in the school
- A role model in terms behaviour, dressing, speech and time management
- Accommodative, good listener and slow to speak. (Daly, Byers and Taylor, 2004 p.10)

Roles of the head teacher

The head teacher is responsible for:

- Admission of children in the school.
- Drawing up a working programme for the teaching and support staff
- Maintaining the required standards of the school such clean and well maintained toilets, compound kept short clean and safe and well maintained classrooms and play equipment.
- Provision of meals to children
- Dealing with parents on problems concerning their children and the school
- Keeping proper records on teachers, children and the entire activities in the school.
- Supervising teachers in terms of punctuality, preparation of schemes and lesson plans, teaching as well as providing professional support and advice.
- Interpreting policy matters regarding children to teachers, parents and the entire community.
- Planning for the development of the school and implementation of decisions taken by parents and the Board of Directors.
- Providing a link between the teaching staff, and the school to the ministry of Education, District Education Office and other children's agencies.
- Allocation of duties to the teaching and support staff.
- Holding meetings with parents and teachers to identify challenges and their possible solutions in order to enhance quality child care and education (NACECE, 1995, p.43).

c) Roles of a Nursery School Teacher

As a nursery school teacher you need to bear in mind these responsibilities and put them into practice if entrusted to you by your head teacher and the board of directors. The responsibilities include:

- To create a conducive learning environment for children in terms; of good seating arrangement, display of attractive and well written materials, provision of sufficient space to allow free movement of children, and a clean and tidy environment.
- To prepare and avail appropriate age- related learning and play materials for children as well as activities.
- To ensure safety for all children while they are engaged in various activities
- To observe, monitor record and assess children's development and learning as well as writing assessment reports on individual children.
- To identify children with special needs and provide appropriate interventions.
- To be resourceful, creative and a role model in the development of children's character and personality.
- To maintain a good record keeping in the classroom

Note:

Nursery school teachers need to be devoted, innovative, hardworking, knowledgeable in handling children, motherly and friendly to children and life-long learners in order to effectively carry out their duties.

ACTIVITY 1/1-4

Identify at least five activities you would prepare to stimulate children's development and learning.

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

5.-----

Explain the ways you can use to observe and assess children's development and learning.

Discuss your responses with your course mates.

d) Roles of Parents in the Administration of Pre-schools

Parents are very important people who need to be fully involved administration of nursery schools as well as their children's education.

In regard to their roles, parents are responsible for:

- Paying school fees for their children as well as providing scholastic materials.
- Taking and collecting their children from school
- Providing information about children such as chronic diseases, personality and developmental stages.
- Reinforcing good habits learnt at school such as toilet training, eating habits and religious values.
- Complementing what is being taught at school such as reading story books to children, encouraging children to their homework and providing time for children to be listened to (NCECE, 1995, p.40-46) .

Parents also need to be involved in the administration of the nursery schools in order to do what is required of them.

ACTIVITY 1/1-5

Discuss the ways parents need to be involved in the administration of nursery

schools in order to effectively carry out their roles.

Discuss your responses with your course mates and tutor

e) Roles of support staff

There are a number of people referred to as support staff who play different roles to maintain the health, nutrition, sanitation and security of children. These are very important people who need to be highly respected greatly involved in the day today running of the school.

ACTIVITY 1/1-6

1. List the group of people who are referred to as support staff in a nursery school.

2. Describe the roles they play in the day today running of the nursery school

3. Why are these important in nursery schools?

Discuss your responses with your tutor
--

f) Roles of Children

Though children are the beneficiaries of a well administered nursery school, they also have a role to play in their school. Such roles include:

- To properly dispose the waste in the dustbins both in the classroom and the compound.
- To clean their classrooms and the entire compound.
- To carry messages to their parents as a link between the school and the home. The messages can either verbal or written.
- To attend classes and participate both classroom and school activities.
- Collect materials from home that could be used as instructional materials such as used calendars, boxes, and things for the shop.

As nursery school children carry out their roles, they develop a sense of responsibility and belonging and thus making a contribution to the administration of their school.

Note: For effective administration and management to take place in a nursery school there should be team work, cooperation and cordial relationship. Consequently a family atmosphere will be established that enhances children's development and learning.

TOPIC 2: CLASSROOM MANAGEMENT AND ORGANISATION OF SCHOOL ACTIVITIES AND FUNCTIONS

In this topic you will learn about:

- a) Techniques of Classroom management and Organisation
- b) Classroom Records
- c) Organisation of Pre-school Functions

a) Techniques of Classroom Management and Organisation

As we study this sub-topic let us try to answer these questions, 'What is class management and how can we establish it in a nursery school class

What is Class management and organisation?

Class management refers to the process of keeping things in the classroom neat, orderly, running efficiently and free from disruptions. Its purpose is to ensure development of self-discipline, responsibility and self-direction among children. Further, classroom management creates a healthy classroom climate that supports children's development and learning. Classroom management also includes organisation of facilities such as furniture, chalkboard, and display of instructional materials, timetable for activities and learning areas. (Ministry of Education and Sports 1998, p.180-182)

How can we establish classroom management in a nursery school?

A nursery school teacher can establish an effective classroom management using the practices below:

i) **Simple rules and regulations;** Formulate simple and precise rules to enhance order in the classroom. Such rules can include; saying prayers before meals, wash hands before and after meals and visiting toilets, Do not laugh when your friend says an incorrect answer, and always keep your property in your bag.

ii) **Timetable;** Draw up a timetable and duty roster of various activities where children can be engaged to contribute to their classroom organisation. Activities such as picking rubbish in the classroom, distributing books and other materials on duty roster.

iii) **Allocation of responsibilities to children;** Assign simple responsibilities to preschool. Through these responsibilities children develop a sense of responsibility at an early stage. Let the responsibilities be rotational bearing in mind of gender.

iv) **Physical arrangement of the class;** Children's chairs and tables need to be arranged in such a way that they allow space for movement for both the teacher and children. The appropriate arrangement is the group seating arrangement.

Instructional materials need to be well displayed according to children's height level and learning areas. They need to be well written attractive and well labelled.

v) Movement in the Classroom; need to be well organised to avoid confusion and disorderly. For example children' moving in and out of classroom need to be orderly as well as that within the classroom. Further teacher's movement should follow different movement patterns while keeping an eye contact to children. The teacher should not be static in the class.

vi) Calling children by name is another practice teachers need to apply as a way of enhancing classroom management

vii) The teacher: as a manager needs to set a good role model in terms of dressing, time management and orderly. In addition nursery school teachers need to be well prepared in terms of lesson planning, schemes activities and instructional materials. They also need to be interested in what they are doing in order to enhance a healthy classroom climate (Ministry of Education and Sports, 1998, p.180-186).

ACTIVITY 1/1-7

1.Design classroom rules for a top class of a nursery school

2. Draw a movement pattern you would utilise during your teaching

Display your products and discuss with your tutor.

1.

b) Classroom Records

In the previous topic you learnt that one of the roles of pre-school teachers is to maintain good record keeping in their classroom. In this sub-topic we are to learn about records kept by a Nursery school teacher and their use

i) Which records are kept by the nursery school teacher?

A nursery teacher needs to keep the following records in her/his classroom

- i) Class progress record
- ii) Attendance Register
- iii) Admission Register
- iv) Health Record (Immunisation Card)
- v) Child Study
- vi) Schemes of Work
- vii) Lesson plans
- viii) Class Inventory
- ix) Classroom Timetable
- x) Assessment records

Importance of keeping classroom records

Classrooms records:

- Assist teachers to know children's interests, needs, abilities and problems
- Enable teachers to assess whether children have benefited from the learning experiences or not
- Enable teachers to confidently talk to parents about the progress of their children while referring to them.
- Are important tools that assist teachers in the planning of future activities instructional materials and appropriate content for different age groups of children.
- Enable teachers to identify children with special needs and provide appropriate interventions (NACECE,1990)

ACTIVITY 1/1-8

1. With the help of your tutor, design samples of the classroom records below
 - ii) Timetable
 - iii) Schemes and lesson plans
 - iv) Attendance Register
 - v) Class progress Record
 - vi) Assessment record
 - vii) Class inventory
 - viii) Child Study record

Display them and discuss the importance of each as a class.

c) Organisation of Pre-school Activities and Functions

As a nursery school teacher you need to be aware of the different functions which you will have take part in their organisation

ACTIVITY 1/1-9

List down the preschool functions you need to become aware of and actively participate in them.

I hope that in your responses you have identified the following functions

i) Open days

ii) Classroom Visits

iii) Cultural days

iv) Festival functions such as Christmas, Easter, Independence and
birthdays.

v) Sports Days

vi) Swimming Gala

vii) Fund raising Activities

Now let us try to identify the procedure you can follow in case you are given the responsibility to organise such functions

- i) Hold a staff meeting to discuss; the tentative day as programmed in the school activities, guest of honour, children's activities and the teachers concerned, and the programme for the day.
- ii) Present the outcomes of the meeting to the Head teacher who then presents them to the school committee to discuss the funds to be spent on different activities on that day such sitting arrangements, meals and presents. The Committee will also decide on the Chief Guest of the day.
- iii) Invite the parents and other guests through formal writing that is invitation letters. You can make use of radio or television announcements depending on the availability of funds and the nature of the function.
- iv) Prepare the children for the function through a series of rehearsals for the captivities to be performed on that day.

- v) Prepare the responsibilities for each person who is to take part in different activities and inform them well in advance what each one is supposed to do.

ACTIVITY 1/1-10

1. Design an invitation letter inviting parents to attend the Sports day of Kabalagala Nursery school on the 9th of August, 2013
2. Draw up a programme for the Sports Day.

Discuss your products with your course mates, then with your tutor for further amendments

GLOSSARY

Administration: a process that involves the implementation of policies, laws and through organising, directing and supervising the people in charge of different activities

Classroom records: Documents or files that contain information of all
that is taking place in the classroom

Management: A process that involves giving direction to an
organisation by wise and effective use of time, space
and other available resources

Role: A responsibility entrusted to some one.

Organisation: an institution such as schools that have a well laid
down system of government

Techniques: Practices a nursery teacher needs to make use of
during class management

UNIT SUMMARY

In this Unit 1 about Administration and Management you must have learnt about concepts and importance of Administration and Management and the roles of different people involved in the administration of Preschools. You also must have learnt about the techniques of classroom management and organisation, record keeping as well as organisation of preschool functions. Finally you must have also acquired the skills of designing a stimulating classroom environment that enhances children's development and learning.

END OF UNIT EXERCISE

1. Identify and explain the roles played by different people in the administration of nursery schools.
 - b) Suggest reasons for the need of effective management and administration in nursery schools.
2. With practical examples show how record keeping is necessary in the teaching learning process of the nursery schools.

Self-CHECK EXERCISE

NO	Learning Outcome/Competences	Not Sure	Satisfactory
1.	I can now explain the concept of administration and management		
2.	I can now identify roles of people involved in the administration of preschools		
3.	I can now demonstrate skills of organising the classroom, school activities and functions		

Note: For any learning outcome/competence you are not sure of re-read the unit.

Congratulations! I hope it has been of great value to work through this Unit. Now you can proceed to the second Unit of this module.

Now you can proceed to the second Unit of this Module

References

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UNIT 2

CHILD HEALTH AND NUTRITION

The unit on Child Health and Nutrition provides you with learning experiences to enable you understand the factors and conditions that influence the wellbeing of children in the age bracket of 0-6 years. Under the component of nutrition, you will carry out practical tasks on preparing the right food for children under different conditions. You will also get skills to apply proper feeding practices and develop acceptable eating habits among children.

The unit will be presented in two separate section 1) Child Health 2) Child Nutrition. It will cover the following areas:

1. Meaning of health and Nutrition
2. Determinates of health
3. Common Childhood Diseases: Causes, signs, symptoms, prevention and their management
4. Primary Health Care: essential elements: immunization, sanitation, food, hygiene
5. Role of Home and School in Promoting Child Health, safety and security
6. Ways of HIV/AIDS transmission and management among children
7. Nutritional Needs of Children aged 0-6 years:
8. Nutritional Deficiency conditions in children: Causes, signs and symptoms and their management: Role of home and school in child nutrition
9. Child Care in Pre-School Institutions

Learning Outcome

After careful studying of this unit and accomplishing all the assigned tasks and exercises, it is hoped that you will exhibit basic knowledge of the concepts of health and nutrition, and also possess skills to enable you to prepare proper, adequate meals for babies and children and promote their total wellbeing using available local resources; also advise or work with other stakeholders on issues of child health and nutrition.

Competences

By the end of the unit, you are expected to apply the acquired knowledge in the following ways:

- Create a health learning environment at school
- Prepare proper and balanced deities for children under your care
- Advise parents about the health and nutritional needs of their children

- Develop and follow a proper school feeding programme
- Manage common childhood diseases and first aid for simple accidents
- Promote community-based primary health care
- Care for the HIV/AIDS affected and infected children
- Campaign for HIV/AIDS prevention among children

Study Requirements

You are advised to find a quiet environment, a note book, pen, pencil, and manila for noting down or illustrating the key points and concepts as you read. You will need local food stuffs in these categories; cereals, grains, different types of vegetables, ingredients, fowl and animal products for trying out simple practical activities on food preservation, preparation, serving and storage. To understand health and nutrition better, you will be required to visit a nutrition and health centre for children to observe how the common diseases for children are treated and learn about the special feeding programmed for sick children.

Have fun as you learn more about child health and nutrition.

Content Outline

- i. Meaning of child health
- ii. Determinants of Child Health
- iii. Common Childhood Accidents and their Management
- iv. Role of Home and School in Promoting Child Health, safety and security
- v. Primary Health Care
- vi. Topic 6: HIV/AIDs: Ways of HIV/AIDS transmission and management among children;
- vii. Chronic (terminal) diseases
 - ✓ Asthma
 - ✓ HIV/AIDS
- viii. Link up with parents to know the child's health status
- ix. Management of Refer all cases to
- x. Dos and Don'ts
- xi. St. John's ambulance
- xii. Monitoring child health and nutrition

i) Meaning of child health

Health refers to total wellness in terms of mental, social, emotional,

Child health refers to the extent to which individual children or groups of children are able or enabled to (a) develop and realize their potential, (b) satisfy their needs, and (c) develop the capacities that allow them to interact successfully with their biological, physical, and social environments. Children's health includes the physical, mental, emotional, and social well-being of children from infancy through adolescence. But in this unit you will concentrate on the health of children from 0-6 years after birth.

Dimensions of Wellness

There are several dimensions of wellness: physical; psychological/emotional; social; intellectual; spiritual; occupational; and environmental. These are briefly discussed further, below.

Note: Child health does not mean mere absence of disease but total wellbeing of the individual child. Wellness is defined as a way of life planned to enable each child to achieve, in each of the dimensions physical, mental, social, moral, spiritual), his or her maximum potential that is realistically and reasonably practical for the child at any given time in his or her lives. Now, you need to think about what happens in your everyday life. How do you tell a child that is well? Many caregivers say that a child who is well is happy, lively, enjoys playing with other children, has good appetite and sleeps soundly. Think of other five things that show that a child is well.

Activity 1

List ten indicators of children who are unwell.

What could you do to improve their conditions?

ii: Determinants of Child Health

Determinants of health are the factors that promote or reduce wellbeing of children. Children's health is affected by the environment and people they live with. Determinants of health can be physical, hereditary, psychological/emotional; social; intellectual; spiritual; occupational; and environmental. We shall look at each category starting with the social determinates.

Social determinants of health lie outside the child affected. Social determinants of health are conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life. Conditions (e.g., social, economic, and physical) in these various environments and settings (e.g., school, church, workplace, and neighborhood) have been referred to as "place." In addition to the more material attributes of "place," the patterns of social participation and sense of security and well-being are also affected by where children live.

Determinants of health include safe and affordable housing, access to education, public safety, availability of healthy foods, local emergency/health services, and safe environments, that is, an environment free of life-threatening toxins. Toxins are poisonous things within the environment. Other examples of *social determinants* include:

- Education: low education levels of parents are linked with poor health, more stress and lower self confidence, and these affect their children's health.
- Resources to meet daily needs e.g., safe housing and local food markets
- Parental access to educational, economic, and job opportunities
- Access to health care services. Some children live far from health centers and have to walk long distances to access health services.
- Community-based resources recreational and leisure-time activities or set part play areas for children
- Transportation options available for children
- General Public safety and child safety
- Social norms and attitudes (e.g., discrimination, racism, and distrust of government)
- Exposure to crime, violence, and social disorder (e.g. tear gas attacks, mobs, strikes)

- Socioeconomic conditions (e.g., concentrated poverty and the stressful conditions that accompany it) affect child's socio-emotional wellbeing.
- Sanitation (general hygiene or cleanliness of the home, school, workplace)
- Language/Literacy (ability to read or write). Literacy opens children to knowledge about health e.g. medication guidelines and instructions.
- Heredity – genetic inheritance plays a part in determining immunity and lifespan. There are some genetic diseases, that is diseases passed on to children e.g. diabetes, HIV/AIDS
- Gender – girls and boys may suffer from different diseases according to their body make up
- Mass media and new technologies (e.g., cell phones, the Internet, and social media)
- Culture – the ways of life of a given group of people with similar beliefs. The type of food that is acceptable or not acceptable. You will read more about culture and food taboos under child nutrition.

Examples of *physical determinants* include:

- Natural environment, such as green space (e.g., trees and grass) or weather (e.g., climate change)
- Physical environment: safe water, clean air, health workplaces – markets, shops,
- Built environment, such as buildings, sidewalks, bike lanes, and roads
- Worksites, schools, and recreational settings
- Housing and community setting
- Exposure to toxic substances and other physical hazards
- Physical barriers, especially for people with disabilities
- Aesthetic elements (e.g., good lighting, trees, and benches)

Housing

The evidence of health impact focuses on:

- Improvement in housing
- The possibility of high rent costs, impacting negatively on health.
- Housing tenure, outdoor temperature, indoor air quality, dampness, housing design, rent subsidies, relocation, home accident and fire prevention measures.
- Homelessness.
- improved mental health and general health

Activity 2

Take time to think about how each of the above factors affects the health of young children. Here are a few sample questions which will guide your reflection.

1. In which ways do construction sites hurt children's lives?
2. Mention the benefits of trees, grass and flowers to young children's lives?
3. Separate the factors that promote and those that harm children's health.

Note: Proper child health cannot be realized except if all factors studied above are supportive.

Summary

We have looked the determinants of child health. We have learnt that they can be social, physical or environmental. You have seen that there are many factors that can harm or promote children's health. The lesson we learn is that to ensure promote good child health, you have to consider many things and work with several people. We shall see how to deal with each factor under topic four on Primary Health Care (PHC). In the next topic, you are going to read about common diseases and their management.

Check the understanding you have so far by doing the following activity.

1. Take a walk and study the things that are dangerous to children's health in your
 - a) School
 - b) Home
 - c) Community
2. Plan and take simple actions to reduce the risks in the community and environment

iii) Communicable diseases e.g. flue, cough, measles

- Identify sick children for isolation
- Advise parents to leave children at home or take to a health centre. (TB. Measles, mumps)
- Advocate for school health policy

A health promoting school should have a sick bay

iv) Mental health

Did you know that children who have difficulty in areas of language acquisition, cognitive development, and behavior control may be suffering from mental illness? Mental health problems that may upset children include:

- Attention Deficit Hyperactivity Disorder (ADHD). According to the AAP, 4-12% of school-aged children have ADHD. Poor impulse control and excessive motor activity are indicators of AAP
- Learning disorders. Learning disabilities affect one in 10 school children.
- Depression, anxiety, and bipolar disorder. Affective, or mood, disorders can affect kids as well as adults.
- Eating disorders. Some children over eat or under eat.
- Bizarre (normally called strange thoughts and behaviors, impaired sense of reality, may be diagnosed in childhood.
- Autism and pervasive developmental disorder. Severe developmental disabilities that cause a child to become withdrawn and unresponsive.
- Mental retardation. Children under age 18 with an IQ of 70 or below and impairments in adaptive functioning are considered mentally retarded.

Activity

Observe you biological or school children and note down the symptoms of

v) Emotional and social health

Children take their first significant steps toward socialization and peer interaction when they begin to engage in cooperative play at around age four. Their social development will progress throughout childhood and adolescence as they develop friendships, start to be influenced by their peers, and begin to show interest in the opposite sex.

Write any five behavioural indicators of emotional well being that you have observed among children in the community. Do you what affects the emotional well being of children? Below are some of the factors which can have a negative impact on the emotional and social well-being of children including:

- Violence. Bullying can cause serious damage to a child's sense of self-esteem and personal safety, as can experiences with school violence.
- Family problems. Divorce, death, and other life-changing events that change the family dynamic can have a serious impact on a child. Even a positive event such as the birth of a sibling or a move to a new city and school can put emotional strain on a child.
- Stress. The pressure to perform well academically and in extracurricular activities such as sports can be overwhelming to some children.
- Peer pressure. Although it can have a positive impact, peer pressure is often a source of significant stress for children. This is particularly true in adolescence when "fitting in" seems all-important.

vi) Causes and symptoms of childhood health problems

Childhood health problems may be present at birth or acquired through infection, immune system deficiency, or another disease process. They may also be caused by physical trauma like after a car accident or a playground fall) or a toxic substance (e.g., an allergen, drug, or poisonous chemical), or triggered by genetic or environmental factors.

Physical and mental health problems in childhood can cause a wide spectrum of symptoms. However, the following behaviors frequently signify a larger emotional, social, or mental disturbance:

- signs of alcohol and drug use
- falling grades
- lack of interest in activities that were previously enjoyable to the child
- excessive anxiety
- persistent, prolonged depression
- withdrawal from friends and family
- violence
- temper tantrums or inappropriate displays of anger
- self-inflicted injury
- bizarre (strange) behavior and/or speech
- suicide attempts

The causes of developmental disorders and delays and learning disabilities are not always fully understood. Pervasive developmental disorder (PDD) and autistic spectrum disorder (more commonly known as autism) are characterized by unresponsiveness and severe impairments in one or more of the following areas:

- Social interaction. Autistic children are often unaware of acceptable social behavior and are withdrawn and socially isolated. They frequently do not like physical contact.
- Communication and language. A child with autism or PDD may not speak or may display limited or immature language skills.
- Behavior. Autistic or PDD children may have difficulty dealing with anger, can be self-injurious, and may display obsessive behavior.

Suggested further reading

Brain J. & Martin M. (1989;1994). *Child Care and Health for Nursery Nurses*. 3rd Ed. Cheltenham: Stanley Thornes.

Bruce T. & Meggitt C. (2002). *Child Care and Education*. London: Hodder & Stoughton.

Moonie N., Pensley K.C., Strech B., Price. C. (2004). *Health and Social Care*. Heinemann

Topic 2: Common Childhood Diseases: Causes, signs, symptoms, prevention and their Management

Activity 1/1

Inbuilt Questions

Note

Exercises, examples, case studies

Summary

Assessment checklist

End of unit exercise

Suggested further reading

Determinants of Health in the United States. July 26, 2010. Available from:

<http://www.healthypeople.gov/2010/hp2020/advisory/SocietalDeterminantsHealth.htm>

Brain J. & Martin M. (1989;1994). *Child Care and Health for Nursery Nurses*. 3rd Ed. Cheltenham: Stanley Thornes.

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Topic 3: Common Childhood Accidents and their Management

Children love to play as you are aware. What accidents occur when children play? Read about the busy life of playful Peter. After reading you will; do the tasks below.

Activity 1/1

Inbuilt Questions

Note

Exercises, examples, case studies

Summary

Assessment checklist

End of unit exercise

Suggested further reading

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Topic 4: Role of Home and School in Promoting Child Health, safety and security

Activity 1/1

Inbuilt Questions

Note

Exercises, examples, case studies

Summary

Assessment checklist

End of unit exercise

Suggested further reading

Brain J. & Martin M. (1989;1994). *Child Care and Health for Nursery Nurses*. 3rd Ed. Cheltenham: Stanley Thornes.

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Topic 5 : Primary Health Care

You need to understand the meaning of Primary Health Care (PHC). PHC is essential health care based on practical, scientifically sound and socially acceptable methods and technology made universally, accessible to individuals and families in the community by means of acceptable to them, through their full participation and at a cost that community and country can afford to maintain at every stage of their development in the spirit of self-reliance and self-determination. It forms an integral part of both the country's health system, of which it is the central function and the main focus and of the overall social and economic development of the community. After reading this paragraph, you can identify the elements PHC. Share your answers with your peers. Well done! Now you need to know the reason behind PHC.

- Achieve the goal of **Health for All by the year 2000** through self-reliance.
- Health begins at home, in schools and in the workplace because it is there where people live and work that health is made or broken.
- It also means that people will use better approaches than they do now for preventing diseases and alleviating unavoidable disease and disability and have better ways of growing up, growing old and dying gracefully.
- It also means that there will be even distribution among the population of whatever resources for health are available.
- It means that essential health services will be accessible to all individuals and families in an acceptable and affordable way.

The case study below will help you to understand what you have just read in the bullets above.

How will ensure availability, affordability, acceptability, participation, affordable services, quality and equity

Answers

Principles and Strategies:

1. Accessibility, Availability, Affordability and Acceptability of Health Services requires that health services delivered where the people are. What are some of the strategies you will use?
 - You may have to use of indigenous or local or resident volunteer health worker and use of traditional (herbal medicine) along with essential drugs.
2. Provision of quality, basic and essential health services
 - Strategies:
 - Attitudes, knowledge and skills developed are on promotive, preventive, curative and rehabilitative health care.
 - Regular monitoring and periodic evaluation of community health workers performance by the community and health staff.
3. Community Participation
 - Strategies:
 - Awareness, building and consciousness raising on health and health-related issues.
 - Planning, implementation, monitoring and evaluation done through small group meetings (10-20 households cluster)
 - Selection of community health workers by the community.
 - Formation of health committees.
 - Establishment of a community health organization at the parish or municipal level.
 - Mass health campaigns and mobilization to combat health problems or prevent disease outbreak
4. Self-reliance
 - Strategies
 - Community generates support (cash, labor) for health programs.
 - Use of local resources (human, financial, material)
 - Training of community in leadership and management skills.
 - Starting income generating projects, cooperatives and small scale industries.

It is important for us to look at Primary health care has the following elements

Primary health care shifts the emphasis of health care to the people themselves and their needs, reinforcing and strengthening their own capacity to shape their lives. Hospitals and primary health centres then become only one aspect of the system in which health care is provided. As a philosophy, primary health care is based on the **overlap of mutuality, social justice and equality**. As a strategy, primary health care focuses on individual and community strengths (assets) and opportunities for change (needs); maximizes the involvement of the community; includes all relevant sectors but avoids duplication of services; and uses only health technologies that are **accessible, acceptable, affordable and appropriate**. Primary health care needs to be delivered close to the people; thus, should rely on maximum use of both lay and professional health care practitioners and includes the following eight essential components:

1. Education for the identification and prevention / control of prevailing health challenges
2. Proper food supplies and nutrition; adequate supply of safe water and basic sanitation
3. Maternal and child care, including family planning
4. Immunization against the major infectious diseases

5. Prevention and control of locally widespread diseases
6. Appropriate treatment of common diseases using appropriate technology
7. Promotion of mental, emotional and spiritual health
8. Provision of essential drugs (WHO & UNICEF, 1978).

The **greatest difference** between primary care and primary health care is that

Primary health care is fully participatory and as such involved the community in all aspects of health and its subsequent action (Anderson & MacFarlane, 2000; Wass, 2000; WHO 1999).

The ultimate goal of primary health care is better health for all. WHO has identified five key elements to achieving that goal:

- Empowering communities to be in charge of their children's health
- reducing exclusion and social disparities in health (universal coverage reforms);
- organizing health services around people's needs and expectations (service delivery reforms);
- integrating health into all sectors (public policy reforms);
- pursuing collaborative models of policy dialogue (leadership reforms); and
- increasing stakeholder participation.
- Preventing disease outbreak
- **Health care** (or **healthcare**) is the diagnosis, treatment, and prevention of disease, illness, injury, and other physical and mental impairments in humans.

8 Essential Health Services in Primary Health Care

1. **E** – Education for Health
2. **L** – Locally endemic disease control
3. **E** – Expanded program for immunization
4. **M** – Maternal and Child Health including responsible parenthood
5. **E** – Essential drugs
6. **N** – Nutrition
7. **T** – Treatment of communicable and non-communicable diseases
8. **S** – Safe water and sanitation

Tertiary care is specialized consultative health care, usually for inpatients and on referral from a primary or secondary health professional, in a facility that has personnel and facilities for advanced medical investigation and treatment, such as a tertiary referral hospital.^[11]

Strategies for sensitizing communities

Announcements – market, church

Kitchen gardens

Growth monitoring programmes

Educate the community

Activity 1/1

Inbuilt Questions

Note

Exercises, examples, case studies

Summary

Assessment checklist

End of unit exercise

Suggested further reading

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Topic 6: HIV/AIDs: Ways of HIV/AIDS transmission and management among children;

Signs, symptoms of HIV/AIDS; Roles of Education in HIV/AIDS care and management;

- Transmission of HIV/AIDS to children
- Management of IV/AIDS
- Prevention of HIV/AIDS

Precautions children need to take - Dos and Don'ts

Do not keep toothbrushes in the same container

Do not share materials e.g. razor blades, nail cutters

Do not

Community mobilisation

Messages for children about health

Summary

Assessment checklist

End of unit exercise

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TOPIC 7: Nutritional Needs of Children aged 0-6 years

Meaning of Child Nutrition

Nutrition refers to feeding on a balanced diet which contains all the seven basic nutrients e.g. carbohydrates, proteins, vitamins, oils and fats, roughage. Water and mineral salts.

Feeding Programme for children (0- 6 years)

Activity 1/1

Inbuilt Questions

Note

Exercises, examples, case studies

Summary

Assessment checklist

End of unit exercise

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Topic 8: Nutritional Deficiency conditions in children:

Kwashiorkor, marasmus, beri-beri

Topic 9 Causes, signs and symptoms of deficiency conditions and their management

Causes

Inadequate nutrients in foods may cause childhood diseases

Signs and symptoms of deficiency conditions

In case of kwashiorkor the child loses weight, has big chick, has blown up belly, loses appetite, the skin colour is pale and the hair is brown.

In the case of marasmus the child has a sunken stomach, loses weight, ha retarded growth and general weakness.

Management of child deficiency conditions

- Collaborating with community
- Providing break snacks
- Providing children's wards in health centres
- Providing balanced meals in children's wards and ECD Centres
- Sensitizing parents about the dangers of not providing balanced diet for their children

Food safety

- Food is an essential component of health.
- Homes should grow vegetables in their backyards to ensure food security in the home
- Have granaries for keeping dry foods for later use
- Sensitize parents about food security so as to have enough for feeding their children at all times

Food-borne illness hazards

- Meal time – watching children eat is essential to – strengthen family tradition mentioned in Home Management, by eating together as a family.
- Food and water are the major sources of exposure to both chemical and biological hazards. They impose a health risks to children like cholera, bilharzias, trachoma
- New foods developed from biotechnology such as crops modified to resist pests, changes in animal husbandry, antibiotic use and new food additives.

Management: Role of home and school in child nutrition

Activity 1/1

Inbuilt Questions

Note

Exercises, examples, case studies

Summary

Assessment checklist

End of unit exercise

Suggested further reading

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Moonie N., Pensley K.C., Strech B., Price. C. (2004). *Health and Social Care*. He

Topic 9: Child Care in Pre-School Institutions

Child Care Practices at home and School

Activity 1/1

Inbuilt Questions

Note

Exercises, examples, case studies

Summary

Assessment checklist

End of unit exercise

Suggested further reading

Brain J. & Martin M. (1989;1994). *Child Care and Health for Nursery Nurses*. 3rd Ed. Cheltenham: Stanley Thornes.

Bruce T. & Meggitt C. (2002). *Child Care and Education*. London: Hodder & Stoughton.

Moonie N., Pensley K.C., Strech B., Price. C. (2004). *Health and Social Care*. Heinemann.

- **Exercise**

In the unit you have come across some special words or terms. Some of them are listed below. Try to explain their meanings. If you have forgotten, go back to the text and find out.

- Gender issues
- Eating habits
- Lifestyle – Choices
- Physical environment
- Psychological environments
- Culture
- Religion
- Rearing practices
- Diet
- Play
- Work
- Family size
- Glossary
- Nutrient
- Healthy eating habits
- Unhealthy eating habits
- Child health indicators
- Child health threats
- Growth monitoring techniques
- Monitoring and evaluation of children's health
- Health chart
- Common diseases
- Sanitation
- Deficiency diseases
- Primary health Care
- Personal hygiene
- Environmental Sanitation
- Health parade [health routine]
- Balanced diet
- Cooking methods
- Kitchen garden
- Table manners
- Food menu
- School feeding programme
- Special feeding programmes
- Food storage
- Risk resilience
- Food preparation – cooking methods
- First Aid
- Chocking

UNIT 3

SPECIAL NEEDS EDUCATION

INTRODUCTION

This Unit introduces you to Special Needs Education (SNE). The Unit has the following aspects among others:

- The concept of Special Needs Education
- Categories of special needs
- Identification of children with special needs.
- Identification of gifted and talented children.
- Causes of mental retardation (M.R)
- Different types of disabilities

SPECIAL NEEDS EDUCATION

This unit introduces you to concepts of special Needs Education and interventions used to integrate it with Ugandan education system.

It also explains inclusive education barriers to learning, development and participation types of special needs learners.

OBJECTIVES....

- Learners will be introduced to meaning of SNE
- Categories of special needs
- Identification of children with special needs
- Causes effects and management of special needs among children
- Ways of supporting children with special needs
- Roles of teachers and other stakeholders in supporting children with special needs

LEARNING OUTCOME

It is expected that after carefully studying this unit and doing all the exercises and activities as expected you will be a teacher who utilizes the knowledge and concepts of special needs education to enhance and promote these children's learning growth and holistic development

COMPETENCES

-

STUDY REQUIREMENTS

In order to be able to successfully cover work in this unit you need a quiet place to avoid interruptions a notebook a pencil a rubber and other reference books and materials related to special needs education. To benefit as much as possible it is important that you do each activity before looking at facts given. You may find it helpful to refer to the notes and other references later.

CONTENT OUTLINE:

Topic 1: Special Needs Education:

Topic 2: Categories of special needs

Topic 3: Identification of children with special needs.

Topic 4: Causes of mental retardation (M.R)

Topic I: Special Needs Education: This is the type of education intended to provide

Appropriate modifications in order to meet special educational needs in an individual.

It is learner centred, flexible and adjustable to individual needs and potentials. It

includes preventive compulsory therapeutic and educational measures. For example;

sign language should be used for communicating with learners who are deaf and

Braille should be used by the blind.

Activity 1

Explain the need for Special Needs Education.

Explain the importance of Braille in a school for special needs education

Topic 2: Categories of special needs

- Children with disabilities
- Children with chronic illnesses
- Children with specific learning difficulties
- Children living under difficult circumstances
- Mentally exceptional children i.e gifted or talented backward and retarded children

i) Children with disabilities

A disabled child is one who suffers from some defect of the body mind or senses because of the defects, a disabled child is unable to do these things which other children of their age can normally do.

- **Sensory impairments**----hearing impairment

Visual impairment

Deaf and blind

- **Physical or motor impairment**----crippled children

ii) Chronic illnesses among children include those with:

Epilepsy, Asthma, Sickle Cells, HIV and AIDS.

iii) Children living under difficult circumstances include:

- Street children
- working children with hard labour
- Refugee/displaced children
- orphaned children
- Children heading families
- parenting children
- Children in conflict areas/families
- Children who are abused
- Children who are culturally or geographically disadvantaged or isolated
- Children of nomadic groups

iv) Mentally exceptional children

- Gifted/talented children-the gifted and talented children are those who show or have the potential for showing an exceptional level of performance in one or more areas of expression.

Giftedness goes with academic achievement where as talentedness goes with skills development and in creative arts

- Backward /retarded children

A backward child is one who compared with others of the same chronological age shows marked educational deficiency.

A retarded child is a slow learning child whose capacity for learning is limited by some deficit and in intellectual capacity.

Activity 2:

Explain what shows that a child is mentally retarded

What signs are seen in a child who is gifted?

What is the difference between a gifted and a talented one?

Who are the other children living under difficult circumstances?

Which chronic illnesses are common in your community and how are they guarded against?

Explain the categories of special needs.

Topic 3: Identification of children with special needs.

Educationally our concern is the functioning of the learner in the teaching/learning Environment and processes, hence functional assessment.

i) Indicators for sensory difficulties:

Visual impairment:

- There are a number of ways by which learners with visual impairment can be identified like:
 - rubbing of eyes
 - reading at an angle
 - holding a book too close or too far
 - stumbling and jumping into objects
 - difficulty in reading some letters
 - finding difficulty in moving up and down stairs
 - writing off lines
 - tilting of the head as the child reads or writes
 - confusing of similar words
 - repeating of words
 - failing to read pencil or faint words
 - breaking of pencils frequently
 - reluctance to draw or write

Hearing impairment

- missing some sounds
- unclear spoken language
- poor vocabulary in relation to age and culture
- withdrawal from the rest of the learners
- not responding to instructions ie when called

ii) Indicators for physically/motor disabled children

- difficulty in manipulating learning materials

- limitation in body coordination
- poor balance and posture
- body deformities
- poor head/neck control
- missing body parts
- stiff or weak muscles
- some have speech problems
- problems in carrying out activities of daily living, feeding toileting, washing etc

iii) Indicators for health problems

- feeling sick more often
- lack of interest in maintaining an activity
- short attention term/span
- emotional and behavioral problems which maybe side effects of medication
- breathing problems
- restlessness
- irregular school attendance

iv) Indicators for cognitive difficulties

Mentally retardation:

- being slow at acquiring and developing skills such as speaking, walking
- being unnecessarily slow in carrying out tasks
- not able to transfer the same activities and situations
- unable to understand what is said or fellow instructions
- failure to acquire, understand and use language to express needs
- difficulty in remembering experiences or things learnt
- excessive purposeless movements in class home or playfields
- difficulty in judging consequences of their actions

-difficulty in one or more of the following academic areas:

- basic reading and writing
- number concepts
- spelling
- listening comprehension
- expressing themselves

Gifted and talented children:

- learn easily and rapidly
- retain what they learn without much drill
- have much vocabulary marked by originality
- show interest in ideas or words
- show much curiosity and questioning
- enjoy reading
- reason things out
- possess greater ability to generalise
- know and appreciate things of which normal children are unaware
- take interest in the nature of man and universe at an early stage
- seek older companions
- possess a good sense of humour
- have desire to excel
- showing leadership abilities
- showing special or superior ability in manipulating materials from the environment in making
- unique models
- asking unusual questions for their age which at that time may not have ready answers
- showing special talents in music and arts

- restless disturbing and inattentive
- careless in handwriting
- indifferent to classwork
- critically outspoken
- easily bored by what they perceive as routine tasks
- confused about their development and why they are behaving as they are
- manipulate their environments to make themselves feel better
- find inadequacy in others in things in systems to excuse their own behaviours
- have low self esteem.

Identification of gifted and talented children

- Teacher nomination---this is where the teacher as a result of continuous assessment and the child's general presentation identifies the child as gifted and talented
- Checklists:--checklists are made to identify who is gifted and talented. This will help one to identify the learners behaviour in different developmental areas
- Testing:--used to measure their ability
- Children with mental retardation could further be identified by showing the following characteristics;
 - Poor memory skills
 - Poor use of learning abilities
 - Poor perceptual motor skills
 - Poor motor skills
 - poor social skills e.g aggressiveness
 - poor self care skills
 - high tempers
 - poor language development
 - restlessness
 - Self-injurious tendencies

-uncontrolled dripping saliva

--poor toilet skills despite appropriate age level

d) Causes of Mental Retardation (M.R)

M.R can occur before, during or after birth

i) Causes before birth

- **Chromosome Disorders**

The human body is made of billions of cells and each cell contains 46 chromosomes. But because of a biological error by the time of conception like in the case of down syndrome the cells come to have an extra chromosome. The extra chromosome in the cells interferes with the normal development of the brain leading to mental retardation of the brain, leading to mental retardation. This results into a condition called the Down syndrome.

- **Single Gene Disorders**

These are inherited metabolic (turning food particles in the body into new cells) disorders. Chromosomes in the human cells contain genes which control growth and maturation of the brain some of these cells are responsible for chemical reactions which are essential for brain growth. If such a gene is at normal, it can lead to an unusual metabolic reaction thereby causing mental retardation known as phenylketonuria (having light coloured hair and skin a small head and prone to convulsions)

- **Maternal Rubella Syndrome**

Rubella or German measles is generally a harmless viral infection in adults producing symptoms of mild fever rash and enlargement of lymph nodes

But when it occurs the first time during pregnancy, the virus spreads to the body growing in the mother's womb and causes extensive damage. Babies with this problem have mental retardation and visual impairment

- **Iodine Deficiency Disorder (Cretinism)**

Iodine is essential for normal development of unborn babies. Lack of adequate supply of iodine from the mother restricts growth of the brain of the foetus and leads to a condition called hypothyroidism. Babies with this problem have mental retardation hearing impairments and dwarfism

ii) Causes during Birth (Neonatal)

These are caused due to difficult /complicated delivery some of the common examples are anoxia/lack of adequate supply of oxygen) low birth weight and infections like syphilis and herpes simplex

lii) Causes after birth (post natal)

- **Brain infection(brain fever)**

An important cause of mental retardation after birth is brain infections caused by bacteria or virus. In this condition, children who otherwise normal, suddenly develop fever headache convulsions and loss of consciousness. If this infection is severe there may be irreversible brain damage leading to mental retardation. Such children when they recover from acute illness are noticed to have lost many skills which they had learnt earlier. This condition is called Traumatic Brain Injury (TBI)

- **Poor nutrition:**

A balanced diet rich in calories, protein, vitamins and minerals is required for pregnant women and young children for normal brain development.

Lack of adequate diet can have direct and indirect effects on the brain development and there by increase the risk of subnormal development.

- **Low birth weight:**

A baby with low birth weight is more likely to have problems in mental development. The height and weight of would-be mothers and the extent of weight gain in pregnancy one important factors determining.

- **Cultural –familial mental retardation**

A term used to refer to mild mental retardation due to an stimulating environment

ii) other common health problems associated with mental retardation

- **Behaviour problems:**

Symptoms like restlessness (continuously moving around; unable to sit in one place)poor concentration, impulsiveness temper tantrums (sudden short period of anger),irritability and crying are common. Other disturbing behaviour like aggression, self-injurious behaviour (such as head banging) and repetitive rocking may also be seen. When such behaviour is severe and persistent it can become a major source of stress for families. Therefore attention should be paid to reduce such behaviours while providing treatment and care.

- **Convulsions**

About 25% of people with mental retardation get convulsions. Many types of convulsions can occur involving the whole body or only part of the body or sudden single jerks leading to a fall.

Convulsions, although alarming to watch can be easily controlled by proper medication

- **Sensory impairments'**

Difficulties in seeing and hearing are present in about 5%-10% of persons with mental retardation. Sometimes these problems can be resolved by using hearing gadgets or glasses.

- **Multiple disabilities**

Other developmental disabilities such as cerebral palsy, speech problems and autism (mental condition in which a person is unable to communicate) can occur along with mental retardation. Persons with many disabilities pose a big challenge in terms of providing care.

e) Causes of physical disability

Poor nutrition

Accidents before, at, during and after birth

Malaria, Syphilis, Measles,

i) Visual impairment

-direct sunlight to the eyes

-diseases like;

Glaucoma-which damages the optic nerve

Cataracts-clouding of the lenses

Diabetes which could result into a condition called retinopathy

Measles

Malaria; syphilis gonorrhea (at birth)

- **Deficiency diseases like :**

Lack of vitamin A in diet may cause blindness to a child.

Lack of Vitamin C may cause itching of the body or scurvy.

- **Accidents;**

Contact with acid and other chemicals used in the laboratories

Injury of eyes by falling down or motor accidents or putting objects into the eyes

ii) Hearing impairment

What causes hearing loss?

- Before birth during pregnancy
 - infections such as congenital rubella (congenital syphilis) measles or high fever
 - drug abuse by expecting mothers
 - smoking and alcoholism could be another serious cause of the problem

- **Causes after birth**

Hearing loss can also occur in a Childs or adults life and this includes

- infection (such as meningitis, chronic middle ear infections or measles
- injuries such as head injury accidents
- Drug abuse (such as the antibiotic gentamicin)
- high noise levels such as from fire crackers or loud rock concerts

ii) Deaf blind

A person is regarded as deaf-blind if their combined sight and hearing impairment cause difficulties in communication, access to information and mobility.

Causes of blindness can be grouped into three broad categories;

A) Genetic/Chromosome Syndromes

- Charge syndrome: it is characterized by a number physical abnormalities present at birth

The letters in CHARGE refer to some of the most common characteristics of this condition

C-Coloboma, cranial nerve

H-Heart defects

A-Artesia of the choanae

R-Retardation in growth and mental development

G-Genital abnormalities

E-Ear malformation and hearing loss

- Usher syndrome:-An inherited condition characterized by hearing loss and retinitis pigmentosa which results into night blindness and tunnel vision
- Down's Syndrome—cause of mental retardation which is also associated with deaf blindness

b) Pre-natal conditions

The two common types here are rubella and congenital cytomegalovirus (CMV) which can cause mental retardation and or deaf blindness.

- rubella sometimes referred to as German measles occurring in pregnant mothers can lead to deafness or blindness.

-children born with CMV a herpes virus are at risk of variety of disabilities including deafness or blindness.

c) Post natal conditions

Among the post natal conditions that cause deafness and blindness are meningitis and Traumatic brain injury

- meningitis is a bacterial or viral infection of the linings of the brain or spinal cord can cause a number of disabilities.

-traumatic brain injury (TBI) as a cause of many disabilities can also cause deafness and blindness.

Activity 3:

1. What other post-natal conditions cause deafness and blindness?
- 2.

UNIT 4

CULTURAL EDUCATION



This unit introduces you to the concept of Cultural Education and its components.

The unit consists of 4 sub-units namely:

Sub-unit 1: Music Movement and Drama,

Sub-unit 2: Art and Crafts,

Sub-unit 3: Physical Education, and

Sub-unit 4: religious education

LEARNING OUTCOME



After careful studying of this unit and accomplishing all the assigned tasks, it is expected that you will exhibit basic competency of handling the various components of Cultural Education

Competences

By the end of the unit, you are expected to apply the acquired knowledge by:

- Explaining the concept of cultural education in ECD
- Explaining the importance of each component of cultural education
- Teaching the various components of Cultural Education competently
- Harnessing the environment for teaching Cultural Education components creatively
- Developing and using teaching-learning resources for Cultural Education subjects
- Assessing learners' competences in various experiences in cultural Education subjects
- Demonstrating examples of cultural activities



Study requirements In order to be able to cover the material in this unit successfully you need a quiet environment, a notebook, a pencil, a rubber and other related books on Music Movement and Drama, Art and Crafts, Physical Education, and Religious Education.

Enjoy studying this unit

The Unit Content

Introduction

In this unit you will be introduced to different aspects of culture. You are expected to acquire knowledge and skills of teaching Music Movement and Drama, Art and Crafts, Physical Education, and Religious Education.

1. The concept of cultural education

- What is culture?
- Culture-based education

2. Music, Movement and Drama

- The meanings of Music, Movement and Drama.
- Some of the benefits to children of participating in Music, Movement and Drama activities?
- Methods of teaching Music, Movement and Drama to children.
- Requirements for Music, Movement and Drama

3. Art and Crafts

- The concept of Art and Crafts
- Benefits of learning art and crafts
- Creativity
- The role of the caregiver in creative work
- Art appreciation
- Techniques of teaching
- Child Art
- Art and Craft materials
- Arts & Crafts from Recycled Material
- Display of art And Crafts products.
- Assessment of pre-school children

4. Physical Education

Components of developmental physical education

Importance of physical and psychomotor activities in early childhood

Games of low organization

Preparing to teach physical education to young children

Developing, storing and maintaining physical education materials and equipment

5. Religious Education

Importance of Religious education in ECD

How to teach Religious Education in ECD

Songs used in the teaching of religious education

Materials used in the teaching of religious education

Sub-unit 1: The concept of cultural education

What is Culture?

'Culture' is considered to be a complex term, and a variety of anthropologists and researchers have defined it in various ways. Some of these definitions have been listed below.

- a. Culture is a well-organized unity divided into two fundamental aspects -- a body of artifacts and a system of customs. ~ Bronislaw Malinowski
- b. Culture is that complex whole which includes knowledge, belief, art, morals, law, customs and other capabilities and habits acquired by man as a member of society. ~ Edward Tylor
- c. Culture embraces all the manifestations of social habits of a community, the reactions of the individual as affected by the habits of the group in which he lives, and the product of human activities as determined by these habits. ~ Franz Boas
- d. Culture may be defined as a people's traditions, history, values and language that make up the culture of a group and which contribute to their identity. Culture-based education is intended to honour all forms of knowledge, ways of knowing and world views equally.

Culture - Based Education

Culture - Based Education is far more than the incorporation of cultural events and traditional skills into the curriculum. The goal of culture-based education is to support all children through affirmation of their culture. When the school recognizes and validates children's culture, it helps them to be aware of their heritage and to value the accomplishments of their family, their community and their ancestors. It builds a sense of pride and self-esteem, which is the best gift any caregiver/caregiver can give to his/her children.



In your own words, what do you understand by the term culture?

2. Music, Movement and Drama

Content outline

- a) The meanings of Music, Movement and Drama
- b) Some of the benefits to children of participating in Music, Movement and Drama activities?
- c) Methods of teaching Music, Movement and Drama to children
- d) Requirements for Music, Movement and Drama

The meanings of Music, Movement and Drama

Music

Before reading further, what do you understand by the word music?

An often-cited definition of music, coined by [Edgard Varèse](#), is that it is "organized sound" (Goldman 1961, 133).

A human organizing element seems crucial to the common understanding of music. Sounds produced by non-human agents, such as waterfalls or birds, are often described as "musical", but rarely as "music".

Movement (Dance)

Dance is a type of [art](#) that generally involves [movement](#) of the body, often [rhythmic](#) and to [music](#). However, definitions of what constitutes dance can depend on [social](#) and [cultural](#) norms and [aesthetic](#), [artistic](#) and [moral](#) sensibilities. Definitions may range from functional movement (such as [folk dance](#)) to [virtuoso](#) techniques such as [ballet](#). Martial arts are often compared to dances, and sports such as [gymnastics](#), [figure skating](#) and [synchronized swimming](#) are generally thought to incorporate dance. In some cases, the [motion](#) of ordinarily inanimate objects may be described as dance (*the [leaves](#) danced in the [wind](#)*).

There are many styles and genres of dance. [African dance](#) is interpretative. Ballet, [ballroom](#) and [tango](#) are classical dance styles. [Square dance](#) and [electric slide](#) are forms of [step dance](#), and [break-dancing](#) is a type of [street dance](#). Dance can be [participatory](#), [social](#), or [performed](#) for an [audience](#). It can also be [ceremonial](#), [competitive](#) or [erotic](#). Dance movements may be without significance in themselves, as in ballet or European folk dance, or have a [gestural vocabulary](#) or [symbolic](#) meaning as in some Asian dances.

[Choreography](#) is the art of creating dances. The person who creates (i.e., choreograph) a dance is known as a choreographer

Some of the benefits to children of participating in Music activities

Music plays an important role in the development of child from the time he/she is born. Some argue that music can positively affect a child even before birth. Music aids in development, movement and communication. Music also enables children to learn faster in other areas of development, such as language and memorization.

(i) Intellectual Development

Music can aid in the intellectual development of a child in a number of ways. First, it helps them to remember things. For example, most children learn the alphabet and commit it to memory by learning the alphabet song. Music also aids in teaching children to recognize patterns. Since music, whether instrumental or vocal, is based on a series of patterns, early exposure to music enables children to recognize patterns. This ability helps children develop their math, science and reading skills.

(ii) Cultural Diversity

Music plays an important role in almost all societies and civilizations worldwide. Exposing children to music from different parts of the world will help them to learn about other cultures and recognize differences between cultures. This can also help children develop an appreciation for different cultures and traditions.

(iii) Physical Activity

Getting children up and moving their bodies to music is a fun and simple form of exercise, which is a good way to fight child obesity. Teaching children dances to go along with specific songs, such as the chicken dance and the Hokey Pokey can help children develop their large motor skills and coordination. Songs and dances like the Hokey Pokey can also help children identify their different body parts and learn their right side from their left side.

(iv) Self-Expression

Music is a great way to allow children to express themselves. Singing, playing musical instruments and dancing are opportunities for children to do what feels fun and enjoyable to them. Allowing children to make their own music and make up their own dances to go along with music will give them the opportunity to develop their own style and interests.

(v) *Listening Skills*

Listening to music, learning songs, learning to play a musical instrument and learning to dance all require children to listen carefully to instructions, words and melodies. This needed focus on something the child enjoys doing will help them to develop strong listening skills, which will aid them later in life in both school and work.

CAT scans have shown that different aspects of music activate different parts of the brain. In fact, half of the brain processes the words of the song while the other half processes the music. Listening to music and playing [music games](#), therefore, helps children to use the various parts of their brains simultaneously. Music also stimulates a child's frontal lobes, which are important to both language and motor development.

((vi) For aiding memory

Music is used as a memory aid for many older children because it takes several discrete pieces of information and combines them into one larger piece of information – a song. Processing that one piece of information is much easier than processing a long list. Therefore, music is an important aspect of learning. Music and movement lessons develop the innate understanding of music in children, which enables them to tap into this aspect of music later on in life.



Explain the difference between *movement* and *dance*

Some of the benefits to children of participating in Movement activities

(i) *Stimulate the brain*

Just like music, movement and [rhythm exercises](#) **stimulate the brain** which reinforces language concepts. The frontal lobes of the brain go through to main growth spurts – one between the ages of two and six, and one at about age twenty-two. Therefore, music and movement classes are most beneficial during the toddler and preschool years.

(ii) *Ability to learn*

Movement causes the brain to produce endorphins, chemicals that **increase both the child's energy levels and her ability to learn**. Movement also sends oxygen to the brain, which aids in the thought process.

(iii) *Brain development*

Music and movement activities that include cross lateral movement are especially important to brain development. Cross lateral movement includes any movement in which the arms or legs cross the midsection of the body. This can be achieved by dancing with scarves or swaying like a tree, both common in music and movement activities. Cross lateral movement enables both sides of the brain to work together, which is important in strengthening brain connections.

(iv) *Emotional expression, social interaction and exercise*

Dance is performed in many cultures as a form of [emotional expression](#), [social interaction](#), or [exercise](#), in a [spiritual](#) or [performance](#) setting, and is sometimes used to express ideas or tell a [story](#).

(v) *Non-verbal communication*

Dance may also be regarded as a form of [nonverbal communication](#) between humans or other [animals](#), as in [bee dances](#) and [behaviour patterns](#) such as mating dances.

The importance of music and movement in a preschool classroom cannot be underestimated. Incorporating the two skills can prepare child's mind for learning throughout his/her school years

Some of the benefits to children of participating in drama activities?

(i) *Development of listening, speaking, reading and writing skills*

Drama is part of the language arts program involving **listening, speaking, reading and writing**. Caregivers can use drama to support these aspects of **literacy development**. In the nursery grades especially, children find drama playful and entertaining and become actively engaged in the dramatic process.

(ii) *Self expression*

Drama activities develop children's ability to express themselves as they can't always explain what they feel emotionally in situations of anger, love, frustration, relief.

(iii) *Creative thinking*

Drama helps children think creatively. Many of the habits they develop during drama, carry over to other everyday and educational settings.

(iv) *Working in a team*

Drama encourages children to work collaboratively. They take part in activities where they must rely on each other and learn to trust.

(v) *Interaction with literature*

Drama is a wonderful way for children to interact with, and interpret literature, or text of any sort. They get opportunities to analyze how a character's personality, motives and actions influence plot. This can be as simple as understanding and portraying the fear that a rat feels when confronted by a cat. Some children who think they don't like books will find their way to reading by dramatizing a story or poem.

(vi) *Development of communication skills*

Drama develops communication skills. Children learn how to use their face, voice and body movements to get a message across to any audience, whether it be on stage or with a group of friends.

(vii) *Development of higher order thinking skills*

Drama allows children to practise many of the higher order thinking skills in a playful context. They must think critically, apply knowledge to new situations, analyze, solve problems, make decisions, collaborate – all skills that will benefit not just their reading and writing, but every core subject at school.

(viii) *Preparation for real life*

Drama prepares children for real life. In our rush to have children acquire academic learning, we often forget their personal and social development. The emphasis in drama is on being a team member and working collaboratively rather than hogging the limelight for yourself. Children are expected to be active, reflective, flexible, responsible and responsive – all skills that will benefit them in every facet of their lives.

(ix) *Development of creativity*

Drama gives children an outlet for their creativity. Not every child can wield a paintbrush to their own satisfaction or play an instrument like a *akogo*. Drama is a level playing field. Many children blossom in drama classes.

(x) *Self discipline*

Drama encourages self-discipline. It might look and sound messy and noisy, but it isn't mayhem. It's not about putting yourself first. It's about working as a group.

(xi) *Appreciating others*

Drama gives us a way to gain understanding of others. We learn tolerance by walking a mile in another's shoes, and drama is a way to do that.

Drama lessons, in general, teach children how to express themselves and act out freely in an open space that allows for a full range of body motion.

Here is an example of a drama lesson:

This lesson in particular, focuses on feelings. These ideas can be used for any age-group.

Children need encouragement to enhance emotional growth

The caregiver is encouraged to build confidence in children during drama, and never to say "No, that's not right". As long as children do not interfere with others, keep their own private space around themselves, not touch or push others or interfere with another's improvisation, there should be no negativity felt by the child from the caregiver.

In drama every kind of movement is acceptable, even if the child wants to move in a way that seems outlandish or different. It is this very state of openness in a drama class that enables children to feel that they are free to express themselves.

Methods of teaching Music, Movement and Drama to children

Teaching music

Teaching music to young children is something every parent/caregiver can enjoy doing. You do not have to be a talented musician to help your child listen and respond to music. All you need to do is demonstrate how you respond to music and provide some child-friendly ways to join in. As soon as children begin to use their voices and bodies, they are ready to learn about music. Take an active part in this learning and let the music do the rest.

Things You'll Need

- Radio, music tapes, or records
- Children's musical instruments, bought or homemade

Instructions

i. Sing.

Young children learn best by observing and copying others. You don't have to be a singer; you don't even have to be able to carry a tune. Sing with the radio, sing lullabies or sing silly, made-up songs. Children who see and hear their parents making music get the point that they can do it too.

ii. Move to the music.

Clap, bounce a toddler on your knees and join hands with your child to row, row, row the boat together. You're teaching rhythm; it's the combination of melody and rhythm that create music. Put on a tape and dance. Use your hands, arms, head and feet to respond to the rhythm and you'll have an instant partner.

iii. Make music a two-way street.

Good children's songs involve participation. Even if your child cannot yet pronounce all the words to "Old MacDonald Had a Farm," he/she can pitch in on the animal choices and noises. "Head, Shoulders, Knees and Toes" is a favorite because it involves both music and movement. Preschool music caregivers use children's names to keep involvement going; a good-morning song that greets each child by name will get even shy children singing.

iv. Add instruments for variety.

Instruments can range from commercial products to an empty tin you can tap with a stick. Kitchen cupboards contain a lot of music: measuring spoons to

shake; bowls and pots that all make different tones when tapped. Beat a homemade drum fast or slowly, loudly or softly. Music has been described as organized noise. Organize your own noise to make music.

- v. Choose a wide variety of music for listening.

You may have a favorite radio station, but turn the dial so your child can hear all the kinds of music it plays. Carry good tapes and records, letting you add other types of music to your experience.



The key to teaching music to children is your active participation in making and responding to music. The more enthusiasm and curiosity you express, the more your child will learn. Children are highly sensitive to parental/caregiver preferences. As the child begins to learn about music, expose her/him to all types--from classical to rap--regardless of your personal preference. Your child's preferences will develop naturally as he/she grows.



1. Prepare a music lesson showing clearly how each step develops
2. Say how differently you have been teaching music

Teaching movement

Teaching a dance class for children is very different from teaching a dance class for adults. Some children may be shy, some may not want to be there at all and some may want to kid around the entire time. To keep the attention of your dance children, you must hold their interest with creative and fun ideas.

Things You will Need

- Large area to dance in

Procedure

- Choose appropriate music for the age group you are teaching. Children's songs are great for a younger group, and popular music works well for older children. Select a variety of songs with different tempos and moods for different parts of the class.
- Always begin with warm-ups, such as free jumping. You can also instruct children to move their bodies to imitate different objects in nature, such as a tree bending with the wind.
- Once the class has warmed up, begin an activity that encourages children to move around. Running, hopping, jumping and skipping will all get your children's heart rates up. Similar to the warm-ups, you may want to encourage your children to "gallop like a horse" or "hop on one leg."
- Put on a piece of music with a rhythmic beat. Encourage children to move to the music. This is one of the basics of dance, and children will have to gain this skill before they are able to dance at a higher level.
- Challenge children to follow a sequence of movements. For example, you might tell them to reach for the sky, bend at the waist, take two steps to the right and then spin around. Young children may have difficulty with this task, so slowly build up the number of directions you expect them to follow.
- Help children cool down at the end of the class with a piece of music that gets slower and slower. Encourage children to dance quickly at the beginning of the song and to slow down along with the music.



Have fun with the children! Younger children may enjoy simple musical instruments to help them feel the rhythm of the dance. Older children may enjoy learning steps to a dance that they all know and enjoy.

Teaching drama

Example of a Drama Lesson on feelings

Materials needed

The following props and materials are necessary for this lesson:

- Drum
- A tape recorder/cd player
- Excerpts of music with variations in beat, different styles
-

Lesson on Drama for Expression of Feelings

(a) *Warm up:* Children move around to the various excerpts of music. Turn the music on and off, and then shuffle to the next piece. The children move around in the space (area in which the drama class is taking place) and freely do whatever the music makes them want to do. Young children do not necessarily have the ability to move around in time to the rhythm, so while some may jump up and down to a slow moving piece, there is no need to disqualify that choice of movement.

(b) *Stretching and Relaxing Exercise:*

- Make children stand opposite you.

Instruct them as you do the exercises with them:

- Stretch to the ceiling. Relax.
- Stand up as tall as possible. Relax.
- Roll into a tiny ball. Now stretch out. Relax
- Turn into a robot. Hold. Relax

(c) *Moving to the Beat of the Drum:* Hit the drum to a specific beat. Children walk to the beat of the drum. Alternate from quick to slow, from a double beat to a long trill.

Then, explain that children should walk to the beat of the drum. Shout “Stop!” and then give a word that shows a feeling, for example, “love”. The children then freeze into a picture that depicts love. Hit the drum again, children move, say “anger” and the children freeze into a position that reflects anger.

This activity can continue for a while using a list of abstract nouns such as love, hate, fear, fright, happiness, hope, for example, and each time the children form a frozen picture with their bodies reflecting the meaning of the words.



Working in pairs to produce an act: In pairs, have the children plan a little “frozen picture” of a word showing feelings. Give each pair one word only and have them work on their “vignette” and prepare it for presentation to the class. If children are really young perhaps they will not be able to work in pairs on their own in which case the first part of this lesson will be enough.

(d) Complete a Drama Lesson with a Discussion Circle

At the end of every drama lesson, a discussion circle is important. Ask the children what they enjoyed, how they felt, what the nicest part of the lesson was, what was the most fun, what was the most difficult. This evaluation will help you and children summarize the activity.

Sub-unit 3: Art and Crafts

Content Outline

- a. The concept of Art and Crafts
- b. Benefits of learning art and crafts
- c. Creativity
- d. The role of the caregiver in creative work
- e. Art appreciation
- f. Techniques of teaching
- g. Child Art
- h. Art and Craft materials
- i. Arts & Crafts from Recycled Material
- j. Display of art And Crafts products.
- k. Assessment of children's work

The concept of Art and Crafts



First of all we shall start by defining art. According to Herbert Read (1963) he defines art as “everything we make to please our senses”

Crafts are objects made by hand that either have a functional or decorative purpose and are categorized as visual arts. An individual who creates crafts, or engages in the decorative arts, is referred to as a craftsperson, artisan, designer-craftsperson, fiber artist, blacksmith, glassblower, etc. Depending on the specialization of the craftsperson, an understanding of certain materials, among them clay, fiber, glass, metal, and wood, is necessary. Likewise, a variety of tools and techniques associated with the process must also be among the knowledge base of such artists.

Benefits of learning art and crafts:

- i. **Motor Skills:** Many of the motions involved in making art, such as holding a paintbrush or scribbling with a crayon, are essential to the growth of fine motor skills in young children. Developmental milestones around age three should include drawing a circle and beginning to use safety scissors. By the age of four, children may be able to draw a square and begin cutting straight lines with scissors. Many preschool programs emphasize the use of scissors because it develops the dexterity children will need for writing.
- ii. **Creativity:** Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

Creativity can be learnt. It begins with a foundation of knowledge, learning a discipline, and mastering a way of thinking. You learn to be creative by experimenting, exploring, questioning assumptions, using imagination and synthesizing information. Learning to be creative is akin to learning a sport. It requires practice to develop the right muscles, and a supportive environment in which to flourish.

Interaction: This is mutual or reciprocal action or influence. Learners learn better when they are in their peer groupings. Children interact when they are busy doing their art and craft activities. They share knowledge and materials.

- v. **Language Development:** For very young children, making art—or just talking about it—provides opportunities to learn words related to colours, shapes, texture, size and actions. When toddlers are as young as a year old, parents can do simple activities such as crumpling up paper and calling it a “ball.” By the time a child reaches primary one, she/he can use descriptive words to discuss her/his own creations or talk about what feelings are elicited when she/he sees different styles of artwork.
- iv. **Social development:** socialization—the process of learning how to get along with others—is not the same thing as socializing. In fact, the opposite may be true. Too much time with peers can make children behave badly.
- v. **Emotional competence** is the key to strong preschool social skills (Denham 1997). For example, the better children understand emotions, the more they are liked by peers (Denham et al 1990; McDowell et al 2000).

To teach emotional competence, talk to the child about his/her feelings. Talk about your own (e.g., “When you don’t pay attention to me, it makes me feel frustrated and sad”). Discuss what kinds of situations make us feel bad, and what things make us feel good. When caregivers explain emotions and their causes, children learn how to better regulate their own feelings.

The evidence is overwhelming. Social development builds on a child's primary relationship—the bond with his parent or guardian (Sroufe and Fleeson 1986).

When learners see, on a daily basis, that they can rely on you for support, they are **emotionally secure**. They adapt more easily to new social situations. They also develop their capacity for empathy—a key ingredient for pre-school social skills.

Discuss your child's experiences with peers in the same pleasant, conversational way that you discuss other everyday events. Such talk helps in several ways. It keeps you informed and sensitive to what is going on with your child. It shows your child that you are really interested in his/her social life.

- vi. **Decision Making:** Art education strengthens problem-solving and critical-thinking skills. The experience of making decisions and choices in the course of creating art carries over into other parts of life. "If they are exploring and thinking and experimenting and trying new ideas, then creativity has a chance to blossom," says MaryAnn Kohl, an arts educator and author of numerous books about children's art education.
- vii. **Visual Learning:** Drawing, sculpting with clay and threading beads on a string all develop visual-spatial skills, which are more important than ever. Even toddlers today know how to operate a phone, which means that even before they can read, children are taking in visual information. This information consists of cues that we get from pictures or three-dimensional objects from digital media, books and television.
- viii. "Parents need to be aware that children learn a lot more from graphic sources now than in the past," says Dr. Kerry Freedman, Head of Art and Design Education at Northern Illinois University. "Children need to know more about the world than just what they can learn through text and numbers. Art education teaches child's how to **interpret, criticize, use visual information, and how to make choices based on it**. Knowledge about the visual arts, such as graphic symbolism, is especially important in helping children become smart consumers and navigate a world filled with marketing logos ((advertisements) .
- ix. **Inventiveness:** When children are encouraged to express themselves and take risks in creating art, they develop a sense of innovation that will be important in their adult lives. According to Kohl, "The kind of people society needs to make it move forward are thinking, inventive people who seek new ways and improvements, not people who can only follow directions. Art is a way to encourage the process and the experience of thinking and making things better!"
- x. **Cultural Awareness:** As we live in an increasingly diverse society, the images of different groups in the media may also present mixed messages. Teaching

children to recognize the choices an artist or designer makes in portraying a subject helps kids understand the concept that what they see may be someone's interpretation of reality.

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- xi. Improved Academic Performance:** Studies show that there is a correlation between art and other achievement. A report by Americans for the Arts states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate.



1. Explain 4 important values of art and crafts to learners

2. Give an example of art as a cultural importance to learners

Creativity

Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

The ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc. The products of man's creative activities; works of art collectively, especially of the visual arts, sometimes also music, drama, dance, and literature

The role of the caregiver in creative work

Children are creative by nature. The role of caregiver concerning creativity among children is not to force them into a standardized box but to support their creative minds. Most of the successful adults in the world today are creative thinkers and they think outside of the box, that is how they became successful.

Allow the child to grow at his/her own pace instituting learning through the creative process. When a child is given the opportunity to grow that creative part of their mind, then he/she will be able to come up with all kinds of solutions to problems. When we teach our children to think in a creative process, we give them the ability to formulate their own opinions and learning style. A child's brain is filled with the innocence of no boundaries when it comes to storytelling, drawing and making up new games. Each of these creative activities be channeled into a learning experience for the child.

The **key attitude** is a desire to help every individual learner develop his/her, own particular set of interests and talents rather than simply 'delivering' the curriculum in an innovative way. The curriculum needs to 'emerge' from the learner" felt concerns.

Therefore the caregiver should:

- deepen the understandings of the world of each learner;
- believe in the creative ability of all learners;
- value creative expression in learners;
- encourage empathy in learners;
- teach in ways that facilitate creativity;
- adapt the curriculum to meet learner's individual needs.

However, caregivers will need the sensitivity to balance teaching skills with leaving their child free to get on with things; an appropriate mix of structure and freedom. The criteria caregivers need to keep in mind is to always enlarge their learner's vision and allow them to expand their imagination.

The creative caregivers focus must be on the learner by **developing a problem solving approach to curriculum** promoting and valuing creative thinking and diversity of opinion; mixing a blend of high support and high expectations that learners can solve their own problems. To develop real creativity child needs the freedom to pursue question that concern them.

What kills creativity are: inflexible timetables, intense competition, compartmentalized subject teaching and imposed curriculum assessment practices.

Art Appreciation

To appreciate simply means to grasp the nature, worth, quality, or significance of something.

Art Appreciation simply means being able to look at works and form your own opinions. It is the knowledge and understanding of the universal and timeless qualities that identify all great art. The more you appreciate and understand the art of different eras, movements, styles and techniques, the better you can develop, evaluate and improve your own artwork.

Art Appreciation Lessons for Children

Introducing young children to art can open up a whole new world that they may be unaware of. There are various ways to teach art appreciation to young children.

(a) Study Specific Artists

Pick a local artist (if any) and have the children talk about him. Discuss his background and what led to his career as an artist. Discuss the type of artist he is. Explain to the children the different types of painting mediums including oils, pastels, charcoal and pencil drawings. Show them pictures of the artist and of his work. Discuss the era in which he lived and what might have been the motivation for his drawings and his style. Some artists are realists, others are impressionists and some are abstract painters. Discuss the colors and forms used. Tell the children to draw a picture in the style of the artist you have been studying.

(b) Cartoonists

Introduce the children to artwork done by other children their age. Explain to them that children can be cartoonists. When children see what other children of their age are capable of doing, this will motivate them to do likewise. Display completed artwork in the Art and Crafts Centre. Make copies of the artwork and compile a classroom art album that the children can take home and share with their parents and siblings. Have an Art Exhibition or Art Fair and invite other children and caregivers into your classroom.

(c) *Museum*

Take your learners to an Art Museum. Explain to them that there are many types of art. Art is not limited to painting. Show them sculptures, pottery and works made out of textiles and textures. Explain that some cultures tend to be particularly good in a specific type of art or craft, such as the native Ugandans who made pots and the beauty of their pottery.

(d) *Killing two birds with one stone*

Engage in artistic exercises that have a purpose other than the art aspect. For example, talk to your class about emotions and what they mean to the children. Ask them to draw a picture of an emotion -- happiness, sadness, fear -- and then discuss their use of color. Why did they use blue for sadness? Tell them that green is associated with envy; red is associated with fiery emotions and white means peace. Let the children look at each other's pictures. They can compare and contrast how the other children used color to display emotion. An interesting conversation can result.

(e) *Occasions*

Pick a holiday or occasion and do an art project that is related to the event. For example, explain to the children what a wedding is and that people wear special clothing during this celebration because it allows them to be mysterious. Discuss the many weddings the learners have attended. Show them pictures of various weddings and let them draw their own pictures of a wedding. They can display them in the Art and Crafts centre. Explain that drawing a wedding is a form of art and that they are creating beautiful drawings.



Assuming you have an appreciation lesson with your class. Say how you could organize this lesson such that it brings out clearly the element of appreciation

Techniques of teaching art and crafts

At first glance, preschool arts and crafts might look like lots of mess mixed in with a bit of chaos. However, if you introduce a little focus and preparation to your preschool craft ideas it is possible to turn craft-time into a great learning experience for learners.

Every child learns differently and even young children will show a preference toward visual (sight), aural (sound) or kinesthetic (doing) learning. If you are teaching your preschooler something new, art and craft is a great tool as it incorporates all of these learning/teaching methods and give the learner the best chance of 'getting it'.

Preschools have two basic types of teaching methods: caregiver-centered or child-centered. However, learn more about the first two preschool education views that both advocate play-way method.

Play-Based Preschool

- Proponents of play-based preschool curricula believe that children learn best through playing and choosing their own activities. Children are allowed to choose the activities that interest them, which will motivate them to try new things, learn new activities, build confidence and use their own creativity to learn new skills. The curriculum is age-appropriate, and a child develops at his or her own pace versus learning at the pace of other children or at the pace that the caregiver dictates. This type of curriculum is more unstructured than caregiver-directed play and active children who enjoy playing and socializing with other children, and who don't mind noisy play, will do well in this type of learning environment.

Montessori Preschool

- Montessori curriculum proponents believe that play is a child's work, and the curriculum is very child-centered. While the school focuses on academic learning, the goal of the learning is for it to happen naturally through real-life experiences at their own pace. Montessori education strives to allow children to make their own choices and do things for themselves. Building self-esteem and confidence by allowing children to do for themselves is a big goal of this type of curriculum. Children that are independent, like to play on their own, have ability to pay attention for a long time and to follow directions will do well in a Montessori classroom.

Waldorf Preschool

- Another child-centered curriculum, Waldorf, focuses on predictable structure and routine. Childs learn by predictability and routine, as this repetition gives children a sense of familiarity and comfort. Waldorf curriculum also focuses on educating

the whole child, meaning the body, mind and spirit. Waldorf preschools attempt to make a home-like environment for their children by using hands-on activities that promote teamwork and concentration. Waldorf education is great for children who are comfortable playing in groups, learn well through imitation and repetition and have active imaginations.

Reggio Emilia Preschool

- Based on the belief that children are naturally curious and should be free to think and learn on their own, Reggio Emilia is also a child-centered curriculum. Curriculum is based on learner interest and natural learning moments. For example, during a walk outside, a learner may comment on leaves, and the caregiver will then make a lesson about leaves for the next day. Lessons can be taught for a small group or the whole classroom and can last for a day, a week or even all year. Reggio Emilia is a great curriculum for children who are creative, do well in a group setting, play well with other kids, enjoy art, drama or music and love hands-on learning activities.

Academic Preschool

- One of the only caregiver-directed approaches to preschool curriculum is the academic approach. It is a structured classroom environment, in which children who do well at following instructions and can sit still for long periods of time will do well. It is very structured and children in this type of setting should be able to follow directions and pay attention to longer lessons.



- Always stay enthusiastic, especially when they are feeling a little down, because their project doesn't look like the one in the picture.
- Have plenty of paper towels and soap!
- Always encourage the learners to help clean up; this works especially well after finding a special place to show case their project/art.
- When your spouse, family or friends come over, have your little one(s) show their projects off.
- If using paints, remember water paints and poster board paints are best for younger children.
- Acrylics and oil paints are more for older children but be sure to clean up spills. Use water for acrylics and paint thinner, or paint remover for oil.
- Never insult your child's creativity, or his or her final project/art/drawing. Remember, one word of praise travels many miles.
- Use water to clean up for acrylics and paint thinner, or paint remover, for oil.



Identify 3 main ideas put forward by Waldorf Preschool curriculum

Child Art

Introduction

Children explore the world around them through intellectual, physical and emotional methods

All these factors play a part in their art.

Psychological studies have established a series of stages of development in this process

You will learn about those stages that are for preschool children.

A general outline (taken from several sources)

Scribble

- around 14 months
- shapeless, purposeless
- The primitive cell from which all graphic art grows
- wavy (like a waive of the hand)
- little muscle control needed
- sweeping movements of the arm from elbow or shoulder
- tangled movement like a pen attached to a pendulum or string



Lowenfeld (1978)
4 stages of scribble

a) Disordered - uncontrolled markings that could be bold or light depending upon the personality of the child. At this age the child has little or no control over motor activity.

b) Longitudinal - controlled repetitions of motions. Demonstrates visually an awareness and enjoyment of kinesthetic movements.

c) Circular - further exploring of controlled motions demonstrating the ability to do more complex forms.

d) Naming - the child tells stories about the scribble. There is a change from a kinesthetic thinking in terms of motion to imaginative thinking in terms of pictures.

Scribble and control

- around 18 months
- Gradually change to including circular movements, interspersed with lines - basic lessons are being mastered
- Initially chance, watching another child drawing, slowly brought under control of mind and body
- control of muscles in hand, wrist and arm
- collaboration of mind and body



Illustrations from David Lewis & James Greene
(1983)

Your Child's Drawings: Their Hidden Meaning

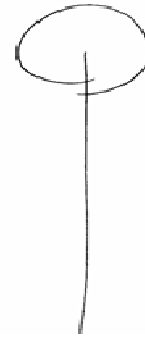
Scribble and Precision

- around age 2
- more demanding lines, angles, zigzags and crosses
- use of arm, wrist and finger muscles
- challenges to perception, memory and co-ordination of hand and eye movement
- building of a store of knowledge about motions and products with varying results
- can continue alongside gradual increasing skill in formal, recognisable pictures



Beginning of Precision

- More restricted - doesn't spread across page, isolated lines
- sometimes named - "a flower"



Pre-Schematic Stage

- Announced by the appearance of circular images and lines which seem to suggest a human or animal figure.
- During this stage the schema (the visual idea) is developed.
- The drawings show what the child perceives as most important about the subject.
- There is little understanding of space - objects are placed in a haphazard way throughout the picture
- The use of colour is more emotional than logical

Lowenfeld



Human Forms

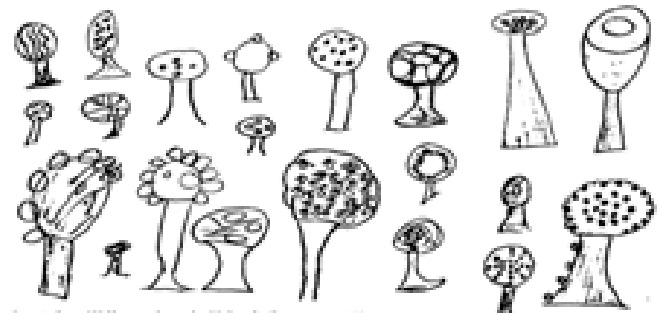
- Primitive and tentative - Head and body only (tadpole drawing)
- full face
- parts added as skill and perception increase - feet, noses, eyes, mouth
- feet, arms, body and head
- Animals drawn in profile



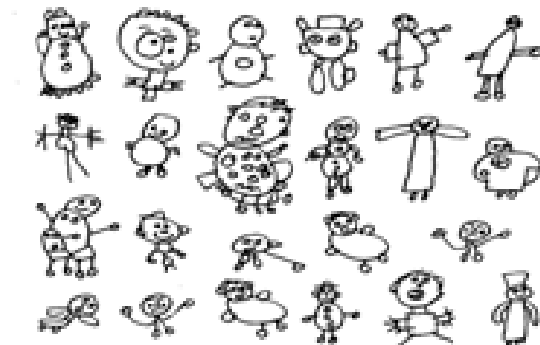
Symbolism and Schema

- **Around 4/5 School starts** - social world broadens
- regular repetition of schema
- Circle used for heads and tree tops
- Drawings don't look like they should appear to adult eyes
 - figures look alike (no differences between male/female)
- conceptual understanding rather than visual observation
- close attention to detail - distortion and exaggeration
- simple geometric forms

Illustration from Kellogg, Rhoda (1970) Analysing Children's Art



Circle similar to 1111 Human, that with added mouth/light on crown, some



Human figures, like many of the Human figures, these figures are like mother of nature, for mother nature, you to make (p. 129)

Figure 1. Rhoda Kellogg: Analysing Children's Art. P. 107 & P. 129

Human Figures

- Preceded by consistent shapes
- Hundreds of them!
- Eventually the shape becomes a man/mother/sister/brother
- Very individual, may vary considerably
- Figures in the child's experience which impress determine the subject matter
- people = socialising process
- lines represent arms and legs





Get two or more children to study their artwork. Say in which drawing stage they are!

Some Art and crafts topics for nursery class

Children in the nursery may not be the most skilled at arts and crafts but they may just have the most fun. Whether this is finger painting, drawing around their feet, or gluing glitter to a Christmas card, they are sure to have a great time. Just be prepared for the mess.

Palm/foot prints

- Most children enjoy getting messy and using their hands/feet to do it. Palm/foot print is an art medium for nursery school-age children that will allow them to be creative and get messy at the same time. Dip children's palms/feet into paint and have them press their palms/feet onto paper to make prints.

Nursery Rhyme Crafts

- Most nursery school-age children are very familiar with different nursery rhymes. You can use these nursery rhymes to design crafts. For example, if you want to use "Little Bo Peep," you could have children make lambs out of construction paper and cotton balls. Or if you want to make a craft for "One, two, buckle my shoe," Punch holes near the perimeter of each cutout. The children can take turns lacing the shapes with long, brightly colored shoelaces. This classroom craft will improve eye/hand coordination and shapes from most nursery rhymes can be made. This can also become an individual craft where each child is given the same shape to decorate and then lace. The children could take this craft home for extra lacing practice.

Papier mache' Jewelry

- Papier marshe' jewelry is an easy craft that helps work on fine motor skills in nursery school-age children. To make Papier marshe' jewelry such as necklaces or bracelets, first make paper pulp. Have children mould paper pulp into different lengths and sizes to make paper beads. Let them make holes through and dry them. After drying, let the children thread their paper beads onto yarns and then decorate with acrylic paints.

Painting

- Painting is something that children of all ages can enjoy and pre-school children love it. Brushes will keep the toddler's hand relatively clean but they will probably be happier finger painting. A blank piece of paper will allow them to be creative and make whatever patterns and shapes they like. Or give them a template to try and draw inside. Add some paint to the paper and let the child blow it around with a straw. Children can also use crumpled-up newspaper by dipping it into some paint and rubbing it against the plain paper. Be prepared for this to get messy, gather an ample supply of newspapers to protect the tables and some aprons or old clothes for the kids.

Some Art and Crafts materials

Basic Materials	
Computer printer	Paint brushes
Computer paper (white & colored)	Hole punch
Construction paper	Paints: tempera, watercolor paints, watercolor pencils, *tempera paints, poster, finger paints
Crayons erasable colored pencils or traditional colored pencils & white and color chalk	Glue stick Washable glue
Craft knife (for adults)	Wood craft sticks (small and large)
Pencils with eraser and pencil sharpener	Scissors: (extras: shaper scissors)

Washable felt-tip color markers	Cover up: old t-shirt
Dry-erase color markers	File box & files to organize activities and materials
Tape & tape dispenser	Stapler
Extras	
Stickers	Hole punch brass fasteners
Pipe Cleaners	Wax paper
Paper plates Standard 9"	Paints: acrylic and fabric
Easels or butcher paper	Plaster of Paris
Poster board to use as a portable easel or bulletin board	Liquid starch
Clear contact paper or laminating sheets	Used craft sticks (from Popsicles)
Cotton balls	Tissue Paper (various colors)
Recyclable Materials for crafts	
Note: Print black and white craft templates on scrap paper. Trace the templates over decorative wallpaper from old catalogs or scraps, left over pieces of construction paper, wrapping paper or foam sheets.	
Cardboard tubes (sanitary, paper towel or wrapping paper tubes)	Catalogs, newspaper and old comic books
Drinking straws	Clear plastic soda bottles & caps
Paper bags: lunch size & grocery size	Baby food jars
Cardboard: cereal boxes, etc.	Old cookie sheets
Sand paper scraps	Paper cups (foam or paper)
Styrofoam trays	Old socks

Newspaper	Milk cartons
Large & small boxes and lids (shoe boxes)	Wrapping paper & wallpaper scraps
Yarn, ribbon or string scraps	Clean sponges
Plastic containers (margarine cups, etc.)	Frozen juice cans & lids
Old sheets or old pillowcases	Throw-away paper (junk mail that one side is clean for printing)
Empty match boxes	Aluminum foil scraps
Some large glass jars & jar lids	Corks
Old file folders	Old pasta-assorted
Tissue paper boxes and gift boxes	Felt or fabric remnant pieces
Materials from Nature	
Smooth stones or pebbles	Dried grasses
Fresh or dry leaves	Twigs
Pine cones	Nuts
Sea shells	Dried beans
Sand	Popping corn
Wood shavings	Dried flowers
Bird seed and other seed	Egg shells

Arts & Crafts from Recycled Material

Recycled materials can be reused to create sentimental art and crafts

Creating crafts out of recycled material can help you save money and allow you to spend time with your family building these crafts. By recycling, you will not only be able to make fun crafts, but you will help conserve national resources and reduce the need for landfills and incineration.

Reuse Bottles and Cans

Cut a thin line in the center of the plastic top. Use paint, paper or fabric to cover the logo on the can and use material around the house to decorate the bottle. If you are an animal lover, you can create a backyard bird feeder by putting two wooden spoons through a bottle. Fill it up with bird seed and tie it on a tree.

Reused Jars

Turn jars into soap dispensers or flower vases. You can create the dispenser by adding an old dispenser to the jar and painting over the jar. The jar can also be decorated to create a flower vase. You can also break the glass from these jars to create jewelry.

Recycled Clothing

Fabrics can create a large range of items. You can create pillows and new clothing with old fabrics. You can also use the items on the fabric to help style up things in your house. Make beads and jewelry on clothing into jewelry and add them to lamps as dangling accessories.

Fake Hair

Little girls will be excited to create their own dolls. Use old or left over hair extensions that you have for the doll's hair. Create the body of the doll by using old clothing fabric around the house and sew it into a doll. You can use old clothing to also make clothing for the doll and use buttons for the eyes.

Paper

With Christmas and Birthdays each year, there are many gift boxes and paper bags that are given, but you do not need to discard them after opening the gift. You can dress these bags up and use them in return as gift bags by adding bows and using paper to decorate the outside of them. You can also create greeting cards using recyclable paper and decorate them as you want.

Cardboard

Cardboard boxes can be used to create diaries. Children will have fun creating their own personalized handmade diaries. They just need to cut two pieces of cardboard and wrap it with cello tape. Then glue construction paper in the center and punch three holes through the cover and the sheets of paper and tie string through each hole.

Display of art And Crafts products.

Follow these tips to display your children's artwork in a creative, space-saving and practical manner for years to come.

Instructions

- i. Have your children help you decide which pieces of art they would like to have displayed. Children can help guide you to pieces that both of you appreciate.
- ii. Gather a long piece of wood, clothespins, glue and paint. Have your children decorate the piece of wood with paint and other materials they choose. After they have finished decorating, glue the clothespins onto the wood so that they open towards the floor. Let the glue set. Mount the wood onto a wall.
- iii. Use the clothespins to hang your children's artwork. Hang a simple clothesline along the edges of the Art Centre. Use clothespins to add new artwork to the line throughout the year. Be sure to have at least 2 metres of clothesline with which to work at all times.
- iv. Hang the pieces of art about 10 centimetres apart from each other. You can put the artwork on a large bulletin board, but make sure the artwork does not overlap the frame or hang outside the bulletin board else it will look messy.
- v. Make a scrapbook or photo book with your children's artwork and put the book on display. Make sure the artwork is contained inside the scrapbook and not hanging outside the pages
- vi. Get clipboards. Clip a piece of artwork onto the clipboard and nail the clipboard to the wall. You may change out artwork as you please.
- vii. Frame and mount particularly important artwork.
- viii. Use digital cameras and scanners to find ways to turn your children's artwork into a practical item. Have your children's artwork digitized so that posters, calendars, trading cards and note cards can be made out of it.

Note:

- *Try to use improvised materials as much as possible.*
- *Choose places to display your children's artwork.*

- *Keep artwork away from direct light sources. Sunlight and even artificial light can damage your children's artwork over time.*

Activity

Preschool Assessment

Appropriate ongoing preschool assessment is an important component of any quality early childhood program. Young children should always be assessed in a natural setting while doing the things they do every day. Young children should be assessed throughout the day so that the caregiver will be aware of the child's skills in all areas of development.

Caregivers observe, write anecdotal notes, and reflect on each child's abilities. They plan according to what they have learned through their observations. If it is apparent that a child never counts past three the caregiver knows that she must provide materials and opportunities and guidance for this child to count as often as possible.

Types of Preschool Assessment

Preschool assessment in an early childhood classroom is important because it drives the caregiver's lesson plans. This is formative assessment. The assessment also provides information for caregiver's to share with parents at conferences etc.

A developmentally appropriate assessment includes observations of the child as he goes about his business. All teaching staff will write anecdotal notes continuously on children that reflect their skills in all [areas of development](#).

Anecdotal notes should only state the facts -not opinions. In other words, it is okay to say "Charlie smiled" but not okay to say "Charlie was happy." The anecdotal notes will tell the date, the time of day (circle time, choice time, etc.), what the child was doing, and a few details. It is alright to use your own shorthand as long as you know what it means.

The caregiver takes anecdotal notes regularly as she does observations of the child. She also collects samples of the child's work. The assessment tool gives the caregiver guidelines that

show her where the child stands in the process of his development. Children develop most skills in a specific order.

For instance when children are learning to write they scribble, then make letter-like symbols, then write letters, and then words and sentences. If Jimmy has been making letter-like symbols, we know he is nearly ready to begin writing letters and later words. So, we offer Jimmy lots of materials, opportunities and guidance that will move him to the next level, writing letters.

This type of assessment is called **authentic assessment** because the child is not tested. The assessment is done in natural circumstances. The anecdotal notes are not considered accurate unless the caregiver observes the same level of functioning in a particular area of development more than once.

Having worked with this type of assessment I know it is not easy at first. It seems overwhelming at times. If you are using a particular early childhood assessment tool for the first time relax. Become familiar with the process and the assessment tool. It takes a long time to know what to look for when you are observing for assessment purposes.

Organizing the method you use for writing anecdotal notes helps you be more effective and efficient as you do your observations. I have seen caregivers write anecdotes on sticky notes, index cards, notebook paper, and computer labels. I have seen caregivers put materials for note taking in several different spots in the classroom (for easy access).

I am a very visual person myself. I wanted to be able to see at a glance which children I hadn't observed much and which areas of development I was neglecting. I had a larger than legal size paper. It was divided into squares labeled with the various areas of development. I wrote my anecdotes on computer labels and put the labels on each child's sheet in the appropriate area. I could see everything I wanted to see at a glance.

I have also carried index cards and an ink pen in a fanny pack or small tool apron. This works great too. One way to organize index cards of course is in a recipe box with the children's names in order alphabetically.

Besides needing to report students' growth to family through progress reports, report cards, and conferences, assessments taken in Kindergarten are essential to gaining insight into how much students are growing and learning in your kindergarten program and to adjust the way you teach to better meet their needs.

Kindergarten caregivers tend to assess in a variety of ways. Whether through meeting with students one on one, making informal observations during the day, or saving projects and student work for a portfolio - get ready to watch your students bloom during their kindergarten year!

Further Reading

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Thompson, M., & O'Neill G. (2001). Best friends, worst enemies: Understanding the social lives of children. New York, N.Y.: Ballantine Books: Ballantine Books.

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Sub-unit 4: Physical Education

Introduction: Dear Caregiver you are welcome to the unit on cultural education more specifically to the teaching of Physical Education (P.E). This unit will give you information on how to teach physical education to young children.

Learning Outcome

To help students to understand the importance of teaching Physical Education to young children as part of the school program

Competences

By the end of this unit, you should be competent in:

- Explaining the meaning of developmental physical education
- Identifying components of developmental physical education
- Enumerate basic movement skills that children should engage in
- Explaining the importance of physical education activities in early childhood
- Explaining the games of lower organisation
- Showing how you can prepare, teach and assess your physical education lesson
- Explain how to make, store and maintain simple physical education materials

Content outline

Topic 1: Components of developmental physical education

- a. Definition of developmental physical education
- b. Aims and goals of physical education
- c. Components of developmental physical education- motor development, cognitive development and affective development

Topic 2: Importance of physical and psycho-motor activities in early childhood

Topic 3: Games of low organization

Topic 4: Preparing to teach Physical Education to young children

- a. Personal skills of a good physical education caregiver
- b. Personal qualities of a physical education caregiver
- c. Organisational skills of a physical education caregiver
- d. Sample scheme of work and lesson plan

Topic 5: Developing, storing and maintaining physical education materials and equipment

Study Requirements:

As you study this unit you will need to observe the children as they play at home and at school. You will also reflect on module one on the development of the child so as to understand the correct requirement for activities to be offered. You will also recall some simple games played by the children in your area and connect to the skills developed in it.

You will need to collect some simple games and write them in a special book for physical education activities.

TOPIC 1: COMPONENTS OF DEVELOPMENTAL PHYSICAL EDUCATION

a) Definition of developmental physical education

Developmental physical education is a physical education that emphasizes the acquisition of sequential movement skills and increased physical competency. It is based on the levels of development of the individual child appropriateness of the activity and use of situations that are

fun for children to enjoy doing it repeatedly. In so doing, children develop physically, mentally, socially and emotionally. You will need to know your children's developmental levels so that you sequence the activities to fit the age appropriateness.

b) Aims and objectives of physical education activities

According to the national association for sport and physical education, the general aim of physical education is to set aside a daily portion of the school day purposefully to the development of the large muscles. This is generally to help children Learn –to-Move and Learn-through-movement. When they learn-to-move they acquire basic movement skills and fitness. The learn-through-movement aim focuses on acquiring cognitive and affective development hence helping to develop the child holistically and making an all-round physically fit person. The child can perform a variety of physical activities and will be generally active and fit.

As they play too they learn to associate with others and learn to accommodate each other's strengths and weaknesses. Now, ask yourself, how do children learn to move? How can I help children in my class to learn-to-move? How can they learn through movement? You will realise that some children come to school/ centre when they cannot walk, run or do some physical activities well. Their muscles need regular exercises. It is therefore right to say that physical education is needed to make the child healthily, develop strong muscles and be well-coordinated physically. As they move they learn a lot.

c) Components of developmental physical education

When children join pre-schools they need to refine basic skills acquired through the guidance of a care giver. Developmental physical education helps to make children competent movers and reflective thinkers. Development P.E can be divided into motor (1), cognitive (2) and affective (3) aspects.

I. Motor development

This is the basis for the movement skills. This is where a child is able to control movement with precision and accuracy. It is progressive change in movement behaviours leading to acquisition

of basic movement skills, which will later be used in specialised skills like football, netball and the like.

Basic movement skills include:

- a) Locomotor skills (skills involving movement such as running, walking, hopping, skipping etc.). They involve movement from one place to another.
- b) Manipulative skills (which involve using of materials such as ball rolling, throwing, kicking, bouncing etc.). These help to develop both gross and fine motor skills.
- c) Stability/ non locomotor (done while in one place such as bending, stretching, twisting, swinging etc.). These help in development of various parts of the body.

II. Cognitive learning

This involves progressive change in the ability youthink reason and act. As children play and carry out physical education activities they learn new concepts and refine concepts learnt in a play setting. Because it is fun children learnwithout being bored. Children learn concepts like fast, slow, in, though, left, right and other spatial awareness as they play.

III. Affective learning

Here is where the ability of children to act, interact and react effectively with other people as well as themselves. It promotes socio-econoic development which is very important for children. When children perform well and to their satisfaction, they develop positive self-concept. Caregiver need to be very sensitive in encouraging positive self-concepts so as to encourage children to socialize positively. All these are learnt thorough movement.

Children also learn correct attitude formation, value clarification and moral growth.

Topic 2: IMPORTANCE OF PHYSICAL AND PSYCHOMOTOR ACTIVITIES

You will realise by now that physical education cuts across all the three main domains if a child's growth and development. It is therefore very beneficial to the child. As you teach physical

education you should appreciate that you are enhancing holistic child development. Physical education is important for the following reasons:

a) Development of gross and fine motor skills

When children engage in physical and psychomotor activities at an early stage they tend to get the basic skills for later complex ones in games such as football, netball and others. They will improve coordination among various body parts and develop strength in the muscles. It helps to stimulate blood flow to all parts of the body.

b) Good Health

Physical education promotes the function of the central nervous system which will help in physical fitness. Exercise provides a healthy body.

c) Development of concepts

Children through play learn various concepts like height, weight, space awareness and position of the body and objects in relation to space.

d) Children learn to use their language

As they play, they interact with each other and so learn to ask for things, give directions, express themselves and respond appropriately. They also develop the language skills of listening, speaking, writing, as well as reading.

e) Promotes relaxation

Physical education activities promote relaxation of the mind when they use up built up energy through play. They will feel relaxed and ready for the next activity.

f) Promotes social development

As children interact with one another they learn acceptable behavior. They learn to share, teamwork, competition to accept both defeat and winning in a healthy way and also develop self control, self esteem and confidence.

Activity 1 of 1

In your own words, explain briefly how physical education can further help to develop:

1. Mental development -----

2. Social development

3. Emotional development

4. Language development

TOPIC 3: GAMES OF LOW ORGANISATION

Introduction

Games are very important educational tools of physical education program. They are usually short, full of activity and tailored to the level of children, size of class, equipment available, time and facilities. It is usually advisable to plan well before hand so that even materials needed are prepared beforehand.

These are games sometimes called build-up games. They are characterized by:

a) Rules:

- Have simple and few rules
- Do not have fixed number of players
- Rules can change according to locality and situation
- Develop gross motor skills

b) Equipment

- Need little or no equipment
- Equipment is not often standardized and often improvised

c) Skills

- Emphasis is on the motor skills such as running, jumping, throwing, catching, kicking, dancing and so on
- Develop skills needed later for team sports
- Suitable for pupils of different levels

Name some games you know that can be called games of low organization

Importance of these games

- i. They are important for the child's development because they serve these functions
- ii. Develop basic movement skills such as running, jumping etc.
- iii. Develop muscles, endurance, strength and mental capacity
- iv. Develop social skills and creativity
- v. Teach children to conform to rules and team work
- vi. Give children enjoyment and relaxation from studying
- vii. Transmit cultural values

NB: when selecting games consider; the desires outcomes, skills needed, materials, formation, time etc.

TYPES OF BUILD UP GAMES/GAMES OF CHILDREN

- i. Basic locomotor games – games to develop skills like running, jumping, walking etc.
- ii. Running and chasing games – sometimes called @gang games@. Games that involve running in defined areas, stopping and starting and chasing e.g. cat and rat, chase and catch etc.
- iii. Reaction games – these develop ability to respond quickly at a signal, sound or touch e.g. relays
- iv. Competitive games – these are games where a player or a team tries to do better than the other. In competition there are always winners or losers.
Because of this competition aspect these games are not suitable for young children
Children should be taught to compete against their own past records, trying to improve their performance
- v. Relays: e.g. shuttle-relay; go and return, wheel barrow race, egg and spoon, tunnel relay, relays in slalom etc. they promote team spirit.
- vi. Striking and kicking games: these involve striking an object such as a ball using the foot, hand or lever-like object in order to project the smaller object

- vii. Traditional games: games played by various tribes in Uganda or any country which may be used to teach physical skills.

Games of low organization always emphasize educational values like cooperation, leadership, followership, teamwork, spontaneity, obedience and others. Remember to emphasize this as you teach them.

TOPIC 4: PREPARING TO TEACH A PHYSICAL EDUCATION LESSON

Introduction

Caregivers/ Caregivers in pre-primary schools should plan the physical education activities with knowledge of the appropriateness of these activities to the age level of children. It is common to find these caregivers giving children to play on their own while she/he does something else. As the activities may not be varied and lack serious guidance and supervision children may not enjoy and so develop poor attitude towards physical education, yet this is a vital activity for proper growth and development of children generally. Caregivers/Caregivers need to note the following hints seriously:

Personal skills of a good physical education caregiver

All caregivers need to be in good health and should regularly engage in big muscle activities to maintain their own strength and endurance.

You as a caregiver of young children should be an example of being physically active and getting enough exercises.

Play with the children do not move around or stand like a soldier while commanding children around.

Ensure that activities selected are interesting and to be the level of the children

Encourage and praise children so that they will want to continue with the activity. Do not victimize those who do not perform the activity well.

Remember that children are different, select activities that cater for all children. Special needs children need encouragement and appreciation. Make sure to design activities to the level of these children.

Personal qualities of a P.E caregiver

Personal appearance

Use clean and appropriate sportswear which allows free movement

Wear appropriate footwear

Voice

Speak so loud that you are clearly heard

Vary the pitch of your voice Avoid negative feedback

Language

Use simple language

Do not use “back-street” language

Give clear instructions making sure they understand

Gestures

Use gestures effectively to gain children’s attention and direct activity

Use expression on your face and movements of the hands, body and head to relay messages

Clap, smile and be expressive

Eye contact

Ensure you see all children and all children see you.

Let children feel that you can see them so that they participate effectively

Identify mistakes and correct them in a loving way

Caregiver movement

- Move round the field encouraging children
- Supervise as you move the accuracy and control of the class
- Avoid unnecessary and distracting movement
- When explaining information, stand and give clear instruction and demonstration
- Avoid moving round with a stick
- Help children to be at task
-

Organizational skills of a physical education caregiver

When conducting physical education, you need to have a well-organized set up. You need to pay attention to the following:

i. Gaining attention

Children need to attend to your instruction in order to follow what you are doing/saying. Sometimes caregivers use a whistle, a clapper or a drum to gain children's attention. Use a signal your children are used to.

ii. Defining an activity area

You need to mark the field with ash, leaves, sticks, flags or skittles. Children should be shown the area and encouraged to play within the marked area.

iii. Caregiver positioning

The caregiver must be positioned in a position where all children can see her/him. Pupils must see demonstration by the caregiver and the caregiver must see the children. Avoid positioning yourself in a place where children will be forced to look at the sun, busy road or any other distraction.

iv. Distribution of equipment

If you are using any equipment ensure that they are safe, enough and placed in a place children will not be destructive. You may distribute as children march round you in a circle.

Materials may be placed in a box, container till the time they are needed.

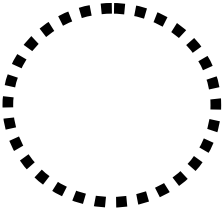
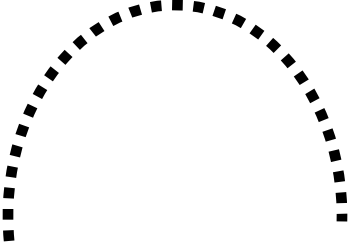
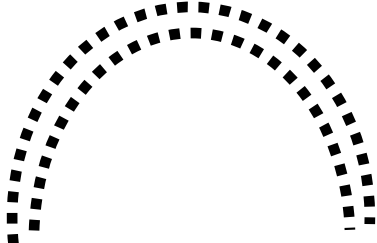
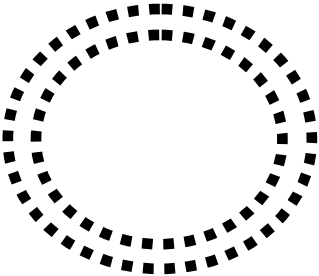
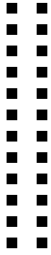
v. Collection of materials

Children should be encouraged to collect and store play materials

Teach children routines of returning equipment to specific destinations at the end of the lesson

vi. Teaching formations

Children are usually arranged in an orderly manner in order to cause maximum learning. There are some common ways recommended for learners and some of them include

		
Circle	Semi-circle	Double-semi-circle
		
Double circle	Single File	Double file
		

Scatter		

Source: UNESCO Teaching Resource Materials for Physical Education, Department of Sports Science, ITEK Kampala, march 1994

Introductory and concluding procedure

P.E is usually a unique lesson taking place outdoors or in one large classroom. Start with marching orderly to the play area. Follow up with a quick warm up activity, at least one or two, so that children's muscles are warmed up and become ready for activity.

You will also finish with a cool down activity to bring the session to an end.

Delivering P.E lessons

The following hints will help you to deliver/ teach your lesson effectively.

Attitude

Have the correct attitude to your lesson and show enthusiasm.

Be an acceptable model of a P.E caregiver and encourage children to copy from you. Participate actively.

Stopping activities

In case of need, activities may be stopped half way, should this be necessary you need to gain children's attention but:

- i. Do not disrupt an enjoyable activity
- ii. Project your voice so that you can be heard clearly
- iii. Make sure you are in a good teaching position where all can see you
- iv. Use commands e.g. "stop there" or blow a whistle

Bringing the group together

- i. Use a signal to get attention
- ii. Pause and give them instruction
- iii. Ensure all can see you

Explaining

- i. Keep your explanations short
- ii. Have your teaching points and quickly state them
- iii. Demonstrate rather than using long explanations
- iv. Make sure you are understood, you can ask them to paraphrase what you said

Supervision of groups

- i. Know who is in each group. Move around guiding them.
- ii. Keep praising them and advising them
- iii. If you have to talk to groups, tip them in their groups not as a whole
- iv. e class. Allow them to do their thing effectively.
- v. If the group is making the same mistake call the whole class's attention and demonstrate the skill.

Maintaining discipline

- i. Be sure that children understand your rules. Discuss them and identify the punishment together. Be consistent with rules.
- ii. In case of an extraneous disturbances e.g. passing car/plane, get back to the lesson as quickly as possible.
- iii. Do not ridicule, belittle or make the child lose self esteem.
- iv. Set standards of behavior and stick to them, keep your own principles
- v. Be quick to notice problems and stop them before they become worse.
- vi. Do not confront children publicly. Have a conference with child in case they need to.

SAMPLE SCHEME OF WORK FOR P.E

Term: 1

Age-range: 3-4 years

Number: 20 children

Days: Tuesday and Thursday

Duration: 30 minutes

Learning Outcome: IX Using gross and fine motor muscles

Week	Period	Day	Competence	Content	Skills	Methods	Materials	Ref
1	1	Tuesday	Using my body to carry out various activities	Tails, Who jumps better	Running Dodging Chasing Jumping	Demonstration, instruction and guidance	Bibsof handkerchief for tails 5 ropes	Games for P.E by Robin Sykes pp 12
	2	Thursday	Using my body to carry out various activities	Four cornered tug of war Tigers ball	Pulling Pushing Gripping Catching Throwing Dodging	Demonstration Instruction and guidance	4 skittles 6 balls 2 ropes	Pp 5

A sample lesson plan for games of children – Build up games

Date	Age range	Time	Unit	Number	Theme	Topic
5/02/2012	3-4yrs	9.00-9.30 a.m.	Game	20	Basic game skills	Game tails, who jumps

Competences:

1. Perform basic running, jumping, dodging skills
2. Cooperate, compete in teams with others
3. Explain and follow the rules of the game showing fair play
4. Acquire pleasure and joy in playing games

Time	Phase	Content	Details	Organization
9.00 -9.03 (3 mins)	Preparation	Movement to the field	Children change and prepare to move to the field in double file, reach the playground .Caregiver uses 4 skittles to define the area.	Double file
9.03 – 9.07 (4 mins)	Warm –up	Here, there, everywhere	Caregiver makes children run where she/he points or jog in place only within the demarcated area.	Free spacing

Time	Phase	Content	Details	Organization
9.07 – 9.17 (10 mins)	Skill teaching and development	Tails	Caregiver stops warm-up activities/ games. Calls children to centre and explains game, distributes tails. Children chase for 4 minutes within area and stop for 1 minute to find winner. Repeat 4 minutes	Free spacing
9.17 -9.27 (10 mins)		Who jumps better	Caregiver introduces new game. Divides children into 2 teams, holds rope as children run and jump. Caregiver gradually increases height of rope from the ground.	Two opposite lines move in opposite directions on signal “go”
9.27 – 9.30 (3 mins)	Culmination	Cool-down by jogging	Stop game slowly Bring children to a standstill through jogging Breathe in and out Appraise and reorganize to return	Semi-circle to double file

Time	Phase	Content	Details	Organization
			to classroom	

Evaluation remarks:

Strong points :-----

Weak points: -----

Strategy: -----

TOPIC 5: DEVELOPING, STORING AND MAINTAINING PHYSICAL EDUCATION EQUIPMENT

Materials and equipment offer the best avenue for young children. As they manipulate materials they learn through touching, playing and with them and develop responsibility as they store and keep them. You will realize that most physical education materials are bought and are usually expensive. Develop an attitude of improvising. Materials may be fixed or movable; outdoor or indoor materials; large or small materials for fine muscle development. You should encourage children to value them so that they are not misused.

Activity 1 of 2

Reflect on the types of materials mentioned above and list them according to the headings below:

1. Fixed materials

2. Movable materials

3. Outdoor materials

4. Indoor materials for fine motor development

5. Materials you can make

*Check your answers with those given at the end of the unit

Storing physical education materials

You are the key person in ensuring that materials are collected after use and carefully kept. Some people keep their materials in boxes at the corner of their classroom with a clear label on the box. In bigger schools they may have a storeroom, make sure the

materials are neatly kept. In cases of wear and tear ensure to repair quickly e.g. banana fibre balls ropes and locally made hoops ay begin to undo, please repair immediately. Making your own materials may be an environmentally friendly activity for example making balls out of polyethylene bags helps to get rid of the troublesome kaveera/polythene bag.

Summary

In this unit you have learnt that young children require physical education to learn-to-move gracefully as well as learn-through-movement. This will enable them to develop and strengthen their gross muscles. They also learn basic motor skills through playing simple games known as games of low organization. You will appreciate the importance of physical education and probably become a better caregiver of physical education. You will also realize that you care the role model. Practice large muscle activities regularly.

Glossary

Acquisition:	Gaining or getting something such as a skill, or knowledge
Gross motor	large muscles in the legs arms and trunk
Fine motor:	Small muscles such as those in the fingers, eyes, toe etc.
Physical:	This term is used to describe something required body effort to achieve a certain objective.
Psychomotor:	The skill of movement or coordination of body parts

Answers to activities

Activity 1 of 1

1. Children can form ideas about the world around them.
As they play children use their imagination and begin to solve problems e.g. in hide and seek they find ways of hiding.
Children acquire observation skills, classification and grouping.
2. Social development
Leading and following
Teamwork where they learn to work together
Self-confidence skills
Self-control
Appreciating culture
3. Emotional development
Accepting failure and success
Children learn to cope with their emotions
Release of anger and tension
4. Language development
Learn new vocabulary
Learn to express themselves as they play in groups
Learn to ask and answer questions

Activity 1 of 2

1. Fixed materials

Swings

Sea-saw

Merry-go-round

Slides

2. Moveable materials

Balls

Ropes

Sacks

Play mats

3. Outdoor materials

All fixed materials

4. Indoor materials

Games like ludo, Card-games

Skittles

5. Materials that can be made by the caregiver

Ropes out of banana fibre or plastic papers

Balls

Hoops

End of unit exercise PE/1/3

This assignment is intended to help you consolidate what you have learnt in this unit. You are therefore advised to read the whole unit once more before you attempt to answer them.

On your own make brief notes on each topic and make use of them when discussing with your colleagues.

1. What are the characteristics of games of low organization?
2. Why is it recommended that physical education lessons should be given daily?
3. List at least 10 games of low organization that can be taught in nursery school.
4. Identify at least five games that you can teach while using materials. Explain how anyone of them can be played.

Self-checking exercise

You have now completed the unit on physical education. Check if you understand the competency by ticking in the appropriate section.

4) Religious Education

INTRODUCTION:

Dear Caregiver, you are welcome to yet another chapter on cultural education. This time we shall look at Religious Education in Early Childhood Development (ECD). This unit will guide you to understand how Religious Education is related to the moral development as well as other aspects of life.

Learning outcome: To be able to apply knowledge and skills acquired to instill cultural and religious values in young children.

Competences:

- Explain the relationship between religious education and morality in child development.
- Explain the importance of teaching religious education in pre-school education.
- Apply the appropriate methods of teaching Religious Education to teach pre-school children.
- Demonstrate skills of developing Religious Education materials for young children.
- Explain the role of the teacher, home and community in enhancing Religious Education values in pre-school children.

Content outline.

Topic 1	The Relationship between Religious Education and morality a) Morality and Society b) Morality and Religion
Topic 2	The importance of Religious Education to young children
Topic 3	Methods of Teaching Religious Education
Topic 4	Developing materials of teaching Religious Education to young children.
Topic 5	The role of the teacher, the parent and the community in enhancing Religious Education values in pre-school children.

Topic 1 The relationship between Religious Education and morality

Study Requirements

In this unit, you are required to have pens, a note book and select a quiet place to study, make notes as you go through each you will be required to discuss some questions so as to understand better.

a) Morality and society

Morality deals with knowing right or wrong children need to know from the start the right way to do things in our society.

Morality has a lot to do with society. It is what provides guidelines within an individual that helps him/her to conform to society's norms. Each society has its own moral values but in most cases they cut across many societies. They generally have such restrictions as;

- You should not take other people's property without their permission.
- You should not cheat other people.
- You did wrong to insult other people especially the elderly.
- You should not have sex before marriage and if married you should not have sex outside marriage.

Can you think of other examples in your community which show those morals that have been agreed upon. If we follow moral values of the society, we shall find that we shall

- Love them
- Trust others
- Be loyal to them
- Sympathize with people
- Respect others, yourself as well as their property.
- Be kind and considerate in dealing with them.

These and others are good morals in a society although we shall find some people who break them. When they disobey what is agreed, you will find that they are usually condemned. Their actions cause misery and loss to others.

b) Morality and Religion

As you will have studied in history religions came to our country from outside. These religions reinforced some beliefs in the society while others were discouraged. Most of these religions expect its followers to respect oneself, others and to love their God above all. In our country we have two major religions hence, Christianity and Islam. They have a number of things in common and often tolerate each other. This is why we find that on public days, both religions Christians and Moslems are often invited to lead prayers. However in some other countries there are wars between religions.

Activity 1/1

1. Name at least five moral values in your society

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

2. What religion belief are generally caring for the society

- | | | |
|--------|---------|--------|
| 1..... | 2. | 3..... |
|--------|---------|--------|

You will realize that religion is an important source of morality because it helps to reinforce the authority on a larger section of people. They help governments to base their laws on them, making it easy for policies to be made.

Topic 2

The importance of Religious Education to young children

One of the critical outcomes of pre-primary education given in the Government White Paper (1992) stipulates that, Pre-primary education should aim at producing a God fearing, morally and spiritually built person who appreciates and respects other people.

Basing on this outcome we can say that the children's early curriculum appreciates the value of religions and cultural teachings. This is why we need to offer some basic education to that effect. Religious teachings are geared towards the continuous moral and spiritual growth. The following are some of the important facts that children learn during religious education.

- **Laying the foundations for character building.**

As children grow and develop, they need love and affection from parents and all those around them. This helps the children to develop trust and love in response to parents' actions. They develop a conscience which tells them what is wrong and right. This is beefed up by the parents' teachings as societal and environmental cultural beliefs. An example I can give may illustrate how society's attitudes can affect the behaviours of children. "During the first army take over in Uganda, many parents, acquired some property through looting.

Because everyone grabbed what was not his/hers, children thought looting was permitted and was not related to stealing at all. One child one day, took his friend's exercise book, crossed the owner's name and replaced it with his own name. When he was asked to explain his acts he replied that he did not steal but he "just looted it and did not see what was wrong there. What do you learn from this?

- **Children learn to understand themselves**

Children do not at times understand why they are refused to do some activities for example parents may refuse the child to play with some other children. It is your duty to explain why if they understand it will be easy for the child to change company, if they do not understand they may continue being with those children and learn what they do.

Children and understand themselves will be able to control and regulate their emotions, work confidently and have positive self image.

- **Development of self respect, respect for and working with others.**

As children grow, they learn self respect when they succeed in simple activities they do daily. Caregivers should encourage children to be gentle, tolerant decent and tell the truth whatever the situation. This will help them to respect others while they are respected also.

Activity 2/1/

1. In your own words explain what you understand by self-respect.
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.....
2. Name three qualities that a person with self respect should have.
.....
.....
3. Compare your responses with those at the end of this unit

As a Caregiver, be patient with children, appreciate their work and be encouraging these will support development of self confidence and self respect.

- **Children learn to appreciate God's Love, care and His creation.**

Children may not easily understand God's greatness, love, and care for us but through teaching children using real life experiences will help them understand. In your own experience list down some things that you can tell children which show the greatness of God. Compare with these below.

- **God's Greatness**

- Created heaven, earth and all that is therein.
- He created beautiful flowers, big trees and other natural things.
- Observe other wonderful things using pictures, songs etc.

- **Gods love, kindness and mercy**

- How God fed the people in the desert
- How he provides for us, birds, animals and others.
- How God protected Moses from being killed.

Discuss how God cares focus as shows us mercy.

Help children to sing and recite simple verses both in the Bible and Koran.

Teach them to be kind, gentle, loving and merciful to others.

Develop a book for songs and simple prayers for children.

Topic 3 Methods of Teaching Religious Education

Dear student,

Religious Education content for young children involves understanding some abstract concepts like the existence of God, loving God, thanking God and the like. You need to refer to your notes on child growth and development. Piaget teaches that young children are at a “concrete operational stage” where children understand concepts through manipulating concrete objects. In the teaching of Religious Education therefore requires you to use simple, familiar and real behaviour examples in order to help children grasp abstract concepts. The following methods may be suitable.

- Play
- Role – playing
- Drama
- Story telling
- Music and art work
- Question and answer

You will have learnt or discussed these methods already in other modules. I shall briefly give highlights on each method.

1. Play

In this play I will lead you to reflect on how children play on their own and what goes on. Apart from children getting exercise and enjoyment, they also learn important moral behaviours. Children will learn in a play way to follow rules, avoid cheating with explanation as to its consequences. They will learn through imitation adult life hence acquiring the desired behaviours. Some of these behaviours include;

- Children learn to live and work harmoniously
- Children can express themselves freely and gain experience and confidence.
- They learn to imagine and use their skills to make decisions and plans.
- They learn fair play, taking turns showing sympathy and empathy.

2. Role playing

Through role-play children will be led to recall stories told or read then let, them play the roles of the people in the story.

Tell the children stories with a moral behind it and let them role play. Some stories include:

- The good Samaritan
- The boy who lied about wolf
- The mouse and the cow.

As children play different roles they will learn to get the feelings of sympathy, empathy joy and others use this method also express feelings of love, responsibility, anger and so on.

3. Drama

This is associated to acting plays or short scenes / skits. You may use simple ways to dramatise actions, hand gestures, mimes or part of the story for example, after telling the story of the Good Samaritan, children can dramatise how different people passed by the man who had been robbed. Ensure to give clear guidance to children. At the end of the term children usually hold plays dramatization of some stories may be enacted. Dressing children up and giving other materials makes it colourful, involve children in discussing actions and props.

4. Story telling

All great teachers, including Jesus Christ and the prophet Muhammad used stories of familiar life situations to teach basic concepts. Children like to hear stories and they tend to remember characters that they like easily. Stories can help children to understand abstract concepts. Stories as you have learnt may be used to introduce lessons as well. Dramatization or role play may be used after telling the story. Remember to make the story short, interesting and simple.

NB: Have a collection of your own stories that teach morals. You may ask some elders to tell traditional moral stories and songs.

5. Music and Art work

Music and artwork activities can be used to teach morals to children. Children love Bible story songs and love to act them. Discuss what morals they teach and what good practice they can learn from it. They can draw pictures to illustrate stories or songs taught. They can model, paste pictures and colour pictures to illustrate stories.

6. Recitation

In all religious teachings to young children, recitation helps the children to memorise and recite relevant simple concepts in all religions. As a caregiver organizes simple songs, prayers, stories and verses which children can recite. Guide them step by step and ensure that you help them understand the gist of the memorization. Let children put relevant actions and even dressing if need be to make it lively.

Summary

The methods named above are not exhaustive, be creative and use other methods you know to make teaching lively.

Enjoy

Activity

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1. List down the subjects covered under Cultural Education.

.....

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2. Briefly describe one example of appropriate activity you would give to the learners in Art and Craft, Physical Education, Religious Education and Music Dance and Drama

Art and Crafts

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Physical Education

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Religious Education

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Music Dance and Drama

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UNIT 5. CHILD REARING PRACTICES AND REARING PRACTICES

TOPIC: INTRODUCTION TO CHILD REARING PRACTICES

Introduction:

Dear caregiver, you are welcome to this Unit on child rearing. You will be expected to carry out a personal study and share your experiences with others.

Learning outcome:

You should be able to explain what child rearing is and to discuss child rearing practices that are generally carried out by various communities in Uganda.

Competences

- i. Child rearing explained
- ii. Discussions on child rearing practices carried out.
- iii. Discussions on child rearing practices in the Traditional African society carried out.

In this unit we are going to look at the following topics.

- i. Concept of child rearing.
- ii. Child rearing practices
- iii. Child rearing practices in the Traditional African society.

TOPIC 1: UNDERSTANDING THE CONCEPT OF CHILD REARING

COMPETENCES

- I. Explain what child rearing is.
- II. Explain what child rearing practices are.
- III. Explain why particular societies use particular child rearing practices.

Content outline:

- I. Child rearing.
- II. Child rearing practices.
- III. Reasons why particular child rearing practices are used.

1 What child rearing is?

Child rearing is an accepted way in which children in a particular society are raised. It constitutes what the society believes good child upbringing is e.g. feeding the child, disciplining the child, teaching the child etc.

Case Study of Oonyu from Awoja

When Oonyu lost his job as an accountant with one of the big commercial firms in Kampala; he decided to take his family, to his home village in Awoja with the hope that he would find some comfort from his people. Unfortunately he could not, for his children's ways of life were strange to his people and his people's behavior too was strange to his children. How were these children brought up? The community asked in response to the behavior of Oonyu's children; for their behavior seemed abnormal to them. Oonyu too seemed to be at loss for his children seemed not to understand his people. To make matters worse, Oonyu and his children were the talk at many of the drinking places in his Village.

Questions for discussion:

1. What could have been the cause of the abnormal behaviour of Oonyu's children as seen by the community?
2. What do you think Oonyu should have done so as to enable his children to fit into the community?
3. What are the likely consequences of the ill talk at the drinking places to Oonyu's children; if they get to learn of what is said of them?

After knowing what child rearing is, I now believe you can explain the concept to others.

CHILD REARING PRACTICES

Child rearing Practices, refers to the customs (the usual way of behaving or doing something) used by members of a given society in raising and taking care of their children. Nobody can state as to when communities began using the practices, they are using today. These practices are integrated into everyday life of the society and not necessarily because of a particular family that has given birth to a child. Rather, these practices are believed to be known and carried out by all the members of that cultural society.

Assignment:

Find out from different parents what they do to ensure that their children grow the way they want them to.

However, you should note that although there are some variations in the way particular families bring up their children, in this context we are talking of practices that are generally shared by the community/society as a whole.

NB: Each culture has its own beliefs for upholding its child rearing practices.

Child rearing practices are created by a particular society/community. Various child rearing practices have their advantages and disadvantages in regards to the holistic development of the child. Child rearing practices too, change from generation to generation and from one social class to another.

Activity:

As an individual find out the possible causes of the changes in the child rearing practices from one generation to another and share your findings with others, during your group discussions.

REASONS WHY PARTICULAR SOCIETIES USE PARTICULAR CHILD REARING PRACTICES

Dear caregiver, you should note that:

Communities generally tend to use child rearing practices that they believe will:

- a) Ensure the survival and wellbeing of their children
- b) Develop their children's capacity to provide for elders and younger members of the society
- c) Ensure the survival of the cultural group and its beliefs.

Activity:

As an individual, find out why the people in the locality where the school is situated bring up their children in the way they do.

Activity: Group discussion

As a group, discuss what we should do while performing your role as a caregiver, bearing in mind that different communities have different child rearing practices.

Topic 2: child rearing in the Traditional African society.

Introduction

Dear caregiver, in this topic, we are going to look at some of the child rearing practices in Africa and Uganda in particular.

Competences:

Explain why particular child rearing practices were/are used.

Content outline:

- a. Introduction to child rearing practices in traditional African society.
- b. The various levels of child growth and development and its associated child rearing practices.

NB: You should note that majority of Africans have a strong attachment to their culture. And there are aspects of their culture that children do not leave at home when they come to school.

Activity: As an individual, observe and find out a particular behaviour among your learners that could have been a result of their upbringing.

Group discussion

Why do you think it is important for you as a caregiver to know the Traditional African child rearing practices in your community?

May I also bring to your attention the fact that before formal education was widespread in various parts of Africa, there existed traditional child rearing practices which were well known to all members in the community. There were things that could and could not be done by all who were involved in the child rearing process. There were taboos on child rearing issues. The taboos had consequences that would befall whoever violated them. There were clear roles and obligations played by all e.g. the parents and other well meaning members of the community. For the child was a source of joy to the community.

Individual/group work

- 1) Why do you think the child was a source of joy to the community?
- 2) Is it still the case today? And if so, why is it still a source of joy in the communities?

The Traditional child rearing practices included activities which:

- a) Guaranteed the child's physical well being, for instance keeping the child safe from harm, providing shelter and clothing, preventing and attending to illness.
- b) Promoted the child's social well being for example providing security, socialization and love.
- c) Supported the child's mental development like e.g Play.
- d) Supported the child's physical development for instance feeding, bathing, providing safe places to play and explore.

Activity:

In your community, what was done by your ancestors to ensure that they achieved the above?

Activity: As an individual and later as a group do the following

- a. As you take care of the children in the centre; what type of activities do you give them?
- b. How are these activities important for the growth and development of the children?

LEVELS OF CHILD GROWTH AND DEVELOPMENT AND CORRESPONDING CHILD REARING PRACTICES

After looking at the values attached to the child rearing practices, let's now look at some of the various levels of child growth and development and the corresponding child rearing practices that were / are carried out in some African communities.

Pregnancy:

We shall begin by looking at pregnancy for this is where child rearing begins. Child rearing began from the time after conception. Confirmation of a married woman's pregnancy and most especially the first pregnancy was always received with more joy due to many reasons .i.e. there was more joy in the first pregnancy compared to 7th or 8th pregnancy.

Was it the case in your community too? Give reasons as to why it was so in your community.

For the proper growth and development of the foetus, different societies had different rituals that were performed to ensure safety of the mother and baby. There were foods that the mother would be encouraged to eat and those that she would be discouraged from eating. Issues of taboos related to food to be eaten would now be enforced, by the senior members of the family and most especially by the female. The mother would be encouraged to eat foods that were believed enabled the foetus to grow and later move more easily in the womb.

She would be encouraged to eat plenty of food and not to have anything to do with the foods that were not accepted by the culture.

Activity: Find out from your community what food pregnant women were forbidden to eat during pregnancy.

What do you think were the likely consequences of not eating those foods, to both the mother and the foetus?

She would also be encouraged to take certain medicinal herbs that were believed to ensure that the mother and her bay were healthy, safeguarded both the mother and baby from diseases, drive away evil spirits and protect them from those who were not happy with the pregnancy.

In some communities, certain herbs were mixed with soil, dried and a product known as 'amumbwa' as it is called in some communities was made. A product that was eaten by many mothers, due to it's perceived benefits to an expectant mother. The desire to eat soil was common to many expectant mothers even in societies where the dry molded soil mixed with herbs were not a practice. Many people today believe that this desire for soil was caused by the body's craving for iron due to the process the woman was undergoing.

What do you think are the likely disadvantages of an expectant mother eating soil?

What reasons are given for expectant mothers desire to eat soil in your community?

Monitoring of the baby's growth and position would be done by experienced senior women or traditional birth attendants. While trying to monitor the child's growth and development, the expectant mother would be made to lie half naked early in the morning before eating anything while the birth attendant massaged the abdomen of the expectant mother.

Was this practice carried out in your community too?

What do you think were the advantages and disadvantages of this practice?

The expectant mother was also discouraged from climbing trees, having sexual relationship outside marriage, making negative remarks on people who had impairments, going to the well very early in morning or late in the evening for water in fear of spirits. In some cultures at an advanced stage of pregnancy women were discouraged from using the pit latrines.

The person massaging the abdomen would keep telling the expectant mother the position of the child as she carried out the exercise. As to whether all could give the proper locations is a topic for discussion another time. However, the exercise was refreshing to the expectant mothers, as it

promoted relaxation of abdominal muscles. The practice however is not common today due to many factors.

ACTIVITY: Find out from your society why this practice is not very common today.

DELIVERY:

Delivery and the processes involved was another level that was handled with care. Various activities were carried out by various communities. In normal circumstances after realizing that her pregnancy was now advanced, most women would begin preparing clothes for carrying their babies. In most communities it was a taboo to buy new sheets and baby's clothes before seeing the baby. Rather the mother would prepare her old clothes/strip of clothes (Shirts, old bed sheets) for this purpose. Many beliefs were held against buying new sheets before a baby was born. A practice/belief that at times put the baby at a disadvantage.

Activity:

1. Discuss the disadvantage of using old clothes that have been used by adults for carrying a newly born baby?
2. What beliefs if any are held in your community against buying of new clothes before a baby was born?

Apart from the clothes, a place where the mother would deliver from would also be planned for. A mat or sack would also be set before the process starts. The house was always a favorite spot for many communities. While in others outside would be appropriate most especially at daytime. The choice of venue varied from community to community. The woman was encouraged to be courageous so as deliver her baby normally. No noise was expected from those outside since all were expected to be praying to God for a normal delivery.

During the process, the expectant mother would be assisted by trusted and experienced senior women in the clan/society. Certain herbs would also be given to fasten the process if there were complications being noticed. The act was basically a women's affair. The men and children were not allowed at the venue where the delivery was taking place. The cry of the baby was

received with joy by all around. No traces of blood would be left behind after the process. The disposal of the placenta varied from society to society. While others wrapped it in grass and buried it behind the house, others buried it very near the roots of a particular banana plant. Many believed that if dogs ate it, the mother would not have enough breast milk. There was also a belief in some communities that if new sheets were used for burying the placenta, the mother would never conceive thereafter.

Find out from your colleagues why the cry of a newly born baby was / is received with joy by all?

Reception of the baby

In some communities, If the baby was born in a spot outside the house certain rituals had to be performed before the baby was taken into the house. Whether normal or still birth certain herbs would be sprinkled unto the house by some communities, before the baby could be taken in.

The mother would not sleep on the bed she had been using with her husband, rather a temporal bed made of , banana fibers, mats, sack, papyrus mat would be prepared. Proper comfort was organized for the baby. Many of the mothers/fathers old washed clothes would be used for making the baby's bed.

The mother and the baby were kept indoors for 3/4 days. During these periods, the mother had a helper i.e. a senior woman, the woman's sister/husband's sister who was charged with the responsibility of paying attention to the welfare of both the mother and baby. They were to ensure that the mother did not lie on the newly born baby at night, a situation that at times arises if the mother is not very careful.

During this period, visitors were restricted from entering the house where the baby and mother were, in the fear that the baby could easily be harmed or infected with diseases.

The woman would be fed on millet porridge in some communities with no solid food given. A practice that was common in some of the millet/sorghum growing areas.

The reception of the baby would end with a ceremony to 'bring out the baby'. Traditional foods would be cooked and served on that day. There were no invitations, rather everybody attended. If you deliberately refused

to go and participate in these celebrations, which were full of drinking of alcohol, eating and dancing to the rhythm of child naming songs, the community would imagine that you had ill feelings towards the baby.

Activity: As an individual, do you think restricting visitors to where the new born baby was ok?

Give reasons to support your opinion.

Naming of the child

After the $\frac{3}{4}$ days the child must now be identified with his/her people through a name. Traditional names based on the clan ancestors had to be given to the child. However in some communities the circumstances under which the child was born determined the name that the child was given, in certain situations the name of the child would be changed if the baby began to cry for several hours after being given a particular name.

NB: A clan name had to be given in addition to circumstances under which the child was born e.g. in case of twins.

In your community, find out how children were /are given names.

Twins:

We should recall that in situations where twins are born, then certain practices listed above change.

There were special ceremonies that were held following the birth of twins. The children were given names that were particularly given to twins in accordance with their birth order and sex.

The parents too, would now be called using names that implied that, they are parents of twins.

In some communities, the naming of twins involved many rituals that were costly and lasted for about 2 days. This practice today has been replaced with the parents taking their children to be prayed for; other than getting involved in the cultural rituals.

Weaning of the child

The Weaning period was generally carried out after 3 months. The baby was introduced in a very careful manner to the traditional foods that would

be crushed/mashed. The mother would soften the food using her finger before giving it to her baby.

Beginning to sit

Children were given a lot of support to achieve the ability; they would be made to sit on the mat within the stretched legs of the caregiver. They could also be placed in a container where they could learn to sit without the support of the care giver. E.g. a basin.

Beginning to crawl and stand

Children were given a lot of support to achieve these levels. Both the parents and other grown siblings would always give all sorts of support to make the child interested in achieving the ability to crawl and eventually stand on her/his own.

While giving the child encouragement to stand different words of encouragement were used by different communities depending on what would be said by the caregiver. e.g. a caregiver would playfully keep drawing an item of interest further from the child but within the child's reach, so as to encourage him/her to crawl. The caregiver would say while clapping and smiling at the child. If the child got shy and sat down, the caregiver would once more support the child to stand and the process repeated.

Gradually with time; the children gain the skill to crawl and stand as the caregiver continued to give support.

How were children in your community supported to gain the skill to crawl and walk?

Beginning to walk

A lot of encouragement would still be given to the child. Having a child walk between the legs of the grown-up for support purposes was a common practice. The giving of girls to wear beads with the assumption of creation of a waistline in some communities was also a common practice.

Children in some communities were also given very small bells to wear around their ankles. These were used to motivate the child to walk and to help in locating the direction where the child could be, in case he could not be easily located.

Task: how do you think we can easily develop this ability in children?

Apart from the specific growth levels stated above the following practices were also carried out:

Feeding of the child during the initial stages

Children would be fed on the traditional foods available and taught from the initial stages to love and appreciate it. Foods like eggs, the liver, would not be given to young children in some communities. It was believed that it would make them soil their beddings and develop rotten teeth.

Issues of table manners as seen by the family would be introduced in a slow but gradual manner in line with the child's age and sex e.g. the way a girl child sat while eating was different from the way a boy child would sit.

The parents always tried whatever was possible to feed their children.

Activity:

What foods were children in your community denied?

What do you think were the disadvantages of denying children those types of foods?

Treatment of the child.

The wellbeing of a child was of interest to all. An atmosphere implying that there was a problem in the family could easily be sensed in situations of sickness.

Herbs would be used in treating certain diseases. Certain foods would not be eaten during time of sickness for instance meat; salt would not be eaten/taken when there was an outbreak of measles, in some communities. It was believed that meat prevents measles from healing. While food like silver fish would be cooked and soup given to the child was encouraged. Activities that involved a lot of noise (e.g. quarreling) and merrymaking (sex inclusive) were discouraged. It was a believed that these activities worsened the condition of the sick child/children.

Task: Give the activities that would not be carried out in your community whenever there was a child who was seriously sick in a family.

Not so long ago, the issue of the removal of what was known as the 'false teeth' was an issue that had so many controversies. A practice that was common about in the (1970s – 1980s). Medical practioners had to take a lot of time educating the people the dangers of the practice.

Family planning

Family planning in the context of wider spacing of children was encouraged through prolonged breastfeeding.

Rarely was a mother praised for conceiving before the child she was carrying was able to walk. Rather negative comments would be made against her for conceiving when her baby was still young While the families loved having many children(there was no predetermined number) they loved to have them spaced.

Breast feeding

In situations where the baby's mother did not have enough breast milk, there were foods; in some cases herbs that were administered in several ways so as to stimulate the mother's glands to boost breast milk production.

From the day the baby was born, the baby would be introduced to breast milk. the baby was exclusively fed on this for the first 3 months, before other foods could be introduced.

Activity: Give reasons as to why you would encourage breastfeeding as opposed to bottle feeding.

Initiations into community culture and life

So as to develop the children into accepted members of the community, parents, extended members of the family, would teach children through the use of stories, songs, proverbs, riddles, observations of the natural happenings and actual carrying out of the activity.

The child belonged to the community unity and everybody in the community had a role to play to ensure that the child grew up into an accepted member of the community. Discipline and respect being some of the key virtues that a child would be taught, from the initial stages. Other cultural ways of behavior, would be taught as the child grew older and older.

Activity: How was discipline enforced in your community?

Play: Play an activity that is common to all children was accepted by the parents. Parents would encourage their children to play with other siblings. However children would be discouraged from plays that were considered dangerous. Children were restricted from playing with strangers and people believed not to be morally upright. However, there were plays that could not be played when it grew dark for instance 'the seven stones'. It was believed that if the fox lurked from somewhere, you had to go to the nearest swamp and throw the stones there otherwise your mother would die. There were taboos too, to do with plays.

SOCIALIZATION OF THE CHILD

The concept of the child living in harmony with others was a very critical issue. From the initial stages, a child would be taught the concept of giving and receiving; A parent would give a child something and ask the child to give it back.

A child was also requested to give to others what he/she had e.g. when eating a child was always told to share the food with his/her siblings/friends however small it was. A child would be encouraged to do work with his/her siblings or parents.

Summary

In this unit, we have learnt what child rearing is, the child rearing practices that were carried out in the various communities in Uganda. We have also had to find out answers to questions as individuals and as a group. I believe the study you carried out improved on your understanding of the concepts involved.

In case you got correct answers to the activities, then you are now ready for the next unit. Thank you.

PARENTING AND PARENTING STYLES

INTRODUCTION:

This topic introduces you to the parenting and parenting styles. The areas of focus include:

- Concept of parenting
- Types of parenting styles
- The impact of parenting styles on children's development
- Impact of good parenting skills

LEARNING OUTCOME

The end results of this topic you will appreciate that parenting skills can help children grow up to be healthy, responsible adults and help to mould a child's behaviors.

LEARNING COMPETENCE

- Describing parenting
- Outline and explain the types of parenting
- Discussing the impact of parenting styles on children's development
- Identify the impact of good parenting skills.

STUDY REQUIREMENTS

This is what you will need during the time of reading this topic:

- A quite conducive reading environment
- Note book,
- Dictionary
- A pencil, a rubber, bic pen

GET READY TO START READING

WISH YOU ALL THE BEST

CONTENT OUTLINE

TOPIC 1: Introduction to concepts of parenting and parenting styles

TOPIC 2: Types of parenting styles

TOPIC 1:

INTRODUCTION TO CONCEPTS OF PARENTING AND PARENTING STYLES

Parenting is a large impact in a child's life and development. Most families have a blend of two or more of these parenting types because the mother and father tend to differ when it comes to parenting a child. A healthy development leads a child to succeed not only in developing as a person but building a stronger bond to their parents.

Parenting style is a way a parent handles his/her child following a set strategy. Parenting styles differ from family to family, and may even vary from day to day within on the family. Parenting styles describe the way parents react and respond to their children.

ACTIVITY:

Describe examples of parenting styles that you know well

TOPIC 2:

TYPES OF PARENTING STYLES:

These are namely authoritative, authoritarian, permissive,

a) AUTHORITATIVE:

It is a democratic style of parenting, parents are attentive, forgiving, teach their offspring proper behavior, have a set of rules, and if child fails to follow their punishment, if followed their reward/reinforcement.

Authoritative parents:

- Are firm, loving and kind.
- They set boundaries and expect their children to abide by them.,
- They strike a good balance between expectations that are too high and expectations that are too low.
- Allow children make choices that are age - appropriate, encouraging them to take on more responsibility as they grow.
- Respond well to the needs of their children, but do not give in to every desire.
- Give their children reasons for certain rules guidelines, and allow natural consequences to take place whenever feasible and no real harm will come to the child due to those consequences.

b) AUTHORITARIAN:

Strict parenting style, involves high expectations from parents but have little communication between child and parents. Parents don't provide logical reasoning for rules and limits, and prone to harsh punishments.

Authoritarian parents:

- Parents are strict, unbending and flexible.
- Attempt to control every aspect of child's life, and do not allow the child to make choices.
- Expect parent's obedience without questioning. May use harsh discipline methods with their children and may be insensitive to their children's emotional needs.
- They often do not explain the reasons behind the rules that they set.
- And impose their own consequences whenever a rule is broken.

c) PERMISSIVE:

Parents take on the role of "friends" rather than parents, do not have any expectations of child, they allow the child to make their own decisions.,

Permissive parents:

- they can cause adult children to remain immature and irresponsible
- They often don't step in to cause a change in the child's actions as long as he will not be physically harmed.
- They are kind and loving but may become frustrated when child's behavior is defiant or unacceptable.
- They often set no rules and have no consequences.
- Might cause child to avoid even natural or logical consequences in order to save him from perceived harm unhappiness or hurt feelings.

Unit summary

Dear students this unit has enlighten you on different parenting styles we can use to promote children's upbringing. The parenting style has been linked to low self-esteem in children and an inability to assume leadership

NOTE:

THE MOST IDEAL AND BALANCED STYLE THAT LEADS TO THE CHILD BEING MATURE, INDEPENDENT, AND SOCIALLY RESPONSIBLE IS THE AUTHORATIVE STYLE

UNIT 6
Home Management



Dear student you are welcome to this unit which introduces you to home management in Early Childhood Development. This unit provides insight to why the knowledge of home management is important today. The main areas of focus in this unit include:

- Concept of home management
- Household management
- Types of Homes
- Components of home management
- History of Home Management in Uganda
- Importance of Home Management
- Factors that influence home management
- Essentials of home management skills
- Qualities of a good manager
- Roles of A good Home Manager
- Home Responsibilities for children
- Early Marriage Problems
- Causes of early marriage
- Harmful effects of early marriage
- Forms of domestic violence in forms
- Benefits of eating together
- Conflict management



LEARNING OUTCOME:

It is expected that after carefully studying this unit and doing all the exercises and activities as expected, you will be a teacher who “will inculcate different skills to others in promoting positive living in the community”



Study requirements

In order to be able to successfully cover work in this unit, you need a noise free room to avoid interruptions, a note book, a pencil, a rubber and other relevant materials.

Enjoy studying this unit.

1.1 Concept of home management

Home management is the utilization of human and physical resources to maximize individual and familial development within the home.

Home Management is a process of decision making and careful utilization of family resources to meet family needs and achieve goals.

Home management is the process of effectively running of a household.

Example of home management is taking care of children, providing meals, making sure the house is clean and bills are paid and otherwise attending to the needs of the house.

Home management is the process of properly maintaining a home and property and overseeing necessary household activities. Much like operating a business, managing a home requires skills such as planning, organizing, budgeting and directing. Effective home management is important for maintaining the condition of the property and the overall financial health of the family that resides there.

In terms of household, home management provides you with practical knowledge of how to build habits and routines for adults and children. It also explores how to involve the whole family in this process, and how to pass these skills on to your own children. Everyone is capable of being an effective home manager. And every family can learn to work together to keep their home a happy place to live in. The busier you and your family are, because of work, school, or family size, the more important it is for you to learn household management skills. Every part of your home life, from cleaning, cooking, laundry, chores, children activities, meal planning, home organization and more have their place in your life.



Activity

1. We all want our children to be able to care for themselves and their own homes when it's time for them to manage their homes. So what skills should we teach our children to prepare them for eventual independence?

2. What is home management?

Types of Homes

Babies Home,

This is a place where children of different categories are kept. They include orphans, children who are abandoned by their parents, vulnerable children etc. They range from babies of one month and above up to 3 years.

Nursing Home

Old people's home

Homesteads

1.2 Components of home management

The following components have to be effectively managed in order to have an efficient home management system. The components include: Personal hygiene, environmental hygiene, textiles and dress making, food and nutrition, home care, home safety and first aid.

- Managing home and family resources
- Planning a homestead
- Cleaning and arranging a home
- Developing a family budget
- Family planning
- Accomplishment of the set goals. Goals are things that family or individual strive to accomplish/achieve. There are long term, short term and intermediate goals.
- Values. These represent one feelings or view of what is good, important or desirable. There are intrinsic and extrinsic values.
- Standard. In home standards are measures of quality, quantity and method of goal attainment. Standard influence actions because of satisfaction derived from it. There are flexible, fixed and content standards.
- Family needs. Needs are the gap between where we are and where we Want to be. Needs are things we cannot do without. They may include social, physiological, safety, esteem and self-actualization.
- Wants as a component of home management deals with things we like, cherish, or wish to have. They are things we can do without e.g. swimming pool.
- Like and dislikes. Likes are things we prefer. Dislikes are those things we do not wish to have. They are factors affecting meal management, choice of amenities.

History of Home Management in Uganda

Home management has always existed in Uganda wherever families existed. The modern form of home management can be traced back to the time when the missionaries came to Uganda. In the 1920s, with the increase of formal schooling across different study areas, home management was introduced in schools as a subject known as home craft. It was particularly

introduced to prepare girls to be good housewives. Later, the same subject was extended to colleges where it was taught as domestic science. The aim was to prepare college students to go out and teach other girls general home science practices. This field was particularly needed to produce a category of work force that would later be employed as child welfare officers in children's homes, matrons in boarding schools, workers in maternity homes or house keepers.

By 1960, the course had become popular and was expanded to include home management, clothing and textiles, food and nutrition and home science. This addition of other content areas led to the course to change names from domestic science to home management.

By 1980s, as recreation and hotel industry started picking up in the country, home management stopped being looked at as reserve for girls going to work in homes. The need for persons who had done home management in hotels and restaurants saw more students including men enrolling for home management. This interest in the subject made it to be introduced even in popular secondary schools like Kings College Buddo, Nabumali, Mengo, Makerere and Kibuli. It was also introduced in Primary Teachers' Colleges like Ggaba, Nkokonjeru, Buloba and Nkozi NTC. Even colleges of Commerce like Tororo, Nakawa, trained students in home management. Higher institutions like Makerere and later ITEK offered the course as Food science and Technology up to today.

Home Management is a process of decision making and careful utilization of family resources to meet family needs and achieve goals. Home management deals with the practical application of the principles of management in the home. It involves nurturing of family values and making attempts to satisfy wants of all family members. Decisions made in home management are related to planned activity, taking care of the physical, psychological, spiritual, social, economic and technological aspects of family life in an administrative way. Home management may also be the process of preserving, protecting and maintaining a home and its systems. It involves carrying out different activities with the aim of preserving, protecting and improving the home. Through home management process, one is able to identify and locate available resources and use them effectively for the attainment of family goals.

1.3 Importance of Home Management

A home is an important place where we all belong. It is the basis for all life activities and comfort. Proper home management is therefore important for the following reasons:

- It ensures a sense of belonging to all members who live in it
- It improves the home appearance
- It keeps most facilities working to avoid costs of repairs when they break down
- Keeps the home new
- Caters for problems of all persons at home equally
- Maintains harmony in the home
- Extends life of the home

- **Staying Organized.** Effective home management helps you keep things organized around the house. You'll be able to keep track of household items and you won't have to rush around looking for your keys or clothing in the morning while preparing to go to work. You will also reduce litter that can creep up over time if you don't have a plan to dispose of unnecessary items. You will reduce the likelihood of running out of important supplies when you need them the most.
- **Tracking Finances.** Home management also helps you to plan to manage your household finances. You can prepare a monthly budget to track expenses and eliminate wasteful spending. Develop a plan for handling bills when they arrive such as setting up a filing system with a separate file for each day of the month and placing the bill in the file for the day it should be paid. Set up a fund to cover regular household expenses such as cleaning supplies and groceries.
- **Teaching your children.** It your children to get involved in home management as a way of teaching them the importance of handling responsibility and managing their own household when the time comes. For example give them chores or projects to do around the home and involve them in the budgeting process by encouraging them to find ways to help trim household expenses. Children can also provide a cheaper source of labor than hiring cleaning or maintenance help.

1.4 Factors that influence home management

The practice of home management is rather self explanatory, but as simple as it may sound, managing a home is not always the easiest process. There can often be a number of factors and variables that can make the family environment far from homely. Factors can range from family values, attitudes to the household and other family members, discipline in the home and activities in the community. It is worth taking a little time to examine some of these factors in a little more detail as given below.

- It is always worth considering the priorities of the family as these sets the scene for the way the family is run and all the issues that may come about in the household environment. Usually the head of the family is in charge of discipline.
- Family values must also be taken into account, this is vital if all the family members are to work and live well together. This includes habits and behavior and the way each individual relates to the others.
- Being involved with the local community may appear to encourage individuality amongst the family group, but the shared experiences and the relationships formed within the neighborhood and community should only help to develop the family unit.
- The family unit also needs to be organized well and this is again a responsibility usually handed to the head of the family. Jobs around the house, roles and responsibilities all help to create a strong family group.



Activity

Briefly in your own words, explain key issues that contribute to good family management

Discuss

**Note:**

You should choose a method that you are comfortable using, as long as you believe that it will help you to achieve your objectives.



Examine yourself carefully and identify the method that you have been commonly using to teach children at home. Do you think that was the best method to be used? Give your reasons

Housing

Planning and setting up a house (site, space, sanitation)

Healthy housing (lighting, sharing houses, overcrowding)

Maintenance (cleaning, cleaning agents, routines of cleaning, latrines and bathroom maintenance)

Family types**Meaning of a family**

Family means different things to different people – families may extend several generations, several households, and may change in response to life events such as divorce, remarriage, and children leaving the parental home. It is sometimes easier to define a family not by what it looks like but by what it does in terms of caring, supporting, protecting and loving are what families have in common.

Types of families

When looking at a family the following should be put into consideration:

- Marriage and children are not pre-requisites for family formation.
- In recent years there has been a trend to smaller families and an increase in the number of couple-only and lone-person households.
- It is important to remember however, that extended families may span several households, and that people living alone are not necessarily without family.
- More people are forming several families across their lives, as a result of greater rates of separation and re-partnering.
- Certain types of families, and families at different points in the life cycle, may have different strengths, needs and vulnerabilities. These include jobless families, one-parent families,

Indigenous families, families with caring responsibilities, families from diverse cultural and linguistic backgrounds, and families in rural and remote communities.

Family

Types, advantages, choosing a partner, age of marriage, roles of different family members, problems in families (child abuse, divorce, separation, delinquency)

Basically the management/process consists of four steps. These include: Planning, Organizing, Controlling, and Evaluating

Planning of activities

Planning is the first and foremost important step of the management process. Planning deals with getting to know all the family needs, available resources and prioritizing family needs so as to be able to cater for them in the right time. Each member of the family needs to be involved in the planning process to ensure that all their needs are covered in the planning process and also each member given responsibility to perform later to fulfill family goals. At the end, planning makes it possible to organize and coordinate all family members and predict sequence of planned activities to adequately cover family needs.

Organizing

This involves sequencing the agreed activities in the way they are supposed to be done in a proper order. It also involves sharing work and knowing how each family member is going to support the other as they all work together in harmony to achieve family goals. Also, in organizing, family resources are allocated accordingly especially when they are limited and need to be utilized sparingly.

Tracking Finances

Home management also should include a plan to manage your household finances. Prepare a monthly budget to track expenses and eliminate wasteful spending. Develop a plan for handling bills when they arrive such as setting up a filing system with a separate file for each day of the month and placing the bill in the file for the day it should be paid. Set up a fund to cover regular household expenses such as cleaning supplies and groceries.

Controlling the work Process

Controlling the work activities is concerned with making activities and events that had been planned to be implemented according to the agreed plan. Following the agreed plan requires knowledge regarding the various activities involved, effective understanding, motivation, leadership qualities, and skillful direction by the home maker. In the process, some activities may become challenging, so it will require constant support from the lead person to ensure that all members do and accomplish their tasks. Hence, one should have the 'foresight to see through the problems and constraints to be able to 'control' carrying out the plan.

Evaluation

Evaluation is the final step of the management process, which is used to assess what has been done, and how effective the process was in relation to goals achieved. It helps in judging the success and achievement of a plan of action in a meaningful manner, where specific goals are involved. This would form as a guideline for modifying the plan or as a basis for future plans.

Areas of Home management

- Schedules and programmes: This includes different schedules for children and adults in the home. Time to wake up; time to prepare for school, picking up children from school, family feeding programme, morning and bedtime routines. It will also include other schedules like car maintenance routines, compound slashing or garbage collection, payment of bills.
- Foods and drinks: This involves planning for daily meals, shopping for food while catering for different categories of people in the home. It also involves shopping for other non-food items needed in the house like detergents, cleaning materials and other consumables.
- Health and safety: It involves taking care of all health concerns of the family. It includes having in place first aid kit for common accidents and different ailments that each family member suffers. It also involves having good knowledge of management of such sicknesses before a health worker arrives with the help of other family members who know and understand their roles in the process. It also involves keeping safe at home all the time and taking precautions for all dangers in the home.



Activity

Family Life Cycle

A Family Life Cycle is comprised of four stages;

- (i) Beginning or establishing stage
- (ii) Expanding stage
- (iii) Contracting stage
- (iv) Empty nest

(b) Characteristics of each stage of Family Life

(1) Beginning or Establishing stage

- (i) Couple adjusting to each other
- (ii) Establishing the home
- (iii) Saving for the new baby/planning for a family

(2) Expanding stage

- (i) Child bearing

- (ii) Child rearing and nurturing
- (iii) Pressure on resources as a result of paying for children education and feeding a large family etc.

(3) Contracting Stage

- (i) Planning for retirement
- (ii) Gradual reduction of family size
- (iii) Expenses become minimized/financial adjustment
- (iv) Coping with the problems of growth and development in children.

(4) Empty nest

- (i) All children leave home remaining only the husband and wife.
- (ii) Reduction in strength of the couple
- (iii) Reduction of pressure on all resources.

Guidelines for effective family meal management

- i. The nutritional needs of family members must be provided for e.g. adolescents, invalids, children, aged, nursing/pregnant mothers, etc.
- ii. To avoid monotony, serve variety of meals or combine different foods in different forms/ways.
- iii. Always plan, prepare and serve nutritionally adequate meals.
- iv. Take advantage of foods in season and make use of them. Foods in season will be cheaper and fresher and even more nutritious.
- v. Draw up weekly menu table and follow it, this helps to save time, money and energy and provide meals containing adequate nutrients.
- vi. Buy good quality foods; fresh vegetables, fish and meat provide good taste and flavour.
- vii. Use cooking methods that will conserve the nutrients, improve flavour, colour, texture etc.
- viii. Serve meals at the correct temperature to enjoy it. Time your cooking so that meals can be served hot or cold as necessary.
- ix. Serve meals attractively using correct crockery and garnished. Attractive dishes help to stimulate appetite and aid digestion.
- x. Use leftover foods to prevent waste and create variety. For example, left over rice can be made into rice balls, jollify rice, etc.
- xi. Buy foods in bulk to save time and money. Buying in bulk also ensure that there is food on hand when needed.



Activity

1.5 Essentials of home management skills

There are several essential home management skills that you need to know as you prepare to start a family. They include but not limited to the following:

- **How to Cook and Plan a Menu:** Learning to cook is not only a home management skill but a life skill. Learning to cook can be the single most important factor in teaching skills like budgeting, meal planning and creating healthy eating habits that can last a lifetime. A family that cooks together and eats together is indirectly teaching their children that spending time with family is important and there is tremendous value in that. Menu planning should be one of your least favorite weekly tasks, but it saves a lot of time and money.
- **Laundry Skills:** A few lessons in Home can go a long way. By the time the little chickens leave the nest I think each one should be able to do a load of laundry, iron a shirt, and sew a button on a pair of pants. There are some things that mother or father can't do forever.
- **Time Management:** We all have 24 hours in a day but what makes our experiences unique is how we choose to use those 24 hours. Make the children a schedule, get them involved in planning the day's activities. These skills will not only be valuable at home management but at school and later in their careers as well. Successful home management is about planning and execution. But first, you have to become masterful with time.
- **Team Work:** Team work is another great home management skill to teach because no one is capable of running a household without help. Children should learn that everyone needs to pitch in and do their part to keep the house in order and functioning. Assigning a few chores, no matter how basic, to each family member will help everyone out in the long run.
- **Basic Money Management:** Basic money management skills are a must. Even at a young age children can learn that 'stuff' costs money, and people need to work hard to earn that money. As they grow up, it becomes even more important to teach about saving and planning ahead for future expenses.
- **Good Cleaning Habits:** Clean up as you go! We are still really working on this one around our house but I think that it is so much easier to spend a couple of minutes to clean up as you go instead of spending an hour at the end of a long day cleaning up. This is not always possible to do but, for the most part, it is just a matter of creating a new habit.

- Clutter management is important for making sure that personal spaces are enjoyable and contribute to good living, and not places of stress and turmoil. Everything should have a home and if you don't use it, get rid of it. We regularly clear out things that aren't needed or that are used and 'bless' someone else by giving them away or selling them.
- How to let go of perfection: Children and adults alike can get very discouraged when things are messy. Teaching children not to give up when things don't happen the way they are supposed to is an important lesson in life. Let go of perfection. Your house doesn't need to be spotless; it needs to be good enough for the people that live there.



Activity

1.6 Qualities of a good manager

It is important to note that each person has to follow his own path to reach the ultimate goal. We are all different. Some of us communicate very well, but in stressful situations they can lose control. Others are great leaders, they motivate teams but anyhow they fail due to the lack of organizational skills and common sense. The main question probably should be: "Why do you want to be a manager and what type of a manager do you want to be?"

Home management requires knowledge and skills to efficiently and effectively work and get the best results. A good manager should be one with the following qualities:

1. Good communication. This is the main and prerequisite skill in home management. Without being able to communicate properly you can forget about the rest. In all kind of management tasks the first and most common thing you do is communicating your needs, expectations and opinions to other people to family members. Moreover, you should be able to send correct messages to others and ensure that they understand you. It is also very important what kind of power you use to persuade your views.
2. Good organization. This is the second most important skill. You have to be able to schedule, organize and follow your own plan. It also involves understanding the rules and processes in the family and among family members, and predicting what will happen and when.
3. Team building. A good manager should keep his team/family sealed. Competition inside the team is not beneficial for the well being of its members. On the other hand, the competition between teams is very healthy and stimulating. If one team member speeds up without helping the others leaving the rest behind, the whole team is doomed to failure. A professional manager will easily notice these irregularities.
4. Leadership. Listening to other family members problems is not sufficient. A good manager has to solve them and prove his commitment to the family goals. It's also his responsibility to

define goals together with his family and assign the responsibility to family members in a clear manner. He has a clear vision in what direction he wants the family to grow. He should 'infect' others with this vision and make them follow the same direction.

5. Dealing with changes. There are several managers who exactly know the whole working process. They are doing things almost automatically. The true manager should be flexible and adaptable. He is able to react quickly when facing any obstacles. Stress shouldn't be a factor to prevent him from taking the right decisions.

6. Domain knowledge. A good manager has to understand what kind of process he is managing. How his family/team members are working. What kind of tasks they perform. This skill is not as important as the others but without it, in some cases, the family/team and the manager will never work at full capacity, using the whole potential due to lack of mutual understanding.



Activity

1.

Roles of A good Home Manager

- Earn money to cater for family needs
- Budget and spend according to family needs
- Care for all family members appropriately
- Plan for the family's wellbeing
- Ensure family's safety
- Defend and protect the family against all aggression
- Guide family towards good practices
- Provide opportunity for family members to grow and learn to be independent
- Mentor family members
- Guide and counsel family members in times of challenges
- Allocate resources according to priorities.
- Make decisions, act upon them, and accept responsibility for them.
- Delegate and to depend on subordinates.
- Build self-motivation and self-control.
- Organize, plan, and communicate for effective use of resources.
- Maintain good relationships with other family members.

- Possess emotional maturity and the internal resources to cope with frustration, disappointment, and stress.
- Appraise oneself and one's performance objectively, to admit to being wrong.
- Manager should perform their work exactly as they preach to others. This is all part of consistency.



Activity

1.

1.7 Home Responsibilities for children

Children who learn and help with the responsibilities at home develop a sense of importance, belonging and high self-esteem. It is very important that you start to accept responsibility even at an early age of childhood. This will make you feel useful and important inside your home. It is a nice feeling when you are helpful and responsible at the same time. It also develops your talents and it helps you discover more potential that you are capable of doing. Here are some responsibilities that you can do at home.

- You can help with the meal planning and grocery shopping. You can suggest what type of meals you want during the day. You can go with your parents when they go out for grocery. You could help them in getting the things they want to buy and helping them not to forget about the things that are needed in the house.
- You can prepare your simple breakfast or snack. This can include making your own sandwich or preparing your cereals. You should be able to pour your juice or chocolate drink in your glass. You should do it carefully to avoid too much mess. After eating, you can clean up the table so your mum wouldn't need to clean the table. Throw into the garbage can all the wrappers and food particles that were left in the table.
- You can help putting ingredients into a recipe. This includes tearing and putting lettuce into the salad or shredding cheese on top of the spaghetti. This should be done with the permission of your parents. Do not play with the food because this might ruin your entire meal.
- You can prepare your own bed and clean your room. Before you go to sleep, you can prepare your own bedding like your pillows and blanket. Clear out your bed so you can sleep comfortably during the night. Put your toys and things in their proper places. Also, you can sweep the floor of your bedroom using the broom and dustpan. You can wipe your study table, shelves, cabinets and windows to avoid accumulation of dust inside your room.
- You can choose your own outfit for the day. Try your best to choose your preference for a certain day. Just make sure that you are comfortable with what you are wearing. You can prepare it during the night so you would avoid cramming the following day. But when you are unsure of your preference, you can ask your parents about their suggestions.

- You can help separating clothes for laundry and folding clean clothes after laundry. You can do this by separating the white clothes with the colored ones. You can also help gathering the laundry from the bedrooms of your parents and siblings and putting them in the laundry area. When the clothes are dry after laundry, you can help folding them and putting them in the closets of your parents and siblings.
- You can feed your own pets and clean the living room. When you have dogs or cats at home, you can take charge in giving them food and water. You can help in cleaning the living area by sweeping the floor, putting the trash into the garbage and putting things in their proper places. By just doing these simple things, you will be able to help with minimizing the workload of your parents and you develop a sense of responsibility which will develop you into a better individual when you grow up.



Activity

1.

1.8 Early Marriage Problems

There are numerous problems a couple can face when marriage happens at an early age for them. Early marriage which is also referred to as child marriage is common all over the globe and has inflicted dangerous and devastating effects on young children who are compelled to tie the knot in most cases.

Child marriage is also indicative of the levels of development of a region or country and is generally conducted between very young girls and older men. In many parts of the world child marriage is a gratification for overcoming the family's financial and social needs.

Causes of early marriage

Early marriage can arise due to a number of reasons such as these:

- To raise the economic and social status
- Religious hurdles and barriers
- Gender bias promotes early marriage of girls
- Lack of education
- Myths and misconceptions about early marriage
- Pressures from older members of the family and community
- The notion that early pregnancy leads to larger families and hence providing for heirs to the throne
- Some communities regard their girl children as a burden and think of getting rid of them by marrying them off early in a patriarchal society

1.8 Harmful effects of early marriage

1.9 Early marriage can cause severe problems which include the following:

- Psychological and emotional stress like forced sexual relations, denial of freedom and personal development as household chores now become a priority.
- Denial of personal development and education.
- Maturity levels become an issue as the little girl is now expected to play the role of a mother.
- Girl children undergo severe health problems like pregnancy and childbirth.
- Girl brides are also involved in early childhood care.
- Threat to contracting sexually transmitted diseases increases when girl children are exposed to such an environment.
- As girl children are still vulnerable and submissive, they can be subject to the atrocities of domestic violence and abandonment.
- Mental and emotional stress in girl brides is high because they are not old enough to cope with maternal, marital or in law issues.

Though the respective Governments and society is doing much to abolish early or child marriage through campaigns, laws, policies and individual support of people, it is still a far reaching dream for young girls who are still repeatedly forced into such liaisons.

Early marriages have stretched far and wide through time and countries and finally reached America as well where children in their mid-teens are taking independent steps of tying the knot with their partners. Most early marriages are considered to be forced which is true but children entering into an early marriage out of choice should also be warned of various personal and health issues that can complicate their lives forever.

Advantages of marriage when you are mature



Activity

1.

1.10 Forms of domestic violence in communities

Domestic violence is physical or emotional abuse directed at partners, siblings, children or elders. They can help your family cope with violence; recover from the pain of abuse and go on to experience the joy and trust of supportive, happy relationships. Violence in the home harms everyone in the family. Children are especially vulnerable that they may also grow up to be abusive to their partners or children. As parents to be it's our responsibility to prevent family violence and this cycle of abuse.

Forms of Domestic Violence

- Physical: Inflicting or attempting to inflict physical injury *Example:* grabbing, pinching, shoving, slapping, hitting, biting, arm-twisting, kicking, punching, hitting with blunt objects, stabbing, shooting
- Withholding access to resources necessary to maintain health *example:* Medication, medical care, wheelchair, food or fluids, sleep, hygienic assistance Forcing alcohol or other drug use
- Sexual: Coercing or attempting to coerce any sexual contact without consent *example:* marital rape, acquaintance rape, forced sex after physical beating, attacks on the sexual parts of the body, forced prostitution, fondling, sodomy, sex with others
- Attempting to undermine the victim's sexuality: *example:* treating him/her in a sexually derogatory manner, criticizing sexual performance and desirability, accusations of infidelity, withholding sex.
- Psychological: Instilling or attempting to instill fear *example:* intimidation, threatening physical harm to self, victim, and/or others, threatening to harm and/or kidnap children, menacing, blackmail, harassment, destruction of pets and property, mind games, stalking
- Isolating or attempting to isolate victim from friends, family, school, and/or work *example:* withholding access to phone and/or transportation, undermining victim's personal relationships, harassing others, constant "checking up," constant accompaniment, use of unfounded accusations, forced imprisonment.
- Emotional: Undermining or attempting to undermine victim sense of worth *example:* constant criticism, belittling victim's abilities and competency, name-calling, insults, put-downs, silent treatment, manipulating victim's feelings and emotions to induce guilt, subverting a partner's relationship with the children, repeatedly making and breaking promises.
- Economic: Making or attempting to make the victim financially dependent: *example:* maintaining total control over financial resources including victim's earned income or resources received through public assistance or social security, withholding money and/or access to money, forbidding attendance at school, forbidding employment, on-the-job harassment, requiring accountability and justification for all money spent, forced welfare fraud, withholding information about family running up bills for which the victim is responsible for payment

Note: *If you are coping with the violence in your home, remember you are not alone. Abusive behavior affects every neighborhood, ethnic background and economic class. No family is immune. But no family should be victimized by violence.*



Activity

1.

Benefits of eating together

The Family Who Eats Together Stays Together

While our smart phones and devices have brought us closer to the rest of humanity, it is the family meal that brings us closer to our own clan and community in which we live. The fabric of family is woven by shared experiences and time spent together. Here are some things we gain when we share meals as a family:

- Family bonding. Eating a family meal regularly creates an environment that fosters family conversation and is more likely to have stronger, happier family relationships. As families struggle to find amounts of quantity and quality time together, family supptime provides the opportunity for both. When families hang out together and communicate, they grow strong and healthy.
- Home-cooked meals are healthier. Commercially prepared foods are extremely high in sugar, starch and fat, although some restaurants do list low-fat items on their menus. Home cooking allows a family to select healthy ingredients, tailor meals to suit its own particular nutritional needs and tastes, serve portions appropriate to age and activity level and monitor methods of preparation.
- Eating at home promotes both learning and a healthy lifestyle. Pre-school children who eat with the family have better language skills. Eating together as a family can teach good communications skills such as listening patiently and expressing one's opinion in a respectful manner.
- Communication and Well-Being. Conversations during the meal provide opportunities for the family to bond, plan, connect, and learn from one another. It's a chance to share information and news of the day, as well as give extra attention to your children and teens.
- Eating together helps children appreciate family tradition. Food served at the family table helps to shape and give lasting meaning to our cultural heritage.
- Family meals foster warmth, security and love, as well as feelings of belonging. It can be a unifying experience for all.
- Model Manners (and more). Family mealtime is the perfect opportunity to display appropriate table manners, meal etiquette, and social skills. Keep the mood light, relaxed, and loving.
- Meal time helps children to expand their World on foods they had never eaten before. Some children dislike certain foods. It encourages your children to try new foods, without forcing, coercing, or bribing. Introduce a new food along with some of the stand-by

favorites. Remember that it can take 8-10 exposures to a new food before it is accepted, so be patient. Trying a new food is like starting a new hobby. It expands your child's knowledge, experience, and skill.

- Keeps children out of trouble. Children who live in families that eat meals together regularly are less likely to be involved in at risk behaviors. According to the 2000 study done by the National Center on Addiction and Substance Abuse at Columbia University, children who don't eat supper with their families are 61 percent more likely to use alcohol, tobacco, or illegal drugs. By contrast, children who eat supper with their families every night of the week are 20 percent less likely to drink, smoke, or use illegal drugs.
- Offers Stability. Families who eat meals regularly develop a stronger family identity. Eating together serves to build a family identity. Additionally, this family "routine" provides a sense of stability and security that provides children with a positive environment where they can grow into healthy adults.
- Time for family updates. Families who eat meals together regularly can keep in touch with each others' lives. Everyone –children and parents alike–can keep up-to-date during family suppertime on what is going on with school, jobs, family life, and friends.
- Chance to resolve conflicts. A regular family suppertime provides natural opportunities for planning and problem solving. Scheduling family meeting times to discuss planning, needs and problem solving can be difficult. A regular family mealtime can offer a natural solution to the challenge.
- Educates children. Eating meals regularly fosters learning. When families who eat supper together engage in a variety of conversation topics, learning is encouraged. Children who are exposed to regular family discussion times learn a broader vocabulary.
- Healthy for the whole family. Children are likely to receive better nutrition when eating supper regularly with their families. A simple, but true rule applies: when children eat with their families, they eat better. A family supper time means children are more likely to eat a nutritionally balanced meal, lower in sugar and fat content, than if they prepare or purchase meals on their own.
- Eating together builds closer relationships within the family. It goes without saying that communication is the key to understanding. Although we live as a family, each member is on a different track through life. Spending time together over meals lets us keep in touch with each other on a regular basis.
- Get the family involved in shopping and food preparation. Learning to shop wisely and to prepare food are useful life skills which are becoming more important with rising food prices and economic uncertainty. Eating at home saves money. Young children can be helpful in the kitchen given a little guidance.



Activity

1.

Stress Management

Meaning of stress

How to Reduce, prevent, and Cope with Stress

It may seem that there is nothing you can do about stress. The problems stop knocking at your door, there will never be more hours in the day, and your career and family responsibilities will always be demanding. But you have more control than you might think. In fact, the simple realization that you are in control of your life is the foundation of stress management. Managing stress is all about taking charge of your thoughts, emotions, schedule, and the way you deal with problems

Identify the sources of stress in your life

Stress management starts with identifying the sources of stress in your life. This is not as easy as it sounds. Your true sources of stress are not always obvious, and it is all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure, you may know that you are constantly worried about deadlines for course works. But maybe it is your working style, rather than the actual job demands, that leads to deadline stress.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- Do you explain away stress as temporary, even though you can't remember the last time you took a breather?
- Do you define stress as an integral part of your work or home life?
- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

Start a stress journal

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed; keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- What caused your stress (make a guess if you are unsure)?
- How you felt, both physically and emotionally.
- How you acted in response.
- What you did to make yourself feel better.

Unhealthy ways of coping with stress

These coping strategies may temporarily reduce stress, but they cause more damage in the long run. The unhealthy ways of coping with stress may include:

- Smoking
- Drinking too much
- Over-eating or under eating
- Zoning out for hours in front of the TV or computer
- Withdrawing from friends, family, and activities
- Using pills or drugs to relax
- Sleeping too much
- Procrastinating
- Filling up every minute of the day to avoid facing problems
- Taking out your stress on others (lashing out, angry outbursts, physical violence)

Healthier ways to manage stress

There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction. When deciding which option to choose, it's helpful to think of the four A's: Avoid, Alter, Adapt, or Accept. The Four A's are divided in to two that is either by changing the situation so as to: Avoid the stressor or Alter the stressor. The other one is by changing your reaction in order to: Adapt to the stressor or Accept the stressor.

Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.



Activity

1.

Stress management strategies

2. Avoid unnecessary stress

Not all stress can be avoided, and it's not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.

- Learn how to say “No”. Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you are close to reaching them. Taking on more than you can handle is a surefire recipe for stress.
- Avoid people who stress you out .If someone consistently causes stress in your life and you cannot turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- Take control of your environment. If the evening news makes you anxious, turn the TV off. If traffic’s got you tense, take a longer but less-traveled route. If going to air time unpleasant to you, load money and buy from your phone.
- Avoid hot-button topics. If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it’s the topic of discussion.
- Prepare down your to-do list. Analyze your schedule, responsibilities, and daily tasks. If you have got too much on your plate, distinguish between the “shoulds” and the “musts.” Drop tasks that are not truly necessary to the bottom of the list or eliminate them entirely.

3. Alter the situation

If you can’t avoid a stressful situation, try to alter it. Figure out what you can do to change things so that the problem does not present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

- Express your feelings instead of bottling them up. If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don’t voice your feelings, resentment will build and the situation will likely remain the same.
- Be willing to compromise. When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you will have a good chance of finding a happy middle ground.
- Be more assertive. Don’t take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If you have got an examination to study for and your chatty roommate just got home, say up front that you only have five minutes to talk.
- Manage your time better. Poor time management can cause a lot of stress. When you are stretched too thin and running behind, it’s hard to stay calm and focused. But if you plan ahead and make sure you don’t over-extend yourself, you can alter the amount of stress you are under.

4. Adapt to the stressor

If you can’t change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

- Reframe problems. Try to view stressful situations from a more positive perspective. Rather than fuming about a too much work, traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.

- Look at the big picture. Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- Adjust your standards. Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with “good enough.”
- Focus on the positive. When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

Note: Adjusting our attitude in the way we think can have a profound effect on your emotional and physical well-being. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. If you see good things about yourself, you are more likely to feel good; the reverse is also true. Eliminate words such as “always,” “never,” “should,” and “must.” These are telltale marks of self-defeating thoughts.



Activity

1.

5. Accept the things you can't change

Some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

- Don't try to control the uncontrollable. Many things in life are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- Look for the upside. As the saying goes, “What doesn't kill us makes us stronger.” When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.
- Share your feelings. Talk to a trusted friend or make an appointment with a counselor. Expressing what you are going through can be very beneficial, even if there is nothing you can do to alter the stressful situation.
- Learn to forgive. Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

6. Make time for fun and relaxation

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you will be in a better place to handle life's stressors when they inevitably come. Healthy ways to relax and recharge include:

- Set aside relaxation time. Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- Connect with others. Spend time with positive people who enhance your life. A strong support system will shield you from the negative effects of stress.
- Do something you enjoy every day. Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- Keep your sense of humor. This includes the ability to laugh at your-self. The act of laughing helps your body fight stress in a number of ways.
- Go for a walk.
- Spend time in nature.
- Call a good friend.
- Sweat out tension with a good workout.
- Write in your journal.
- Take a long bath.
- Light scented candles.
- Enjoy a warm cup of coffee or tea.
- Play with a friend.
- Work in your garden.
- Get a massage.
- Curl up with a good book.
- Listen to music.
- Watch a comedy.

7. Adopt a healthy lifestyle

You can increase your resistance to stress by strengthening your physical health.

- Exercise regularly. Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- Eat a healthy diet. Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- Reduce caffeine and sugar. The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you will feel more relaxed and you will sleep better.
- Avoid alcohol, cigarettes, and drugs. Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.

- Get enough sleep. Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.



Activity

1.

CONFLICT

Conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people, which is sometimes characterized by physical violence. Conflict can be experienced in various places such as home, school, work place, communities, societies and countries etc. When there is a clash of interest, idea, value or action, conflict always results. Conflict can result as a reduction of one motivating stimulus which occurs as a rise in another stimulus.

Conflict is a part of life. Conflict is inevitable. Some people think that conflict is bad and should be avoided. We cannot avoid having conflicts. In a larger context, if we look at what is happening around the world today, we will find out that the majority of the conflict occurs as a result of clash of interest or opposing positions on issues. Currently Iran is having a problem with international communities on the issue of its nuclear program. Iran believes that its project is for peaceful process while the international communities think that Iran has a hidden agenda to develop nuclear weapons. Handling and resolving conflict in a proper way are needed. Understanding how to manage or resolve conflict is very important.

There are various types and modes of conflicts. This area discusses family or home conflict and its resolutions. There is a saying that charity begins at home. Our family plays vital roles in our lives. It is the bedrock of all virtues.

Domestic violence and its effect on our children

Domestic violence is rampant in the society today. Domestic violence includes physical abuse, sexual abuse, and psychological abuse, Ganley (1989). Exposure to this form of domestic violence has considerable potential to be perceived as life threatening by those victims. It can leave them a sense of vulnerability, helplessness and in extreme cases of horror.

Physical abuse refers to any behavior that involves the intentional use of force against the body of another person that risks physical injury, harm or pain, Dutton (1992). Children are the most vulnerable to violence in any family. Over three million children are at risk of exposure to parental violence every year, Carlson (1984).

Violence at home has great consequence on each person in the home. The use of violence at home in resolving conflict, has adverse effect on children in their lives. Violence caused physical, psychological and emotional effects.

Children from violent homes encounter problems in school. They have difficulties in concentrating on their studies which result in poor performance. They prefer to stay outside of their home rather than going home. They run the risk of becoming delinquents, substance abusers, or school drop-outs. They have difficulties in their relationship with others.

In homes where violence is used in resolving conflict, children emulate this idea and apply the same method in resolving their problems. These children are likely to become abusers or victims of abuse. At slightest provocation from their peers, these children will result in fighting. During fighting they are likely to suffer injury or inflict injury on their fellow children.

When children raised under domestic violence grow up, they will continue to use violence in resolving problems. If the child becomes a leader or a position in power, he/she will be applying violence in resolving conflict every time.



Activity

1.

Techniques in non-violent conflicts resolution

Peace is important for us to live together on earth. We should all seek peace in ensuring a better world and a world free of crisis. Peace begins with the individual. It begins at home, with how we live our lives, how we relate to others and how we handle conflicts. Conflicts if not properly managed or resolved, leads to crisis or war. Conflict resolution is working toward peace, with principles and tools that are universally applicable at every level, between individuals, families, communities and nations. Conflict is a part of life. Proper resolution should ensure the peace in our homes and the world at large.

Non-violent communication in conflict resolution:

Non-violent communication (NVC) by Rosenberg and Gandhi (2003), guide us to reframe how we express ourselves and hear others by focusing our consciousness on what we are observing, feeling, needing, and requesting. The process of NVC encourages us to focus on what we and others are observing, how and why we are feeling, what our underlying needs are, and what each of us would like to have happened. These skills emphasize personal responsibility for our actions and the choices we make when we respond to others. Communication skill is extremely important in resolving conflict. We should always watch the words we use when resolving conflict. Do not use words that may cause more conflict.

NVC makes us feel responsible for our actions. When we express our needs clearly, we avoid projecting our feeling onto others. When we discuss opposing views on any issue, we communicate in a peaceful manner, focus on the issue and avoid any personal attack. We listen to the other side with sincerity, and voice our opinion if we disagree. Communicative skills (attentive listening, assertive statement and clear opinion) are essential to the success of non-violent conflict resolution. The techniques in non-violent conflict resolution are:

- Empathy: This is the ability to put us in the place of the opponent and understand their feelings, ideas and actions. With this technique, we try to put our opponent interest first. If everyone does this, the conflict will be resolved amicably.
- Dialogue: Dialoguing is very important in resolving conflict. Dialoguing is talking to and listening to between the opposing parties. This is the period when each party tries to say what he/she feels about the dispute. During the dialoguing, it is very important to be honest and truthful. Do not say anything that might increase tension or add to the conflict. Do not apportion blame, point fingers, or call each other names. This is not a debate. In a debate there is always a winning side. So avoid turning dialogue into a debate. And avoid being defensive. Appropriate time should be set to make

sure that both parties agree to this time frame.

- ✓ Also allow each other to express his/her feeling and to explain vividly his perception on the issue. Do not hide anything that may bring more conflict in future. Try to table unrelated issues and discuss them later. And while the other party is talking, it is important that we listen and do not criticize.
- ✓ It does not matter if agreement is reached on the first day or other days. What matters is that there is a progress toward peace. This progress should continue until the peace is achieved. Therefore, do not force each other to agree on the time frame. Allow each other more time to discuss and to agree on the final issue.
- ✓ The environment is important for each other to express genuine feelings and thus leads to an opportunity for mutual agreement.
- ✓ Most importantly, do not have a close mind on any issue believing that we are always right. Even when we think we are right, try to stay calm. Otherwise, it annoys or infuriates our opponent. Everyone is entitled to his or her opinion about issues and that we may not be able to change it. Don't overlook the fact that each person in a conflict discussion has mixed feelings. Never say the word "You are lying". People will not be happy when they are accused of lying. It may ignite more anger. Always control motions while dialoguing.
- ✓ During dialoguing, understanding the conflict will be ensured when handled properly and a better resolution of the conflict will be achieved.
- **Listening:** Listening is to pay close attention to what others are saying. It is vital in conflict resolution. Do not interrupt when the other party is talking even when we know that the person is not saying the right thing. Allow him or her to complete the description of the matter. As we have different viewpoints, then we use common sense to voice our opinions. Do not use words that will create more conflict. Use words such as "I think" or "I suggest" will have better chance of success. While listening to the other party, we will be able to understand the conflict in a better way and be able to identify our own fault and mistakes.
- **Anger management:** Anger is a feeling of displeasure or hostility, along with an urge to act upon the feeling, and along with an implication that one has been wronged. Anger emerges from a pattern of experiencing unmet needs. Anger management is important in resolving conflict. We should try to control our emotions. Anger is a human behavior and cannot be avoided in our lives. We are bound to be angry when someone offends us or when things are not moving well. Therefore to achieve a better conflict resolution, it is important to manage our anger properly. You should not express their anger on children. If you do, children will behave the same way because they learn from adults. Anger brings hatred. Do not overreact when we are angry.
- **Negotiation:** Negotiation is the process of two individuals or groups reaching agreements about differing needs or ideas. This is done without the third party. The parties involved in conflict, are trying to reach an agreement on how their conflict will be resolved. An enable environment should be created for negotiation. The two styles of negotiation, competitive and cooperative, are commonly recognized. Most negotiations move back and forth between the two styles depending on the situation. It is important that the negotiators try to understand each other by listening and respect each other. Negotiation is a difficult process in resolving conflict because each side has his/her own needs. It is not easy to change one's opinion. But in order to achieve peace with each other, it is very important to create an opportunity to consider everyone's need.
- **Mediation:** It is a situation in which both parties agree to take part in a structured settlement process through the guidance of a neutral expert (mediator). It is also regarded as an alternative to

dispute resolution. It aims to assist two or more disputants in reaching an agreement. In mediation, agreement may not be reached. The mediator should not impose an agreement on the parties involved. Intervention of a mediator should be regarded as the last resort to conflict resolution. This arises when the parties involved could not reach an agreement between themselves. Mediation is a communication process that helps to rebuild trust among the opposing parties.

Note: Mediators should be well trained in handling and resolving conflict. Mediators should apply the best techniques and/or skills in resolving conflicts. Every conflict has a different resolution. Mediators should not be biased or emotionally attached to a particular person or a group. When we have feelings for a particular person involved in the conflict, it is for our best interest not to mediate for him/her. Try to look at both parties equally. Give them equal chances in telling their stories. Both parties should avoid using inflammatory statements that might ignite anger. Mediators should listen carefully to both side of the story. Mediators should not apply blame on any person. If they must place blame, they must handle it with care.

- **Forgiveness and Reconciliation:** Forgiveness is the mental, emotional or spiritual process of ceasing to feel resentment or anger toward another person for a perceived offence, difference or mistake, or ceasing to demand punishment or restitution. After a proper agreement has been reached, it is important to forgive one another. Do not wait for an apology from the other side. If the person does not apologize, after the conflict has been resolved, just let the matter go. Holding no grudge will free you and allow you to move on with your life.
- **Reconciliation** is the restoration of peaceful or amicable relations between two individuals who were previously in conflict with each other.

Total reconciliation is also very important in achieving peace. After the conflict is resolved, both parties decide to go their separate ways. In the case of a husband and a wife, they will seek for divorce after the conflict is resolved. Even though they have forgiven each other, they will cease to be friends or partners. Each time they see their friends or their spouse, it reminds them of the past. Yes, it is agreed that one can forgive and not forget. This is why is important to reconcile and try to put the past behind us. We all make mistakes and nobody is perfect. There will never be a perfect relationship or friendship. Even relationship between God and Man is not perfect, as a mortal man will always make a mistake. It is important we recognize our mistakes and ask for forgiveness and try to reconcile.



Activity

1.

Steps in resolving conflict at home

Our family is the main source at which we derive our social values and virtue. Parents have important roles to play in the upbringing of their children. If a peaceful environment is not created in raising children, the children will grow up not being responsible. The use of violence in resolving conflict at home has an effect on the upbringing of children. Children are known to emulate the negative things

faster than the good things. So parents should be very careful in handling of conflicts at home. Parents should teach their children how to resolve conflict amicably without violence and they should live by example. If children are not taught at home, they may learn the negative things from their peers. Children learn how to live by observing their surroundings. Parents should play an active role in resolving conflicts at home. We must handle violence and conflicts seen by our children in the peaceful manner using many of the techniques discussed above. We are serving as good role models for our children for conflict resolution. Therefore, as parents they need to do the following in resolving conflict at home:

- Parents should avoid the use of abusive words on their children when they make mistakes. When a child makes mistakes or misbehave, try to correct their mistakes and let them know that what they are doing is wrong. Do not use abusive words or calling children names. Negative words may have effects on our child. Therefore avoid using them.
- Do not use beating, starving, hard punishment or any other physical abuses on our children. The measure we place on our child may result in making him/her stronger or more rebellious. Therefore, he or she will no longer regard it as a punishment but as a norm in the family. This has a very bad effect on a child upbringing. The child no longer fears any forms of hard punishment and it will grow up using the same abuses on others when there is a conflict.
- Do not turn our back on your child because of his or her mistakes. Always create an avenue for talking to our child. We should do it when we think he or she is willingly to listen. Don't force him or her to listen to us. Talk to him or her early in the morning whenever he or she misbehaves. He or she will be more attentive in the morning and be able to absorb whatever we told him/her. Care must also be used here not to make him/her think we are disturbing his/her sleep. Give our child good reasons why he/she should not continue to misbehave. One reason is it will make them irresponsible in the society. Conflict may lead to fighting and then they may end up in jail or even get killed. That bad attitude is not good. Do not be too judgmental on him or her. Allow your child to present his/her viewpoint, why the conflict happened. Put the child's age and developmental level into consideration when admonishing him or her.
- Handle anger properly whenever our child behaves badly. Don't be furious. He or she may misinterpret your anger.
- Study children and understand their emotion. Try to establish a good relationship with them. This will enable us to know when the child is feeling bad and when the child is emotionally disturbed. Allow them some quality time to play and make them to be responsible. Provide children the opportunity to talk and express their opinions. Pay attention to what they are saying.
- Educate children to use non-violent conflict approach in conflict resolution. Parents and community leaders should also champion non-violent conflict resolution approach. Always promote non-violent conflict resolution at home rather than fighting.
- It is important to monitor what our child watches on television. Television viewing has significant effect on the child's behavior. Many media shows and movies contain violence. It is not healthy for our children. They may emulate that easily as a way to resolve conflict.

Note: Violence is an ill wind that blows nobody any good. Violence should not be used as a way to resolve conflict. It is a known fact that using violence will not yield a good result. Conflict cannot be avoided in our lives.

Parents should always adopt non-violent approach in resolving conflict at home. When violence is

used in resolving conflict, children are the most vulnerable. Children are the tomorrow leaders and they should be educated on how to use non-violent techniques in resolving conflicts.



Activity

1.



UNIT SUMMARY

Dear students this unit has enlightened you on different methods we can use to promote children's learning, their meaning, importance and how they can be used. The methods discussed included dramatization, play way, discovery, discussion, field trip/excursion and storytelling. We have also looked at some of their advantages and disadvantages. You can think of other methods that best suit ECD.



LEARNING COMPETENCE

You have now completed this unit. The learning competences are listed below. Tick the column that reflects how much you have learnt in each competence.

Learning Competence	Not Sure	Satisfactory
Explain what home management means		
Identify different roles carried out in a home for smooth running of home activities		
What are some of the causes of stress in a home?		
What are the possible ways of reducing stress in a family?		
What are the advantages of eating together as a family?		

In case you find that you are not sure whether you really have any of the above competences, go back and review the specific sub-topic and do the activities therein. Also, find a friend or one of your facilitators/tutor and discuss with him/her some of your challenges in that topic. You will make it. If in case you feel confident, then I would like to take the pleasure of congratulating you for this achievement. Well done! Move on to the next unit.

Congratulations



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UNIT 7

The Early Childhood Development Policy in Uganda

One of the ways of poverty eradication and reduction of inequality among people is through the use of early childhood development programmes which put children on equal footing prior to starting primary schooling, regardless of the different conditions in life such as poverty, neglect and ignorance (Kisitu, 2009). This is because investment in ECD is investment in human capital (Heckman & Masterov, 2004), which breeds overall economic success for families, communities and the nation (Calman & Tarr-Whelan, 2005). ECD interventions offer a particularly important tool for reducing income and social gaps between poor and non-poor populations that are becoming exceedingly difficult to bridge (Vegas and Santibanez, 2010). Significant investment in Early Childhood Development (ECD) yields extraordinary returns that far exceeds the returns on most investments either private or public (Rolnick & Grunewald, 2003).

Effective implementation of efficient ECD programmes relies greatly on a comprehensive ECD policy. The policy is meant to guide different service providers on their roles, coordinate actors and guarantee government support for ECD. Other major roles of an ECD policy include:

- To regulate the provision of services for infants and children
- To harmonize different sector-based ECD policies to operate in a coordinated manner
- Provide guidance to stakeholders on their roles and responsibilities in ECD service provision
- It is instrument for advocacy, for ensuring provision of quality services and for harnessing resources and other support for young children.
- It is a legal instrument that all persons providing services for young children must adhere to.
- It guides the Government in its commitment of resources to programmes for young children.

The Ugandan Education sector ECD policy was developed and launched in 2007. The aim was to use the policy to address ECD provisions related challenges and ensure that ECD pedagogical and socio psychological principles of child development are professionally adhered to (MoES, 2007). The policy has the following specific objectives:

1. Clarify the role of government in the provision of and support for ECD services and indicate its commitment to the welfare of children
2. Consolidate and systematize existing programmes and activities related to ECD for the maximum benefit of all children
3. Clarify the roles and responsibilities of different stakeholders in the provision of children's learning and wellbeing
4. Provide guidelines and standards for those wishing to develop quality ECD programmes
5. Promote and strengthen the coordination mechanisms that foster partnership, networking and linkages in the provision of ECD services

Implementation

The ECD policy in Uganda is being implemented via work plans, programmes and guidelines that help to translate policy positions into actions. The department of Basic Education, which is the ECD policy coordinating department, has worked with different stakeholders to develop a number of work plans that it uses to implement the policy.

The ECD policy is also being implemented through direct support to encourage communities to establish, manage and sustain ECD centres. The MoES is doing this in partnership with UNICEF covering post conflict areas of north and western Uganda in the Rwenzori area. The ministry has also encouraged different international and local NGOs to directly support local ECD initiatives like ECD centre establishment and parenting education like ones being done by Plan Uganda, Child Fund, Save the Children and others.

The third approach is through use of different policy guidelines that are tailored towards specific ECD programmes to help stakeholders implement what is expected of them. Some of the policy guidelines developed include: Training manuals for ECD centre establishment, Centre management committees, Basic Requirements and Minimum Standards (BRMS), ECD caregiver training framework, and inspectors' manual.

Impact of the ECD policy on ECD service provision in terms of access and quality

Access

In terms of access, the ECD policy has achieved the following:

Increased number of ECD centres: According to the EMIS data of 2012, the number of pre-primary schools has increased from 703 in 2007 to 7,368 in 2011 (MoES, 2012). This increase means that more children of parents who can afford the fees charged ought to be accessing these schools than before as they are in both urban and rural areas. The number of day care centres has also increased since the launch of the policy. Some of these centres have also sprung up in rural areas that were not possible some time back. It should however, be noted that while the establishment of the centres is welcome, some of them are starting to go overboard and introduce undesired practice like establishment of boarding nursery schools.

The Net Enrolment Ratio (NER) for pre-school in Uganda in 2007 was 2.5 percent and by 2011 it stood at 23 percent. Currently in urban areas, the NER is 53 percent, compared to 20 percent in the rural area. The NER for females is 24 percent versus 23 percent for males (UBOS, 2012). Kampala City area leads with NER of 62 percent, while West Nile and the northern region have the lowest NER of 5 and 6 percent respectively (UBOS, 2012). The overall Gross Enrolment Ratio (GER), that is the total number of pre-school children expressed as a percentage of the official pre-school age population (3-5) is 41. The highest GER is in urban areas with Kampala topping at 82 percent, while Karamoja has 7 percent (UBOS, 2012).

Acceptability of children with special needs: Due to the increase in the number of trained caregivers in many centres, different ECD centres are now more open to children with special needs. Such children are allowed to be in class with other children, but also left to be on their own when they feel like because the caregivers understand the children's needs.

Catering for children with special needs: Introduction of the ECD policy has created conducive environments in ECD centres that has been able to welcome children with special needs. Such children who had been left out of school are now being encouraged to attend school. In the schools, children with special needs are now able to benefit from some form of care to promote their development. The care programmes also make the special needs children feel part of their community.

Quality

In terms of quality, the ECD policy has had the following impact:

Increase in the number of quality ECD training institutions: The number of such ECD caregiver training institutions is increasing by the day. For example in 2007, there were only 53 training institutions. Currently according to MoES ECD training validation exercise conducted in 2011, the number of institutions has increased to 96 with more institutions being established by the

day (MoES, 2011). Although MoES has not yet registered ECD caregiver training institutions, a number of them have been visited for assessment and are in the process of being registered so as to recognize caregivers from such institutions as being of quality. The institutions are mandated to use the caregiver training framework developed for that purpose, and have a unified regional assessment to maintain standards that took effect in 2012. This increase in the number of training institutions has also influenced the number of quality caregivers who have been trained to rise slowly but is in the right direction. For example, in 2007, the number of trained caregivers was not known. But by 2012, according to the 2012 EMIS data, 8,479 caregivers had been trained. This number however, can be an underestimation since there is no proper record of caregivers being trained from upcoming training institutions that are not recognized by MoES. The increase in the number of trained caregivers also now make it possible for ECD centres being established to have at least one or two qualified caregiver in it to provide some form of quality.

Learning framework for ECD: Introduction of the learning framework for ECD, a kind of curriculum used to support children in ECD of birth to 3 years, and another one for children of 3-6 years has brought some form of uniformity in the content children are supposed to cover. Previously, ECD centres were operating with no trained caregiver, while some used exercise books of children in other urban nursery schools as a syllabus in their own schools. The framework is however, not being implemented in all centres, although it is there for a start.

Interactive ECD classrooms: The design of classroom or learning spaces is changing greatly from fixed rows to more interactive group sitting arrangement that encourage communication among children and team work. More learning spaces or corners are also being developed instead of the overly academic environments that they used to be. The outdoor play areas have also been improved. More creativity is seen now in the use of local environments in providing children's play materials.

Diversity of ECD related services: Implementation of the ECD policy paved way for different stakeholders to initiate different ECD related services. These services range from Day care centres, Home or community based ECD centres, nursery/kindergartens and lower primary schools. All of these services are privately established since there is no government ECD centre in Uganda. Thus more services are more common in urban areas where parents can afford the fees charged. Rural areas have fewer ECD centres, with those available being of lower quality. The impact of this is that it is only children of those parents who can afford fees charged can access ECD services, while children from poor parents who need ECD services most are left out.

General achievements of the ECD policy in Uganda

ECD policy since its launch in 2007 has had a number of achievements. Some of them include:

- a) *Recognition of Pre-primary*: The implementation of the ECD policy paved way for recognition of pre-primary as the first level of education in Uganda in the Education Act (2008). According to MoES (2008), the structure of education in Uganda is now clearly spelt out in the Education Act, Section 10 (1) which specifies that “there shall be four levels of education as follows: a) pre-primary education;.....” Previously, this was not the case, as pre-primary was considered under social welfare with little attention given to it.
- b) *Increased funding by government*: The policy made it possible for ECD related activities to be directly funded by government in 2011. Previously, Ministry of Finance was not allocating any money for ECD activities directly, but done under primary education. As of 2012, more activities are being planned for to be funded to promote ECD related activities.
- c) *Stimulate need for a comprehensive ECD policy*: The ECD policy has been able to stimulate further thinking within the five sectors that work together to promote ECD in Uganda. The current ECD policy being more tilted towards education has now helped to start the process of a comprehensive ECD policy framework under the guidance of the Ministry of Gender, Labour and Social Development.
- d) *Improved coordination of ECD activities at national level*: An ECD working group has been established in the MoES, with the aim of coordinating different ECD related activities across different departments, line ministries and NGOs. This body is trying to filter and coordinate ECD activities to bring all member departments on board, control duplication and work together as a strong team to advocate for ECD.
- e) *Increased awareness on the importance of ECD*: The process of disseminating the ECD policy has made it possible to create more awareness in different stakeholders on the importance of ECD to children, families and nation. ECD now is more widely accepted in both rural and urban areas as an important stage that children should not miss before they go to primary school.
- f) *Increased investment in ECD activities*: More NGOs are now coming up to invest and support communities in establishment and management of ECD centres as a result of the policy clarifying their roles in ECD. Different faiths, private persons and institutions

are now more active in ECD centre establishment, development of instructional materials, training of caregivers and introduction of parenting programmes.

- g) *Increased stakeholder participation:* Many stakeholders in the provision of ECD services have come on board and are now more willing to support different ECD related activities. This is because the policy has made most of them more aware of their roles and has been encouraged to play their part in ECD service provision.
- h) *Uniformity in ECD provisions:* Some kind of uniformity has now been established in the way some ECD activities are being done. For example, through use of the ECD learning framework, children are now prepared using the same curriculum. Also, use of the caregiver training framework has brought uniformity to caregiver training in different training institutions throughout the country backed by unified regional caregiver assessment that is currently going on through their umbrella organization of ECDTIA.
- i) *Inspection and monitoring of ECD institutions:* Although there is less funds allocated if any for ECD inspection, the coming into effect of the policy has raised the awareness of district officials and the inspectorate on the urgent need to inspect ECD institutions. Once in a while, it is now possible for an inspector to inspect ECD centres as well when they go to inspect primary schools, especially those centres that are within the vicinity of the primary school. The inspection now makes centre proprietors to put in place the basic requirements needed for quality ECD provision.
- j) *Attaching ECD centres to primary schools:* Many ECD centres are now coming up as wings in established primary schools. The centres act as a feeding nursery for individual primary schools, thus reducing underage children in primary one classes.

Challenges met in implementing the ECD Policy in Uganda

National Level Challenges

- *Poor data collection:* Participating ECD institutions at district level and ECD centres at the sub-county level are still detached from the mainstream education services. Since most of them think they are 'private', little effort is made to keep up to date ECD related records that can be sent to the national level. Without this in place, we shall continue to have less accurate data on ECD in the country.
- *Lack of competent personnel:* ECD both at national and local levels suffer from gross lack of competent personnel to manage different ECD programmes. Tutors with ECD related training who can competently mentor caregivers in the colleges are few, highly trained

caregivers who can manage centres efficiently are few and ECD trained district inspectors of schools are almost not available to supervised ECD activities.

- *Lack of adequate funding:* Implementation of the ECD policy needs adequate funding for different ECD activities. This funding is not easily available right from the national to district level. Most ministry activities related to ECD have been done with funding support from UNICEF. Government contribution towards this area is still limited in terms of funding due to the numerous challenges it has in other sectors as well.
- *Lack of adequate structures* for ECD service provision in the public sector makes its implementation difficult. If a service is to be provided, it has to be implemented through a stakeholder who is supervised by somebody from another sector who may not have ECD as a priority.
- *Role conflict:* Role conflict in the implementation of the policy by different stakeholders makes using the policy a challenge. For example, the roles of Kyambogo University and other universities is similar to those of TIET in MoES. Therefore, when it comes to implementation of different aspects, there is confusion on who is to take lead and who has the mandate to enforce implementation. This therefore makes some activities to remain unattended to, yet they are critical for promotion of other sectors in ECD.

District Level Challenges

- a) *Nature of Dissemination:* whereas the ECD policy has been disseminated up to district level, no attempts have been made by some districts to disseminate it beyond the district level. Some sub-counties have never seen the policy due to lack of dissemination funding.
- b) *Lack of adequate qualified ECD personnel:* ECD is a relatively new area at the district level. This means that there are a few people at the district that have adequate qualification in it. This could partly explain why some districts have not yet nominated ECD focal point persons. Therefore, any ECD related activities that need expertise input from personnel at the district will rarely be implemented. For example, use of the learning framework for ECD is supposed to be overseen by ECD focal point persons at the district. Absence of such persons makes ECD centres in such districts to operate without use of the learning framework although they may be having it.

- c) *Nature of office of ECD focal point officer:* there is no office establishment for the ECD focal point officer at the district level. Any ECD related work is an added responsibility to an Education Officer or Inspector of Schools. Such an officer must first complete his/her tasks as prescribed by his/her appointment before attempting to do the added responsibilities. If such a person is overwhelmed by the rightful activities, then ECD related activities have to be shelved for some time.
- d) *The nature of ECD service provision* is that it is a for profit venture in many parts of the country. The implication is that most rural communities that have limited income have fewer ECD programmes due to issues of sustainability. Therefore, the majority of poor children who need ECD services most are not accessing it.
- e) *Language barrier:* Whereas the ECD policy is in English, most ECD stakeholders in rural areas are not comfortable communicating in English. No attempt has been made to translate the policy into local languages that the stakeholders understand for effective implementation, since a policy is not supposed to be translated. Those who receive the policy simply shelve it since it is in a language they do not know. Effort should now be put on translating the guidelines for easy understanding and use at the county level.
- f) *Lack of enforcement mechanisms:* At the village level, different stakeholders are supposed to play their roles so as to fit together as pieces of a puzzle. If one stakeholder does not act in time, then the whole process comes to a standstill. For example parents must send children to the centre so that caregivers can support them, and management will be able to support the caregivers. Currently, there is no enforcement mechanism in place to ensure that all parties perform their roles as expected in time to allow others operate.
- g) *Transfer of district personnel:* Getting competent ECD staff to ensure implementation of different ECD policies is a challenge. It is however, more challenging for districts to keep the ECD staff they have worked hard to train within the district. As staff keeps moving from one district to another, the line of work they were meant to follow is broken and never taken up for some time.
- h) *Inadequate support supervision:* Implementation of every programme requires adequate support supervision. At the local level, DES and other supervising institutions is not yet seen on the ground offering the support they are supposed to give in order to ensure efficient policy implementation.

- i) *Attitude towards ECD:* Although most people you find will generally be positive about supporting ECD related activities, because it is the ‘most important’ stage in a child’s development, on ground, the same persons will be the ones who will shelve ECD activities aside for other “more important” things. This point to a continued lack of supportive attitude to practical implementation of ECD activities and policies. Many officials would only be attracted to implement ECD activities if they have a feeling that there will be some allowance for them.

Areas in the ECD Policy that need Improvement

The ECD policy has contributed much to the development of ECD in Uganda. However, in order to make it better, there is need to pay more attention in the following areas:

- a) ECD or pre-primary education for this matter in Uganda is optional. The ECD policy falls short of declaring pre-primary education as a must for all children to ensure a firm foundation for all children before they enter primary one. The implication of this is that some children have to stay at home and wait to join primary on a weak foundation. If the government strongly believes that ECD is the most important stage in the life of children that must be harnessed, then it must take overall responsibility over its provision and make it compulsory as in the case of many developed countries.
- b) The ECD policy in its design is expected to work and thrive based on the good will of different stakeholders. Therefore, no appropriate enforcement mechanism or sanctions have been identified to be applied in policy or its guidelines to stakeholders, individuals or institutions that flout the guidelines. This means that even if a good guideline is put in place, there is no mechanism to enforce use of such guidelines. What you find therefore is the guideline in the shelves while the stakeholders continue doing “what they feel is right.”
- c) The ECD policy has not been able to identify funding targets, or sources of funding for ECD related activities either at national or local level. This gap makes ECD, a sector that is crucial for human and national a non-funded priority.
- d) Most ECD related activities are supposed to be provided by local private service providers in a decentralized system. For any input or expenditure from local governments to be channeled to ECD related activities requires guidelines to be provided for them through the local government structures. The local government Act at present has no mention of ECD services to operationalize the ECD policy at the district level. Unless the local government Act is reformed to include ECD services in its structures, ECD will remain a family or NGO affair.

- e) While the policy has identified some roles of stakeholders in ECD, no particular mechanism of coordination of willing stakeholders to do their part has been put in place. The implication of this is that at the local level many NGOs and private individuals keep duplicating each other's roles and function in an uncoordinated way within the same area. It is therefore not uncommon to find two NGOs running different parenting programmes in the same village to the same parents but each organization operating independently.

- f) Different ECD activities at the district level need to be coordinated. The education office under education, the CDO under local government, and welfare office under gender need some kind of coordination. At present, the ECD focal point person at the district is begin to look like the coordinator, but there is not coordination structure that can be followed and respected by all. Also the post of ECD focal point person at the district is not an established post but an added responsibility to a District Inspector of Schools (DIS). This DIS must first complete the assigned duties as established by his/her post before starting the ECD assignment.

- g) While the ECD policy identified ECD as provisions for children and their care givers, it is only school service for children that have been identified for action. Others like children's parks, children's homes, parenting and caregiver training is not clearly defined. This needs to be done to guide NGOs that may need to have intervention in such areas.

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UNIT 8

Foundations of Education



This Unit of Foundations of Education has been designed and prepared for pre-primary teachers. The aim of the unit is to enable a student understand the key educational issues and policies affecting the education system and play an active role in planning and reforming the education system of his/her country. Foundations of Education is at this level composed of:

- History of Education
- Sociology of Education
- Comparative Education

These three components are going to be the focus of this unit of the course. You are remained that you will sit for one paper of Foundations of Education made up of those three components.

This unit consists of three sub-units namely;

- History of Education,
- Sociology of Education and
- Comparative Education



LEARNING OUTCOME:

It is expected that after carefully studying this unit on Foundations of Education and doing all the exercises and activities as expected, you will be a teacher who understands the history and development of education of your country.



Study requirements

In order to be able to successfully cover this unit, you need a noise free room to avoid interruptions, a note book, a pencil and other related books on Foundations of Education.

Enjoy studying this sub-unit.



This sub-unit introduces you to the history of education. History of education in any country deals with the evolution of the country's educational system. A country's education system is subjected to constant reforms whenever the situation arises in order to enable the people cope with new demands.

Objectives

By the end of this sub-unit, the learner should be able to

- Define the term education
- Provide the meaning of indigenous education
- Give the importance of indigenous education

- **Identify the history of pre-primary education**
- **Compare indigenous and western education in Uganda**
- **Give the implications of indigenous education to a pre-school teacher.**

HISTORY OF EDUCATION



LEARNING OUTCOME:

It is expected that after carefully studying this sub-unit on history of education and doing all the exercises and activities as expected, you will be a teacher who displays understanding of the history and development of education



Study requirements

In order to be able to successfully cover in this unit, you need a noise free room to avoid interruptions, a note book, a pencil and other related books on History of Education.

Enjoy studying this sub-unit.

1.0 Introduction

Before Western formal teaching (education) was introduced in Uganda during the last quarter of the 19th Century, each tribe in Uganda had its own education system and mode of teaching. That education system had all the characteristics of an informal education system. Each society had its unique features. So every education system arose from the setting of the society. This form of education was referred to as **indigenous education**.

1.1 What is meant by the term education?

Education is the process of bringing desirable change into the behavior of human beings. It is the “Process of imparting or acquiring knowledge or habits through instruction or study”. The behavioral changes must be directed towards a desirable end. They should be acceptable socially, culturally and comically and result in a change in knowledge, skill, attitude and understanding.

Education in its general sense is a form of [learning](#) in which [knowledge](#), [skills](#), and [habits](#) of a group of people are transferred from one generation to the next through [teaching](#), training, research, or simply through [autodidacticism](#) (people teaching themselves). Generally, it occurs through any [experience](#) that has a formative effect on the way one thinks, feels, or acts.

According to Armstrong (2012), education is a process by which one generation purposefully transmits culture to the young, to the adults and to the old for their social, cultural and economic benefit and for the whole society. Education is perceived as a place where children can develop according to their unique needs and potentialities. The purpose of education can be to develop every individual to their full potential.

1.3 Types of education

Education can be classified into three types namely;

- Formal education
- [Non formal education and](#)
- Informal education
- **Formal Education is:**
 1. Institutional activity.
 2. Chronologically graded, hierarchically structured.
 3. Uniform.
 4. Subject oriented.

5. Full time.
6. Leads to certificates, diplomas, degrees

In the simplest form, formal education is the western type of education

- **Non Formal Education is:**

1. Flexible.
2. Learner oriented.
3. Diversified in content and method.
4. Non-authoritarian and
5. Built on learner participation.
6. It mobilizes local resources.
7. It enriches human and environmental potential. E.g. Agricultural Extension.

- **Informal Education is:**

1. Life long process.
2. Individual learns from daily experiences.
3. Individual learns from exposure to the environment at home, at work, at play etc.

Informal education can also be called indigenous education

1.4 Definitions of indigenous education

What do you consider the meaning of indigenous education to be.

Let us, first of all consider what the indigenous education scholars' views are:

According to Ssekamwa (1997), indigenous education..."was education given by adult Africans to the young in the homesteads and everywhere economic, political and social activities took place. Indigenous education had no regulated set syllabuses, had no formal schools, had no regulated hours of attendance and exams and it had no special teachers for imparting the basic knowledge and basic skills. Every adult person in his/her senses was expected to teach the young people. In short indigenous education was informal education.

1.5 Organization of indigenous education teaching

The teaching and learning of the basic knowledge and basic skills was arranged in homesteads, around the fire place at night in the sleeping houses and any where people carried out economic, political and social activities in the whole society. Therefore, one would not see schools, classrooms and reading books in those places as one would see today. In indigenous education, the homestead was the school and everywhere human activities took place and the fireplaces were the classrooms.

1.6 Teachers of indigenous education

Teachers were mostly the parents and all the responsible grown up citizens in a society. The parents however had the first duty to educate their children. But if those children were away from the homestead, other adult members of the society were responsible for teaching them if the children showed ignorance of some basic knowledge, basic skills, desirable social behaviour and customs.

1.7 Methods of teaching

Two main methods were applied;

- Mini lecture method combined with instant practice and further mini lecture. This involved straight telling the child the knowledge which he/she should know. For example, a child was told the correct way of greeting people
- Practical method. The second method of teaching concerned teaching technical skills of doing things or making things.



Activity

- Try to give any definition of education and see whether it fits indigenous education
- What kind of stories do children tell at night in your tribe? Mention two educational values which are in such stories.

1.8 The curriculum of indigenous education

A curriculum simply means a number of subjects which have got to be taught in a course of study. For example the curriculum for primary schools includes subjects like; English, Reading, Writing, Numeracy , Science and Social Studies. In indigenous education, the curriculum consisted of the following subjects/items

- Environment, children were taught how to deal with their environment. The purpose of this was that they should know how to get the best things out of it
- Cooperation, children were taught how to cooperate with their friends, neighbours and the rest of the society members. This was necessary for living in a friendly atmosphere with other people. A person who did not cooperate with members of his society was looked at as a bad person. This cooperation was taught through games, plays, idioms, proverbs and folk stories such as the stories Wakayima ne'wango (Mr. Hare leopard)
- Belonging to a group
- Discipline
- Culture
- Skills
- Religion and medical knowledge
- Desirable behaviour or good manners



Activity

Can you think about a story in your tribe which teaches cooperation?

1.9 Importance of indigenous education

- Indigenous education catered for every member of a society. At least the content imparted basic skills, basic knowledge and norms of that group were taught to every member of a particular society.
- Norms or standards of a tribe were taught and taboos were set up to strengthen those norms, these norms were the embodiments of the strength of a tribe and its identity and pride.
- Education was much based on what we call today production learning. This means that people learned as they produced materials and services or they produced materials and services as they learned.
- Environment management. Each education system gave knowledge and skills to the members of the society to be able to exist in the environment of each tribe. The duty of indigenous education was to give knowledge and skills to every member of a society to survive in a particular society's environment.

1.10 History of pre-primary education in Uganda

The beginning of pre-primary education in Uganda can be traced back to the 1930s initiated by the Europeans Missionaries, Goans and Asians who were already aware of the need and importance of preparing children early for formal education in their later years of education. The pre-schools were private, established exclusively for the use of their own communities but in later years the Africans within urban areas were also allowed to take their children to these schools. The pre-school curriculum, including methods and scholastic materials for the learners used at the time was developed in Europe, with very little reference to the Ugandan situation (EFA Assessment Report 2000).

Later when Africans became deeply involved in pre-school education, they opened up many uncontrolled pre-schools (Nursery) especially in urban centers often with poor premises, lack of educational materials, lack of trained teachers and often over-crowded. Pre-schools were privately owned with the sole objective of preparing children for entrance into primary schools and overlooking the fundamental concept of childhood stimulation, psycho-social, mental and emotional development in ECD (EFA Assessment Report 2000). In 1973, the Government of Uganda became concerned and aware of the need for quality education in pre-schools. It enacted a statute which conferred upon the National Curriculum Development Center, mandate for designing and developing curriculum and support materials for all levels of education including pre-school.

In 1980, the responsibility for pre-schools was shifted from the then Ministry of Culture and Social Services to the Ministry of Education and Sports. The Ministry of Education and Sports recognizes the ECD period as extending up to age eight. It recommends the age of entry for pre-primary school to be three years. In 1992, the Government White Paper on the Education Policy Review Commission report was finalized and it observed lack of government control of the quality of curriculum, teaching methods, facilities, age of entry, quality of teachers and the preschool charges levied (EFA Assessment Report 2000).

The Report set out recommendations and the government has committed itself to supporting a holistic model of early childhood learning as the foundation for basic education and the right of every child. The goal is to improve existing institutions for; day care centres for 0-1 year olds, kindergartens for 1-2 year olds, and nurseries for 3-5 year olds. A new early childhood learning national curriculum was produced for the first time in many years. Coverage still remained very low, however (about 3 percent). There are teacher training institutions for Early Childhood Education for example; Makerere University Child Study Centre, YMCA, YWCA, Sanyu Babies Home, Montessori (Entebbe), Nile Vocational Institute (Jinja), Human Resource Development (Hoima), ITEK, Nangabo, Madarasa and Makerere University external degree programme in the school of education.

Other than ITEK and Makerere University, the rest are private initiatives. The number of registered pre-primary schools is 770 with an enrolment of 63,563 children. There are 1,985 trained teachers and 387 untrained teachers in the area of Early Childhood and Development. The training of ECD teachers is done at the Institute of Teachers Education Kyambogo (ITEK), which provides a one year Nursery Certificate program, with senior four certificate being the entry qualification (EFA Assessment Report 2000).

1.11 Western Education in Uganda

The first semblance of formal teaching came to Uganda implicitly through the arrival of Sheikh Ahmed bin Ibrahim at the court of Kabaka Ssuuna II of Buganda at Banda near Kampala in 1844. This led to the introduction of Koranic teachings. Koranic schools were built at Mosques. In these Koranic schools, reading and writing using the Arabic script were taught together with the basic principle of Islam by trained teachers. This was the first introduction of formal teaching in Uganda (Ssekamwa, 1999). In 1877, and 1879 Protestant and Catholic missionaries arrived in Uganda respectively.

Since when the British CMS missionaries arrived in Uganda in 1877 and since when the French White Father missionaries arrived in 1879, both groups were teaching under their verandahs and everywhere in their parishes without dividing the students in classes.

Consequently from 1898, the British protestant teachers and the British Mill Hill Roman catholic teachers and the French Roman catholic teacher began to organize the education system on the formal western basis as they knew it back in Europe. The system which the missionaries established in 1898 had the following structure:

- Catechist schools
- Bush schools or sub grade schools from Primary One to Primary Two
- Elementary schools from Primary One to Primary Four
- Central schools from Primary One to Primary Six
- High schools from Junior One to Junior Two
- Technical schools
- Teacher training schools

1.12 Comparison between indigenous and western education in Uganda

The indigenous education made sure that every citizen in a tribe was taught the basic knowledge and basic technical practical skills. But western education has not so far managed to give elementary education to every boy and girl. Children join primary but fail to complete even with UPE.

Unlike the kind of education here today, indigenous education used to make/produce job makers other than job seekers.

Since children were trained with a purpose to perform depending on the area or the need, the age, sex, etc, they did not travel long distances looking for education like the situation is today with western education.

Indigenous education did not require payment of big sums of money for one to be taught like it is today with western education since the teachers were indigenous people that loved to have development of their areas other than money.

Indigenous education did not require expensive infrastructure like western education and this made it cheap and yet it catered for the learners' immediate needs.

Indigenous education catered for all learners without discrimination with an intention of producing a uniform society in terms of norms and values unlike western education today where we have school dropouts and variations within societies.

Indigenous education aimed at enforcing discipline in regard to the societal expectations unlike western education that is general.

1.13 Implications of indigenous education to a pre-school teacher

Indigenous Education having been hands-on, pre-school teachers should make sure that they teach pre-school children through hands-on activities and minding the results of those activities.



END OF UNIT ASSIGNMENT

Compare and contrast the indigenous and western types of education.



UNIT SUMMARY



Suggested Further Reading

Education for All Assessment Report (2000). UNESCO.
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LEARNING COMPETENCE ASSESSMENT

You have now completed the sub-unit on History of Education. the learning competences are listed below. Tick the column that reflects how much you have learnt in each competence.

Learning Competence Assessment	Not sure	Satisfactory

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Congratulations

SOCIOLOGY OF EDUCATION



This sub-unit introduces you to the Sociology of Education. A systematic [sociology](#) of [education](#) began with [Durkheim](#)'s work on moral education as a basis for [organic solidarity](#). Sociology examines a sequence of roles played by an individual in relation to others at different times and places. The activities of each individual are part of the social order.

Objectives

By the end of this sub-unit, the learner should be able to

- Identify and explain basic sociological concepts and terminologies
- Apply sociological concepts to the process of education and classroom practices
- Examine educational issues in general



LEARNING OUTCOME:

It is expected that after carefully studying this sub-unit on sociology of education and doing all the exercises and activities as expected, you will be a teacher who critically examines educational issues in general and those affecting the Ugandan society in particular. You will also analyse the professionalism of teaching in Uganda.



Study Requirements

In order to be able to successfully cover in this unit, you need a noise free room to avoid interruptions, a note book, a pencil and other related books on Sociology of Education.

Enjoy studying this sub-unit.

1.1 Definition of terms

i. Sociology

Anthony Giddens ("Sociology", 1989) provides the following general definition: "Sociology is the study of human social life, groups and societies. It is a dazzling and compelling enterprise, having as its subject matter our own behaviour as social beings.

In "The Complete A-Z Sociology Handbook" (1996) Tony Lawson and Joan provide the following definition: "Sociology is the study of individuals in groups and social formations in a systematic way, which grew out of the search for understanding associated with the industrial and scientific revolutions of the 18th and 19th centuries.

In the simplest form, sociology is the scientific study of social relationships or human behaviour

- **Society**

A society is an organization of people who interact in a systematic way with one another and their environment to promote shared or common interests.

- **Socialization**

Socialization is a term used to refer to the lifelong process of inheriting and disseminating [norms](#), [customs](#) and [ideologies](#), providing an individual with the skills and habits necessary for participating within his or her own society. Socialization is thus 'the means by which social and cultural continuity are attained'. Socialization describes a *process* which may lead to desirable, or 'moral', outcomes.

Socialization is the [process](#) by which [individuals](#) acquire the [knowledge](#), language, [social skills](#), and [value](#) to conform to the [norms](#) and [roles required](#) for [integration](#) into a group or [community](#). It is a [combination](#) of both self-imposed (because the individual [wants](#) to conform) and externally-imposed [rules](#), and the [expectations](#) of the others. In an [organizational](#) setting, socialization refers to the process through which a new [employee](#) 'learns the roles,' by becoming sensitive to the [formal](#) and informal [power structure](#) and the explicit and implicit rules of [behavior](#).

- **Sociology of education**

[Sociology of Education](#) is the study of how social institutions and forces affect educational processes and outcomes, and vice versa.

Sociology of education is a branch of sociology which examines or studies the social patterns and processes that exist in the educational systems.

1.2 Agents of Socialization

Socialization agents are the sources from which we learn about society and ourselves. People and groups that influence our self-concept, emotions, attitudes, and behavior are called agents of socialization. They are our socializers. People who serve as socializing agents include family members, friends, neighbors, the police, the employers, teachers, political leaders, business leaders, religious leaders, sports stars, and entertainers. Socialization agents also can be fictional characters that we read about or see on television or in the movies. Every social experience we have affects us in at least a small way. However, several familiar settings have special importance in the socialization process. Some of the important agents of socialization are as below.

1.2.1 The Family

The family has the greatest impact on socialization. Infants are totally dependent on others, and the responsibility to look after the young ones typically falls on parents and other family members. It is a matter of child survival. There is an automatic provision of learning situations to the young ones. Family begins the life long process of defining ourselves of being male or female and the child learns the appropriate roles associated with his/her gender.

Who we are! The perceptions about ourselves and the family status are conferred on us. The class position of parents affects how they raise their children. Class position shapes not just how much money parents have to spend, but what they expect of their children. In the lower class there is lot of emphasis on conformity and obedience.

The children are told "Don't get into trouble." There is more use of physical punishment in lower class than in other classes. People of lower class standing usually have limited education and perform routine jobs under close supervision. They expect their children will hold similar positions, so they encourage

obedience. Well-off parents, with more schooling, usually have jobs that demand imagination and creativity. They try to inspire the same qualities in their children. Therefore in the middle class there is emphasis on developing curiosity, self-expression, self-control, and reasoning.

1.2.2 The Peer group

Peer group is the one whose members have interests, social position, and age in common. Unlike the family and the school, the peer group lets children escape the direct supervision of adults. Among the peers, children learn how to form relationships on their own. Peer groups also offer the chance to discuss interests that adults may not see are with their children (such as clothing or other activities).

In a rapidly changing society, peer groups have great influence on an individual. The attitudes of young and old may differ because of a "generation gap." The importance of peer groups typically peaks during adolescence, when young people begin to break away from their families and think of themselves as adults.

Neighborhood and schools provide a variety of peer groups. Individuals tend to view their own group in positive terms and to discredit others. People are also influenced by peer groups they would like to join, a process sociologists call anticipatory socialization.

1.2.3 The School

Schooling enlarges children's social world to include people with backgrounds different from their own. Among the manifest functions, the schools teach children a wide range of knowledge and skills. Schools informally convey other lessons, which might be called the hidden curriculum. Through different activities schools help in inculcating values of patriotism, democracy, justice, honesty, and competition. Efforts are made to introduce correct attitudes about economic system/ political system

1.2.4 Religion

Religion plays significant role in the socialization of most Pakistanis. It influences morality, becoming a key component in people's ideas of right and wrong. The influence of religion extends to many areas of our lives. For example participation in religious ceremonies not only teaches us beliefs about the hereafter but also ideas about dress, concepts of manners appropriate for formal occasions

1.2.5 The Mass Media

The mass media are impersonal communication aimed at a vast audience. Mass media arise as communication technology (first the newspapers and then radio, television, films, and the Internet) spreads information on a mass scale. The mass media have an enormous effect on our attitudes and behavior, and on shaping people's opinions about issues as well as what they buy

Where television provides lot of entertainment, at the same time it is a big agent of socialization. The portrayal of human characters in different programs and in advertisements on television helps in projecting the gender perceptions prevalent in the society; thereby helping in gender construction. The same programs help in shaping the attitudes, values, and basic orientation of people to life.

The other agents of socialization include; the state, work, marriage and cultural factors



Activity

Explain how the state, work, marriage and cultural factors are agents of socialization.

Briefly discuss how the peers, family, and church can negatively socialise an individual.

1.3 Role of the teacher in children's socialization

Teachers are one of the most influential people regarding the philosophy and lessons of socialization. By teaching and modeling socialization to children, children will learn the meaning of kindness and generosity.

They will then be able to eventually go out into society and contribute in a positive, meaningful and productive way.

Teachers, in a sense are a child's provider outside of the child's home. The teacher has a very important role in the facilitation of socialization in a child's life. Having said this, I would like to stress the importance of a teacher's role to the effect a teacher has on children's perception of the concept of socialization.

One of the main roles a teacher plays in socialization in a child's life is by direct examples set by the teacher in the classroom. A teacher has the responsibility to weave acceptance and care for one another within the curriculum. A child must feel accepted and cared for in order for that child to have healthy socialization skills and a chance of happiness and success in life. A teacher can provide that for children. A teacher must have the wisdom to guide children with compassion as well as teaching through play.

It is vital to keep the children busy and excited in what they are involved in. It is just as important for a teacher to be extremely organized. Children rely on the consistency of schedules. Children will be happier and feel safe and secure in their school surroundings when their daily schedule is better organized.

Being organized creates a comfortable and social environment. It is the teacher's responsibility to nourish a child's cognitive and physical needs. Children need to run and play as well as learn the ability to sit and work. They need to know and understand boundaries and respect for others. Children also need time during their schedule where they have freedom to do whatever they choose to do without being told by a teacher. This is time allowed where children get to explore and play either by

themselves, side by side with other children, or play by interacting with each other. Teachers must allow children to have this non-direction play time. All of these tools aid as in building structures for a healthy social life

The Teacher's Role: Do's and Don'ts

A major role for a teacher is to see that children have enjoyable social contacts and to help motivate children towards a desire to be with others. The early childhood school years setting affords children numerous learning opportunities for social development.

The teacher has an important role to play as children learn the give and take of social interaction. In the role of social organizer, the teacher creates a physical and interpersonal environment that promotes the development of children's socialization skills.

SOCIAL COMPETENCE: THE TEACHER'S ROLE:

DO's:

- Respect individual timetables and feelings.
- Establish authority and credibility.
- Express expectations simply and directly.
- Redefine children's characters in positive terms.
- Encourage impulse control.
- Appeal to children's good sense.
- Invoke ground rules.
- Mix it up: arrange things to get one child next to another.
- Move it: People, toys, you!

DON'T:

- Make implied comparisons.
- Issue empty threats.
- Hover.
- Make teacher-child interaction be all about misbehavior
- Motivate children by indirect disapproval.
- Lose your sense of humor.
- Allow a rigid curriculum to narrow possibilities for social interaction.



Exercise

- Show the role of Parents as agents of socialization.

- Apart from the agents mentioned in the sub-unit, identify any other agents of socialisation.
- Briefly discuss how the peers, family, and church can negatively socialise an individual.



Unit Summary



Suggested Further Reading

Block, A.A., (1997) *I'm only bleeding, Education as the Practice of Violence Against Children*, Peter Lang, New York

Bourdieu, P., (1977) *Outline of a Theory of Practice*, Cambridge University Press, Cambridge

Bourdieu, P., (1984) *Distinction, a Social Critique of the Judgment of Taste*, Harvard University Press, Cambridge

Bourdieu, P., (1990) *Reproduction: In Education, Society and Culture*, Sage Publications, London

Gabbard, D and Saltman, Ken (eds) (2003) *Education as Enforcement: The Militarization and Corporatization of Schooling*

[Paulo Freire](#), (2000) *Pedagogy of the Oppressed* (3rd Ed), Continuum Press, New York

Schofield, K. (1999) "The Purposes of Education", in *Queensland State Education: 2010 (Conference Papers)*

LEARNING COMPETENCE ASSESSMENT

You have now completed the sub-unit on Sociology of Education. The learning competences are listed below. Tick the column the reflects how much you have learnt in each competence.

Learning Competence Assessment	Not sure	Satisfactory



End of sub-unit, Congratulations

COMPARATIVE EDUCATION



This sub-unit of comparative education has been designed and prepared for students like you. It covers a wide range of topics. The major aim of the sub-unit is to enable students to interpret educational issues.

Objectives:

By the end of this sub-unit, the learner should be able to;

- **Define the field of comparative education**
- **Give the importance of comparative education to a pre-school teacher**
- **Identify comparative case studies in pre-schools**
- **Give implications of comparative studies to a pre-school teacher**



LEARNING OUTCOME:

It is expected that after carefully studying this sub-unit on comparative education and doing all the exercises and activities as expected, you will be a teacher who critically compares different education systems to come out with the best for your country.



Study Requirements

In order to be able to successfully cover in this unit, you need a noise free room to avoid interruptions, a note book, a pencil and other related books on Comparative Education.

Enjoy studying this sub-unit.

1.1 Meaning of Comparative Education

Comparative education is a fully established academic field of study that examines [education](#) in one country (or group of countries) by using data and insights drawn from the practices and situation in another country or countries.

Adeyinka (1994) gives the following definitions for the concept.

- (a) A study of two or more education systems.
- (b) A study of how the philosophy, objectives and aims, policy and practice of education in other countries influence the general development, policy and practice of education in a particular country.
- (c) A study of how the development of education in the past, across the ages and continents, has influenced the development of education in particular countries.
- (d) A study of the school systems of two or more countries, and of the administrative machineries set up to implement or to control the implementation of government policies at various levels of education systems.



Activity

What do you consider the meaning of comparative education to be?

1.2 The purpose of comparative education

Hans (1992) concludes that:

- The analytical study of these factors from historical perspective and the comparison of attempted solution of resultant problems are the main purpose of comparative education.
- To become familiar with what is being done in some countries ... and why it is done, is a necessary part of the training of all students of educational issues of the day. Mallinson (1975)
- The purpose of Comparative Education is to perfect national systems with modifications and changes which the circumstances and local conditions would demand. Hans (1992)

Note

Comparative education is often incorrectly assumed to exclusively encompass studies that compare two or more different countries. In fact, since its early days researchers in this field have often eschewed such approaches, preferring rather to focus on comparisons within a single country over time.



1.3 Reasons for studying comparative education

- (a) To assist in the understanding of one's educational institutions as well as educational practices.
(b) To assist in the understanding of the factors that are responsible for various educational changes.

- (c) To educate the students and teachers on the procedure through which educational changes occur. (d) To contribute not only to the educational development of the society but also to the general development of the society. (e) To serve as an academic discipline.
- (f) To assist in solving one's educational problems
- (g) To open one's eyes to the educational philosophies, theories and practices of other countries.
- (h) To assist both the students and teachers of discipline in gathering reliable information concerning educational system.
- (i) To assist in the Promotion of international relationship.
- (j) To contribute to the formulation of a country's educational systems.

1.4 Importance of comparative education to a pre-school teacher

1.5 Comparative case studies in pre-schools

1.6 Implication of comparative studies to a pre-school teacher



Exercise

- Outline the aims of comparative education?
- What aspects need improvement in your education system?



Unit Summery



Suggested further reading

Almond, G.A., and S. Verba. *The Civic Culture*. Boston: Little, Brown, 1965.

Apter, D.E. *Some Conceptual Approaches to the Study of Modernization*. Englewood Cliffs, N.J.: Prentice Hall, 1968.

Debeauvais, M. *Comparative Study of Educational Expenditure and Its Trends in OECD Countries since 1950*. Paris: OECD, 1970.

Fraser, S. *Jullien's Plan for Comparative Education, 1826- 1827*. New York: Teachers College, Columbia University, 1964.

Macridis, R.C. *The Comparative Study of Politics*. New York: Random House, 1968.

Scarrow, H.A. *Comparative Political Analysis*. New York: Harper & Row, 1969.



LEARNING COMPETENCE ASSESSMENT

You have now completed the sub-unit on Comparative Education. The learning competences are listed below. Tick the column that reflects how much you have learnt in each competence.

Learning Competence Assessment	Not sure	Satisfactory



Congratulations