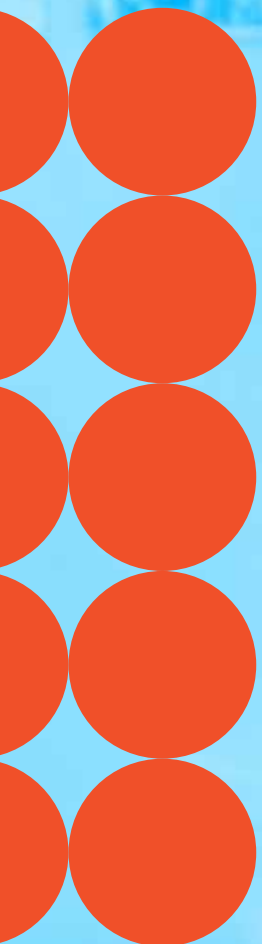




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# SMART FUTURES

Pedagogical recommendations  
to support early learning and  
development

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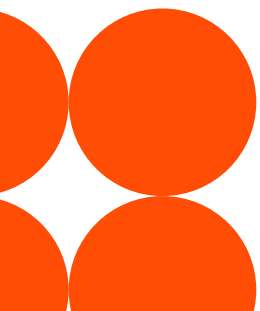
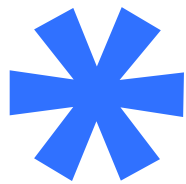
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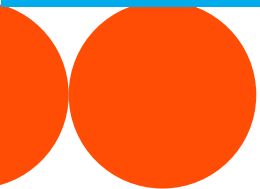
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# SMART FUTURES

Pedagogical recommendations  
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development





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# Foreword



Early childhood is the most important stage of development during the life cycle of human beings. Evidence from neuroscience acknowledges that early years are a **'critical period'** when the neural connections in the brain form all foundational skills, such as motor, sensory, language, cognitive, emotional, and social which are important for living a healthy and happy life. On the other hand, cost-benefit studies also show the manifold economic returns of investments in the early years of a child's life. Evidence shows that good quality early childhood care and education programs can help children not only in making them ready for school but also has long-term benefits throughout their life course.

Although progress has been made in increasing access to early childhood care and education services, especially in pre-primary education, the most vulnerable children – those who would most benefit from early childhood care and education– are the least likely to be enrolled. The COVID-19 pandemic has further exacerbated this risk of children missing out on development and learning opportunities and future earnings. Therefore, it is now more critical than ever that early childhood care and education be prioritized by on not only building back better but also transforming the Early Childhood Care and Education (ECCE) systems as we move forward.

East Asia and the Pacific Regional Office has developed the guidelines **Smart Futures: Pedagogical recommendations to support early learning and development** as one of the significant steps towards UNICEF's vision to build back better in the context of the COVID-19 pandemic and beyond for transforming the ECCE systems.

These guidelines serve as a knowledge resource for country offices to support governments and partners in selecting their priorities for improving the quality of ECCE services with a child-centred approach. The recommendations highlighted in this document are expected to serve as a reference point for the countries aiming to take appropriate system-level reforms by supporting and strengthening the skills and capacities of ECE (ECCE?) workforce for boosting the quality-of-service provision.

The pedagogical recommendations in these guidelines are intended to support the immediate needs of the workforce by providing guidance on planning quality teaching and learning practices for overcoming the learning and development needs of young children due to COVID-19 and other challenges. This document also contains practical ideas, activities and resources for the workforce to effectively implement the pedagogical recommendations with children in an early childhood care and education setting.

We hope that these guidelines will be a useful knowledge resource for the countries to bring qualitative improvement in the learning environment of the services, ultimately resulting in better results for children from the earliest years, which are the foundations for future learning and development.

**Myo- Zin Nyunt**

*Deputy Regional Director*

*East Asia and Pacific Regional Office*

*UNICEF*

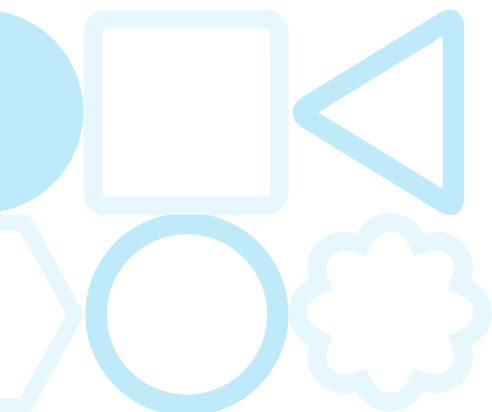
# Acknowledgements



This publication is developed and written by Andres Eduardo Motta Cabrera (Consultant for UNICEF EAPRO) under the leadership of Ana Maria Rodriguez, ECD Specialist of UNICEF EAPRO, and with inputs from Meenakshi Dogra (ECE Consultant for UNICEF EAPRO). The insightful comments provided by Peck Gee Chua (ECD Consultant for UNICEF EAPRO) during the initial development of the guidelines are highly appreciated.

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# Executive Summary



The increasing frequency of emergencies, climate-related crisis and conflicts, together with the actual learning crisis that education systems face, has jeopardized the right to quality education for the youngest children, especially those living in the most vulnerable contexts. Evidence shows that existing inequalities and challenges related to early learning and development of young children have been further exacerbated, especially due to the most recent COVID situation (Global Education Evidence Advisory Panel, 2022) (Nugroho et al., 2020) (World Bank, 2020). The COVID-19 pandemic has forced countries to take unprecedented steps to curb the spread of the infectious disease. The countries have been in lockdowns, disrupting essential services. Although, COVID-19 has been less infectious towards young children, it has not spared them from its negative impact.

Due to limited ECCE and/or preschool experience (including interactions with peers and teachers which are key to children's socio-emotional and cognitive development), young children are exposed to growing up without adequate stimulation, socialization skills and school readiness competencies, thus exacerbating the developmental and learning loss, with strong impacts in children later school trajectory and results. In particular, children from marginalized groups (including those from poor and remote communities, from linguistic minorities, children with developmental delays and disabilities) face increased challenges and may experience damaging consequences in the years to come (UNESCO & UNICEF, 2021). In fact, the potential long-term impact of the pandemic on children is so grave that it is expected to affect the achievement of Sustainable Development Goals, with an additional 42–66 million children estimated to be pushed into extreme poverty (UN, 2020).

In the context of addressing the existing learning crisis and learning loss due to situations like COVID, countries should establish concrete and robust early learning and development response for not only building back better but in transforming the ECCE systems. In this direction, strengthening and supporting the ECCE workforce (including teachers, other professionals and community actors) is one of the significant strategies which needs focused attention (Global Education Evidence Advisory Panel, 2020) (UNESCO, 2021).

The development of **Smart Futures: Pedagogical recommendations to support early learning and development** is a step towards building back better for supporting learning recovery in the context of the COVID-19 pandemic and beyond for transforming the early childhood care and education systems. These guidelines are intended to serve as a reference point for countries who are interested in moving forward with relevant system-level reforms as per their existing context by supporting and strengthening the skills and capacities of ECCE workforce for boosting the quality-of-services for young children.

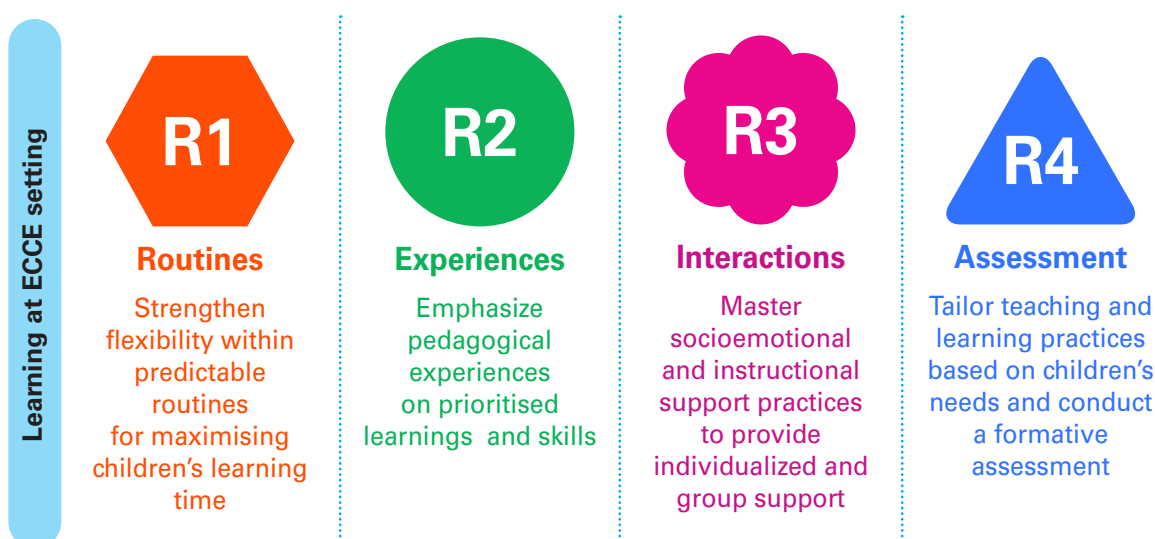
These guidelines present pedagogical recommendations that can be used to support the immediate needs of the ECCE workforce (including teachers and other professionals) and provide guidance on how to effectively implement these pedagogical recommendations with children in an early childhood care and education setting. Proposals and ideas of what could happen at the micro level – in the interactional field – are outlined here, providing a reference point to scaffold the system-level reforms that the education system needs to support those who interact directly with children.

## Pedagogical recommendations to support early learning and development

It is well known that high-quality, responsive and emotionally warm interactions between adults and children impact children’s development and learning and that these interactions have decreased in intensity and quality, especially in the early childhood care and education settings, due to the pandemic (McCoy et al., 2021) (Yoshikawa et al., 2020) (Wenner Moyer, 2022). **A top priority now must be providing ECCE services with the required tools to enhance these interactions and thus increase learning opportunities for young children.**

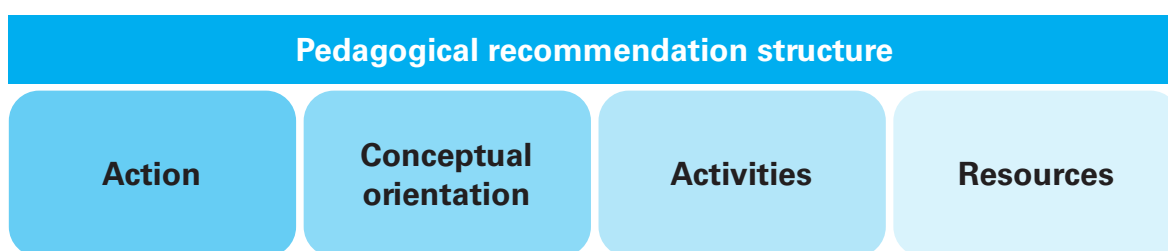
These guidelines offer **four core pedagogical recommendations** for supporting the early learning and development among young children. These recommendations are defined according to the roles and competencies of the ECCE workforce and are designed to enrich the daily teaching and learning practices. **The aim is to increase learning opportunities for all children in the ECCE settings<sup>1</sup>.**

**Figure 1. Pedagogical recommendations for early learning and development**



Each of these recommendations contain a conceptual orientation, two or three actions, a list of activities and resources with ideas and inspirations to implement in the ECCE setting (figure 2). The table 1 in the next page shows the list of actions for each of the four recommendations.





**Figure 2. Structure of the pedagogical recommendations**



<sup>1</sup> The recommendations on family participation in the learning process are included in a separate volume.



**Table 1. Suggested actions per recommendation**

Recommendation	Actions
 <p><b>Strengthen flexibility within predictable routines for maximising children's learning time</b></p>	<ul style="list-style-type: none"><li>1.1 Organize a learning routine that balances different types of activities and prioritizes small group work.</li><li>1.2 Define flexible learning environments and transition strategies to implement during small and large group activities</li></ul>
 <p><b>Emphasize pedagogical experiences on prioritized learning and skills</b></p>	<ul style="list-style-type: none"><li>2.1 Implement the age-differentiated pedagogical experiences for developing prioritized skills, covering different domains of development</li><li>2.2 Place social-emotional learning at the core of the teaching process along with implementing specific SEL games to support children's development</li></ul>
 <p><b>Master socioemotional and instructional support practices to provide individualized and group support</b></p>	<ul style="list-style-type: none"><li>3.1 Practise interactions with children using a list of suggested tips</li><li>3.2 Schedule time for regular individualized follow-ups for each child</li></ul>
 <p><b>Tailor teaching and learning practices based on children's needs and conduct a formative assessment</b></p>	<ul style="list-style-type: none"><li>4.1 Know each child's development and learning level and each group's interests, strengths and challenges</li><li>4.2 Develop and implement individual as well as group strategies to protect children's learning, considering their challenges and strengths</li><li>4.3 Prepare a pedagogical handover note to share with the next teacher (such as the primary school teacher if the child will be entering grade 1)</li></ul>

## Implementation pathways

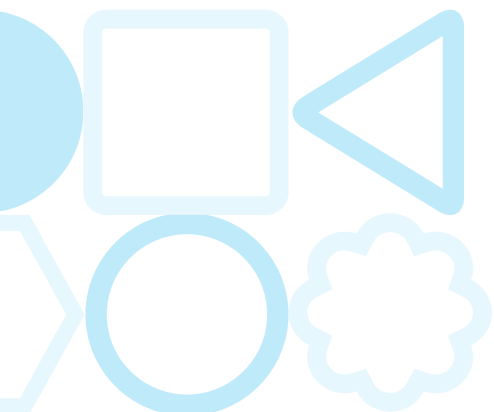
The governments, UNICEF's country offices and partners can adapt and use these recommendations in line with their existing policies and practices. Each country can identify their implementation path according to their context, interests and experiences. Broadly, these guidelines suggest two ways for using these recommendations:

**Path 1. These recommendations present as a useful resource that can help ECCE workforce to determine which pedagogical practices to implement and then create a plan to foster them.**

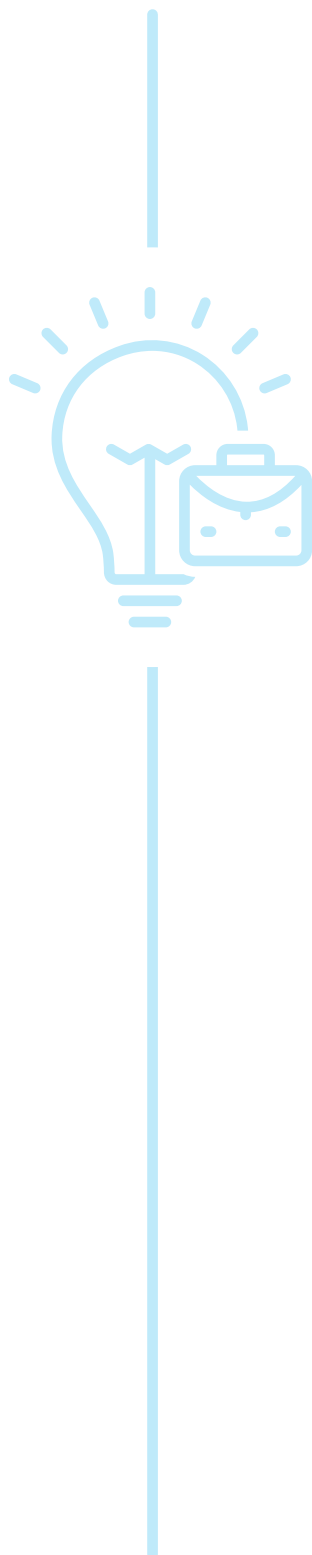
Countries can define a strategy for implementing these recommendations in the ECCE services. They can develop a capacity-building plan using different forms and methods based on the country's experience and ongoing strategies. Repetition is a critical element for teaching in the early years to achieve good results for children's development and learning. Therefore, teachers are encouraged to use these practices over and over again to improve the teaching and learning practices. As suggested above, the country can build an implementation path as per their context and priorities. Guiding questions on how to prioritize and decide the order of implementing these recommendations are provided in the later sections of the guidelines.

**Path 2. Countries can integrate these recommendations into curricula, didactic material, formative assessment tools, training systems, web platforms and quality-assurance programmes.**

For instance, while developing or reviewing a curriculum, curriculum developers can check alignment with these recommendations, which can lead to improving the quality of children's learning experiences and environments. And while developing the assessment tools, teachers can check the alignment with these recommendations, which can encourage opportunity to map children's progress across different competency areas and thus identify developmental or learning concerns, if any, so that necessary support can be provided to children. In addition, the content of these recommendations can be articulated within ECCE workforce capacity-building strategies to help increase their work quality and autonomy.



# Concepts and Definitions



**Early childhood:** Early childhood is the period that begins at birth and continues until the age of eight. This is a critical time in a child's life when they are rapidly growing and developing both physically and cognitively. During this time, children are learning to communicate, explore their environment, and develop social and emotional skills. This document focuses on the age of children from birth to 5 years.

**Early childhood care and education:** This refers to the care and learning activities that are provided to young children in order to support their cognitive, social, emotional, and physical development. This includes activities such as play-based learning, language development, and social skills training.

**Early childhood care and education service:** This refers to a specific program or initiative that provides care and learning activities and support to young children. This can include government run or private preschool programs, home visiting programs, community-based programs, and other early childhood interventions.

**Developmentally appropriate practice:** This refers to the approach to early childhood care and education that is based on understanding the unique developmental needs and abilities of young children. This approach focuses on providing activities, materials, and interactions that are tailored to the individual needs of each child and support their development in all areas.

**Early childhood care education workforce:** This refers to the individuals who work in the field of early childhood care and education. This includes educators/teachers, ECCE professionals, administrators, and support staff who are responsible for providing high-quality care and education to young children.

# Introduction



Every young child has the right to quality early childhood care and education (ECCE) from birth to age 8, and every country must commit and display action by putting in place effective and accountable ECCE systems and multi-stakeholder partnerships (Tashkent Declaration, 2022). Not only because of the strong evidence of the social and economic returns of early education – better learning outcomes, social and gender equity, and sustainable development – but most importantly because of the right of every child to reach their developmental potential.

The increasing frequency of emergencies, crises and conflicts, together with the actual learning crisis that education systems face, has jeopardized the right to quality education for the youngest children, especially those living in the most vulnerable contexts. Evidence shows that existing inequalities and challenges related to early learning and development of young children have been further exacerbated, especially due to COVID situation (Global Education Evidence Advisory Panel, 2022) (Nugroho et al., 2020) (World Bank, 2020). The COVID-19 pandemic has forced countries to take unprecedented steps to curb the spread of the infectious disease. The countries have been in lockdowns, disrupting essential services.

**During more than two years of the COVID-19 pandemic, young children had fewer meaningful interactions with teachers and peers, higher exposure to stress due to increased poverty and violence and reduced opportunities for early learning due to closure of early childhood care and education (ECCE) services (Deoni SC et al., 2021) (McCoy et al., 2021) (Yoshikawa et al., 2020)**

Children living in poverty and in low- and middle-income countries represent 90 per cent of the children worldwide who learned less and went off track in their development during the pandemic (McCoy et al., 2021). Young children, especially younger than 6 years, will suffer the most going forward because learning and developmental losses tend to accumulate over time. Simulations reveal that a year of loss will result in first graders having an accumulated 27 per cent reduction in reading skills by the time they reach the ninth grade. Among sixth graders, it will be an accumulated 7 per cent reduction (UNESCO et al., 2022). Children who lag in learning during their early years are more likely to stay behind for the remaining time they spend in school and will later face serious consequences in their lives.

The impacts of the COVID-19 pandemic on learning and development have turned the existing problems of the learning crisis into new and more profound challenges and have significant implications for achieving the Sustainable Development Goal 4 (SDG 4), specifically SDG Target 4.2 and the commitments made in the recent Tashkent Declaration for “Transforming Early Childhood Care and Education”. **Therefore, it is now more critical than ever that early childhood care and education be prioritized by putting focused attention for not only building back better but in transforming the ECCE systems as we move forward!**

Countries should establish a concrete and robust strategy for supporting early learning of young children in the context of the COVID-19 pandemic and beyond for achieving sustainable results by promoting equity and inclusion towards ensuring all young children realize their right to optimal development and benefit from quality ECCE services (Mann et al., 2021).

To contribute to this process, the development of “**Smart Futures: Pedagogical recommendations to support early learning and development**” aims to support governments, UNICEF’s country offices

and partners in improving the relevance and quality of their existing ECCE pedagogical practices and curricula by strengthening the skills and capacities of ECCE workforce for boosting the quality-of-services for young children.

It is well known that high-quality, responsive and emotionally warm interactions between adults and children impact children’s development and learning and that these interactions decrease in intensity and quality, especially in the early childhood care and education settings, due to crisis, conflicts and emergencies (McCoy et al., 2021) (Yoshikawa et al., 2020) (Mashburn et al., 2008). A top priority now must be providing ECCE services with the required tools to enhance these interactions and thus increase learning opportunities for young children (Global Education Evidence Advisory Panel, 2022; Education Endowment Foundation, 2022).

These guidelines present pedagogical recommendations that can be used to support the immediate needs of the ECCE workforce (including teachers and other professionals) and provide guidance on how to effectively implement them in an early childhood care and education setting. Proposals and ideas of what could happen at the micro level – in the interactional field – are outlined here, providing a reference point to scaffold the system-level reforms that the education system needs to support those who interact directly with children (Chu et al., 2022).

It is important to stress that these are suggested recommendations. Countries (including governments, partners and country offices) can use, adapt or complement them according to their existing policy frameworks, practices and priorities. These guidelines target public ECCE programs, such as preschools, kindergartens, and also private programs and community-run centres.

The recommendations were developed based on a literature review and incorporate practices required to strengthen the interactional field within ECCE settings. They were then prioritized in consultation with experts from the field of ECCE and thus highlight what is considered essential for ECCE services to offer.



## **These guidelines are divided into three sections**

**1**

**Pedagogical principles to guide early learning and development**

**2**

**Pedagogical recommendations to assure early learning and development**

**3**

**Actions, activities and resources to implement each recommendation**



# 1

## Let's tune in!

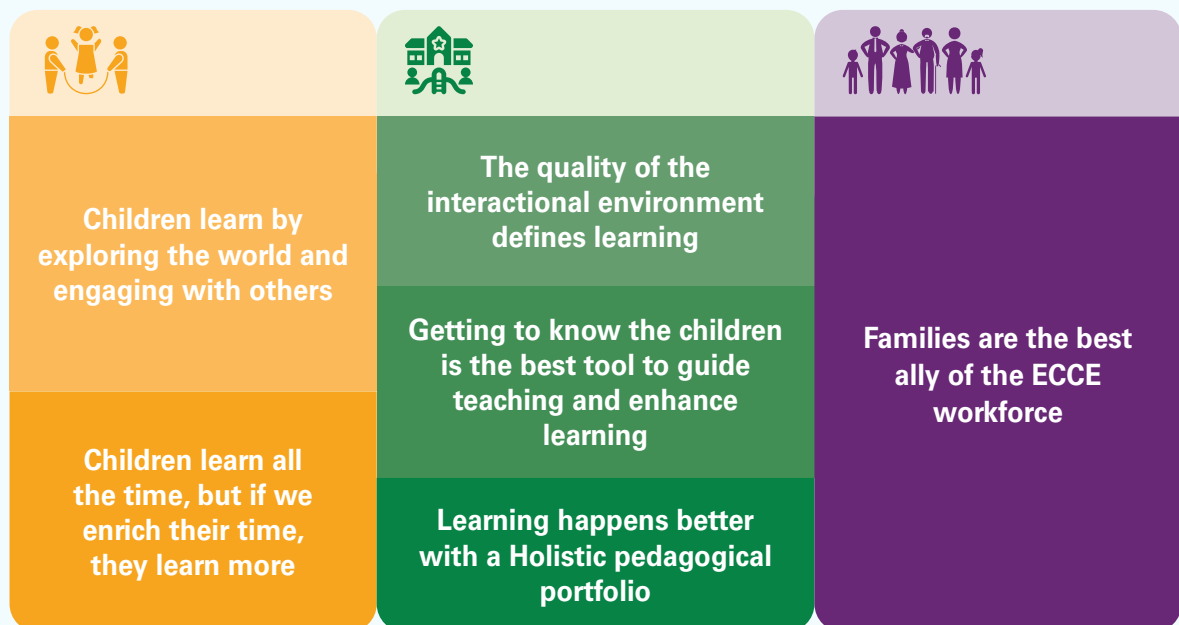
### Pedagogical principles to guide early learning and development recovery

The following pedagogical principles are vital in addressing early learning and development needs of young children.

**These principles synthesize the evidence on how young children learn and key elements for informing pedagogical practices.**

Based on these principles, four core recommendations have been developed for the workforce of any ECCE service to apply while planning teaching and learning practices for children in the ECCE setting.

**Figure 1. Pedagogical principles for learning and development**



**These principles embody the conceptual approach of the recommendations for strengthening the ECCE workforce's teaching methods. They reflect how to understand the interaction between each child's development and learning needs and the pedagogical practices.**

## Children learn by exploring the world and engaging with others



Children enjoy exploring the world around them, which includes places, objects, people, print, words and numbers (Bendini & Devercelli, 2022). This exploration involves playful interaction with the environment, especially with other children, whereby they get the opportunity to take on tasks, ask questions, and engage in decision-making and express themselves. When children have these concrete opportunities, they learn new things very quickly.

Teachers should build on child's local knowledge to develop child-centred, play-based, fully inclusive, and environment and gender-responsive learning approaches that affirm multilingual education and the promotion of mother tongue language of instruction (Tashkent Declaration, 2022). This is critical for promoting the child's interest and motivation in exploring the world around them so that they can develop and learn to their full potential.

## Children learn all the time, but if we enrich their time, they learn more

Children learn in daily situations. These situations give children the opportunity to learn various skills that make them ready for future learning and strengthen their relationship with the adults around them (Rogoff, 2003) (Bendini & Devercelli, 2022).

Teachers should plan many activities in the daily routine with children and convert their simple routines into meaningful interaction time. For example, during lunch time, a teacher can engage children to talk about the colour, taste and texture of the food. The use of these everyday situations meaningfully with children will help in the development of language skills among children and also support the building of their social skills and understanding of concepts, such as colour and shape.



## Families are the best ally of the ECCE workforce

Families' engagement in their children's development and learning leads to better outcomes. The relationship between families and an ECCE centre is important for various purposes: (i) for parents to know how to create a stimulating environment at home and to understand their child's progress and (ii) for teachers to understand each child's context and family practices to plan learning activities in accordance with their needs and learning level (Global Education Evidence Advisory Panel, 2022) (Chu et al., 2022).

In the ECCE setting, teachers should engage families through collaborative activities. This requires families and teachers to work together to determine what support is needed and to share practices for improving the learning environment at home and in the ECCE setting.



## **The quality of the interactional environment defines learning**

A learning environment is not only about providing physical infrastructure and materials but also about the learning experience – how adults interact with children. To create a quality interactional environment, the adults around children must be friendly, caring and responsive towards their needs, interests, questions and discoveries (Britto et al., 2017) (Mashburn et al., 2008).

Because children generally grasp concepts more effectively through planned activities, teachers should plan and organize the day in a manner that reflects the age of the children and the development-appropriate expectations. This will help facilitate learning because children feel safe in a planned routine and become more active and expressive.

## **Getting to know the children is the best tool to guide teaching and enhance learning**

Understanding the learning level and interest of each child is critical for providing the necessary development and learning support. Each child has an individual pattern and timing of growth and development as well as individual styles of learning (Banerjee et al., 2017) (Global Education Evidence Advisory Panel, 2022).

When teachers are aware of children's interests, challenges and capacities, they can use this information to interact and plan meaningful experiences and activities. Teachers should manage the diversity in any group by using individualized and peer-to-peer teaching strategies.

## **Learning happens better with a Holistic pedagogical portfolio**

Holistic experiences give children the opportunity to develop their varied skills. This involves recognizing that all children learn in different ways: some learn better by moving and others by listening, watching, imitating or practising (Bendini & Devercelli, 2022).

Teachers should give children plenty of opportunities to rest, move, follow instructions, play by themselves and play with others (Center on the Developing Child at Harvard University, 2015) (Nugroho et al., 2020). By providing children with a balanced routine and experiences, teachers can give adequate time to all the children for varied opportunities to practise their skills using these different ways of learning.



**Keeping these principles in mind while planning different teaching and learning activities can help in making a difference in the quality of learning environment in the ECCE setting.**



# 2

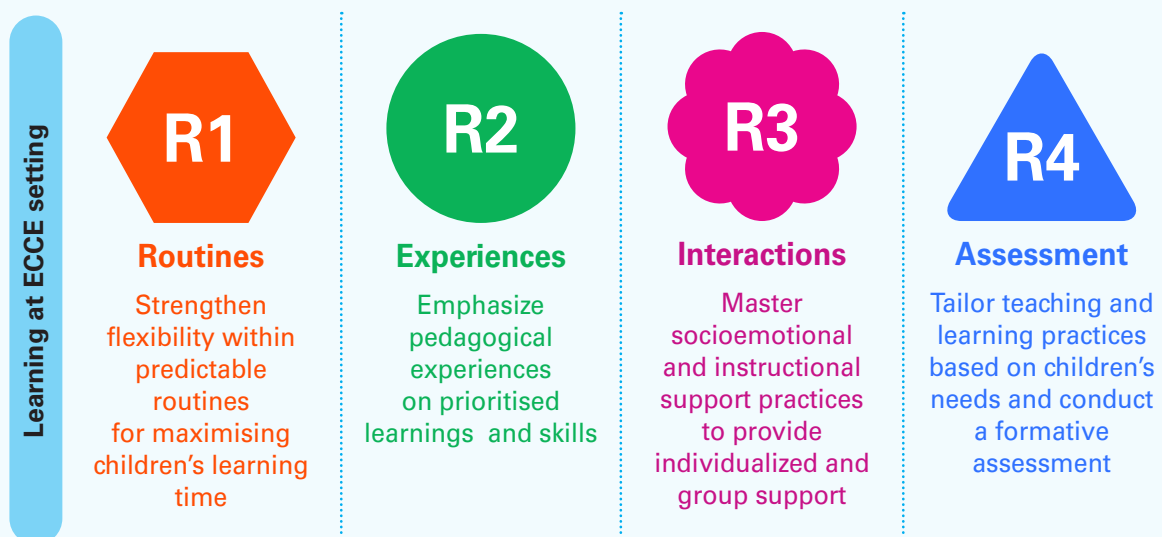
## Let's do it together!

### Pedagogical recommendations to assure early learning and development

This section presents a set of pedagogical recommendations to improve the quality of learning opportunities for young children in the ECCE settings. The recommendations aim to i) adjust teaching practices for individualized learning, ii) emphasize strategic skills and learning according to children's developmental stage and iii) increase family participation in children's education, assuring continuity of learning across the ECCE and home setting<sup>2</sup>.

These recommendations are defined according to the roles and competencies of the ECCE workforce and are designed to enrich the daily teaching and learning practices.

Figure 2. Pedagogical recommendations for early learning and development



<sup>2</sup> The recommendations on family participation in the learning process are included in a separate volume.

**These recommendations comprise the basic elements to structure learning and development experiences and are intended to support the teachers and ECCE settings with lower quality levels.**

They are interconnected but presented separately to simplify their understanding and implementation. When applied, the recommendations make it easier for teachers to structure time, spaces and interactions according to children's development and learning needs. These are founded on active and intentional pedagogy, play-based pedagogy, children's cultural participation and environmental care and protection.

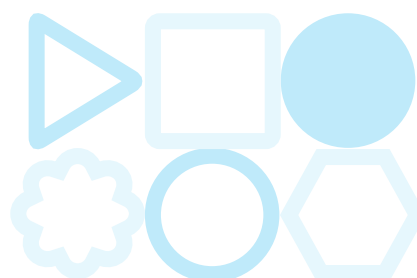
**1** The **first recommendation** relies on the power of learning routines to provide security, repetition and structured learning time. In a learning recovery context, the first step to boosting learning situations is strengthening teachers' abilities to use time efficiently and increase one-to-one interactions. Emphasis is placed on key actions such as reducing large group times, increasing small group times, implementing transition strategies and expanding free choice times and activities.

**2** Once the teacher has begun to master time and spatial management, providing structure and flexibility, the **second recommendation** recalls the importance of intentional pedagogy and the teacher's role in designing intentional learning experiences. In the context of learning recovery, the pedagogical experiences proposed to children should underline strategic learning and skills to comprehensively strengthen the child's learning and development. Three types of experiences and a set of practices are suggested under this recommendation.





**3** The **third recommendation** focuses on the instructional and emotional support practices for the teachers to intensify the implementation of the pedagogical experiences. In the context of learning recovery, it is important to support teachers' capacities to interact with children and increase individualised and collaborative learning opportunities. Teachers should adopt the principle of high learning expectations, use children's interests and needs to guide the interaction, recognise how to bring out the full potential of a learning situation, and model skills and behaviours, among others.

**4** Finally, for the learning recovery process, it is essential to move towards a customised and individualised approach that acknowledges children learning characteristics and uses them to enhance their learning. In the **fourth recommendation**, the focus is on developing the skills to conduct formative assessments and use the results to strengthen teaching practices and, consequently, the learning routines, experiences and interactions.

Each of these recommendations contains two or three actions to implement in every ECCE setting (table 1). For every recommendation, there is a short guide that includes activities, ideas and resources to implement with children in the ECCE settings.



**Table 1. Suggested actions per recommendation**

Recommendation	Actions
 <p><b>Strengthen flexibility within predictable routines for maximising children's learning time</b></p>	<ul style="list-style-type: none"><li>1.1 Organize a learning routine that balances different types of activities and prioritizes small group work.</li><li>1.2 Define flexible learning environments and transition strategies to implement during small and large group activities</li></ul>
 <p><b>Emphasize pedagogical experiences on prioritized learning and skills</b></p>	<ul style="list-style-type: none"><li>2.1 Implement the age-differentiated pedagogical experiences for developing prioritized skills, covering different domains of development</li><li>2.2 Place social-emotional learning at the core of the teaching process along with implementing specific SEL games to support children's development</li></ul>
 <p><b>Master socioemotional and instructional support practices to provide individualized and group support</b></p>	<ul style="list-style-type: none"><li>3.1 Practise interactions with children using a list of suggested tips</li><li>3.2 Schedule time for regular individualized follow-ups for each child</li></ul>
 <p><b>Tailor teaching and learning practices based on children's needs and conduct a formative assessment</b></p>	<ul style="list-style-type: none"><li>4.1 Know each child's development and learning level and each group's interests, strengths and challenges</li><li>4.2 Develop and implement individual as well as group strategies to protect children's learning, considering their challenges and strengths</li><li>4.3 Prepare a pedagogical handover note to share with the next teacher (such as the primary school teacher if the child will be entering grade 1)</li></ul>

These recommendations are not to be implemented in chronological order nor simultaneously. It is suggested that teachers implement each recommendation for a period of two or three weeks at a time to achieve a functional level. With practice, teachers should be able to connect and utilize them as needed throughout the service provision time or school year. Repetition is a critical element for teaching in the early years to achieve good results for children’s development and learning. Therefore, teachers are encouraged to use these practices over and over again to improve the teaching and learning practices.

## What can country offices, governments and partners do to apply these pedagogical recommendations?

The governments, UNICEF’s country offices and partners can adapt and use these recommendations in line with their existing policies and practices. Each country can identify their implementation path according to their context, interests and experiences. Broadly, these guidelines suggest two ways for using the recommendations (Figure 3). With these two paths, countries are encouraged to identify where they are regarding their current practices and what recommendations they can implement to reinforce/complement what is already happening in the ECCE setting.

Figure 3: Implementation pathways



# 1

## Path 1. Create a plan to implement the recommendations within the ECCE setting

Countries can define a strategy for implementing these recommendations in the ECCE services. They can develop a **capacity-building plan** using different forms and methods based on the country’s experience and ongoing strategies. The recommendations can be implemented in the following order. ECCE services require a four-month cycle (table 2) to implement all the recommendations and suggested practices. Every ECCE facility should implement at least two cycles following the suggested order.

**Table 2. Implementation timeline in a four-month cycle for centre-based services**

Recommendation		Week																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ECCE setting	R1. Balanced learning routine	●	●														●	●
	R2. Pedagogical experiences on strategic learnings and skills	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	R3. Positive interactions					●	●	●	●				●	●	●	●	●	
	R4. Formative assessment								●	●	●	●	●					

For the countries to build an implementation path according to their specific priorities, interests and experiences, guiding questions have been suggested in the table 3 below. These guiding questions focus on how to prioritize and decide the order of implementing these recommendations, with a helpful approach to acknowledge the different paths within countries and ECCE facilities.

# 2

## **Path 2. Use the content of the recommendations to inform ongoing country’s strategies, reform or initiatives.**

**Governments, country offices and partners are encouraged to integrate the recommendations into their curricula, didactic material, formative assessment tools, training systems, web platforms and quality-assurance programmes.**

For instance, while developing or reviewing a curriculum, curriculum developers can check alignment with these recommendations, which can lead to improving the quality of children’s learning experiences and environments. And while developing the assessment tools, policy makers can check alignment with these recommendations, which can encourage opportunity to map children’s progress across different competency areas and thus identify developmental or learning concerns, if any, so that necessary support can be provided to children. In addition, the content of these recommendations can be articulated within ECCE workforce capacity-building strategies to help increase their work quality and autonomy.

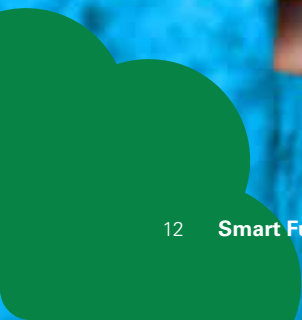
As highlighted above, the Governments, country offices and partners can use the suggested guiding questions for identifying the most relevant recommendations and specific content as per their existing programmatic initiatives and practices.

**Table 3. Guiding questions for centre-based services to tailor the implementation path of the pedagogical recommendations**

Question	Answer		Suggested order when answer is not enough
	Yes	Not enough	
1. Does the ECCE workforce has a learning routine, evenly distributing time to implement activities with children in large and small groups?			Implement Recommendation 1
2. Does the ECCE workforce employ transition strategies to anticipate and support changes during the learning routine?			Implement Recommendation 1, activity 2
3. Have the ECCE services prioritized pedagogical experiences to recover children's learning and development?			Implement Recommendation 2
4. Does the ECCE workforce implement instructional and emotional support evidence-based practices to support children's learning?			Implement Recommendation 3
5. Does the ECCE workforce regularly implement individual follow-up with all children?			Implement Recommendation 3, activity 2
6. Does the ECCE workforce implement formative assessment strategies and are they aware of children's learning levels, interests, strengths and needs?			Implement Recommendation 4
7. Does the ECCE workforce use the findings from a formative assessment and adjust pedagogical practices and strategies according to children's interests, strengths and needs?			Implement Recommendation 4, activity 2
8. Does the ECCE workforce develop a handover note with the next-level teacher?			Implement Recommendation 4







# 3

## Let's get on board!






Actions, activities and resources to implement each recommendation

This section presents a quick guide for the users to apply each of the pedagogical recommendations effectively.

Figure 4 Structure of each recommendation



Each recommendation contains a conceptual orientation, actions, activities and resources with ideas and inspirations to implement in the ECCE setting. Each of the recommendations is structured as a five-section booklet that is presented below

-  **Section 1.** Why is the recommendation important?
-  **Section 2.** What actions will the ECCE workforce implement?
-  **Section 3.** Conceptual orientation
-  **Section 4.** Activities for the ECCE workforce – Step by step
-  **Section 5.** Resources



### Recommendation 1

## Strengthen flexibility within predictable routines for maximising children's learning times

### ! Why is the recommendation important?

The quality of the interactions that children experience at home and in an ECCE setting will shape their development and learning outcomes. Strengthen the learning routine is one of the initial steps to improve quality interactions in the ECCE setting. Groups are typically large in an ECCE setting, with one teacher taking care of several children with different learning levels and skills. Thus, a balanced and organized routine is important because:

- It provides time for children to enjoy different opportunities in large and small groups that are important for promoting their learning and development.
- It ensures a smooth transition between activities and reduces waiting times and behavioural challenges when children change from one activity to another, for example, when children do not engage with what the teacher proposes, or children are distracted from the group.
- It enables teachers to spend more time observing and interacting one on one with each child.

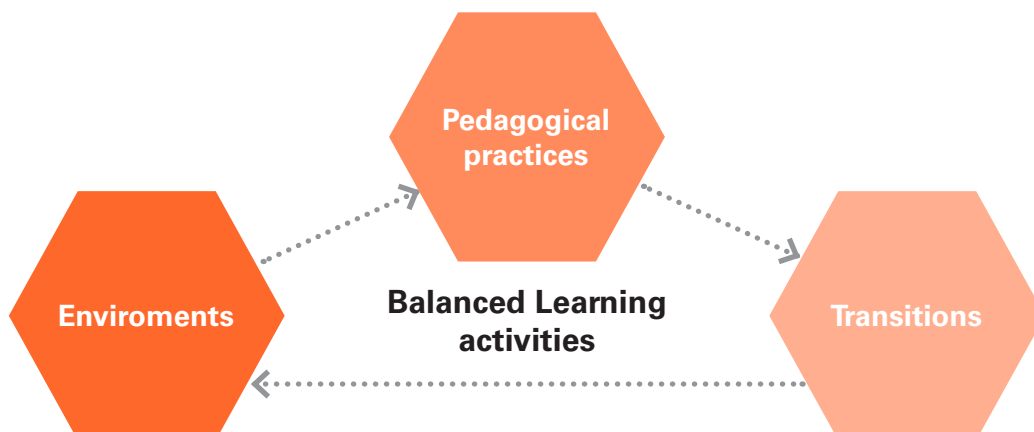
### ✓ What actions will the ECCE workforce implement?

1. Organize a learning routine that balances different types of activities and prioritizes small group work.
2. Define flexible learning environments and transition strategies to implement during the small and large group activities

### 💡 Conceptual orientation

Some of the essential ingredients for children's learning are emotional security, repetition and confidence. Because children like and learn better through repetition, working on stable routines makes them feel secure and confident. To do this, teachers can work on four components that strengthen learning routines (table 4).

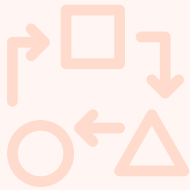
Figure 5. Four components of a learning routine



**Table 4. The four components of a learning routine explained**

<p><b>1. Balanced learning activities</b></p> 	<p>Children need time for varied opportunities which include a balance of quiet and active experiences. Balancing different learning activities and especially giving room for small group time are key to keeping children engaged and learning.</p> <p><b>The most important routine activities are:</b></p> <ul style="list-style-type: none"> <li>• <b>arrival and goodbye times</b></li> <li>• <b>caregiver time (snack, lunch, rest, nap, diapering and toileting)</b></li> <li>• <b>large or small group time (welcoming time, story time, outdoor time)</b></li> <li>• <b>Small group time (learning centres and specialized tables)</b></li> </ul> <p>During large and small group time, teachers should offer hands-on activities, where children choose what interests them, and common activities where everyone engages in the same proposal. In both cases, strengthening the children's ability to choose is essential.</p>
<p><b>2. Pedagogical practices</b></p> 	<p>Per each routine activity, the pedagogical practices orient a group's organization and guide the type of interaction among the group. For instance, during small group time, the teacher can implement free play using learning centres, or during welcoming time, the teacher can discuss the activities of the day in an assembly format.</p> <ul style="list-style-type: none"> <li>• Each routine activity requires a set of specific practices that teachers should implement to use the time effectively.</li> </ul>
<p><b>3. Safe and challenging learning environments</b></p> 	<p>Learning environment should be vibrant, safe, flexible and multifunctional. This should allow teachers to adapt as per the context and need of young children. Environment must foster creativity and ensure interaction among children, between materials and children and between adults and children.</p> <p>The environment should:</p> <ul style="list-style-type: none"> <li>• promote access to water, natural light, ventilation, temperature and general safety</li> <li>• promote children's free choice and encourage them to participate in activities</li> <li>• allow to use natural materials, or daily life objects</li> <li>• change and use material flexibly. For example, use cushions, rugs and mats to give flexibility to the space or fabrics are used to access new or differentiated spaces</li> <li>• display signs that define the space where the different activities take place</li> <li>• involve children while designing the environment for including their ideas</li> <li>• include "memory walls" and "documentation walls" that show the children's art, photos and collections</li> <li>• display the group's routine with letters and drawings</li> </ul>

#### 4. Smooth transitions



Transitions in the learning routine announce that children should prepare to change from one time activity to another. These activities help children create self-control, adjust to different situations, anticipate change and reduce any behavioural problems.

Examples of transition activities are:

- a special call with an instrument, a song (such as a clean-up song or a mealtime song)
- group games or waiting activities, for example, activities in which children who have finished their snacks can be engaged while waiting for the whole group.
- visual reminders (lights on and out)
- special movements, such as going to another room 'flying like an eagle'

Teachers must keep in mind:



- ✓ **Change does not happen overnight.** Teachers must be consistent and persistent, especially when establishing transition strategies and small group activities. Over time, children will adopt them, and the group will function very well.
- ✓ **Routines are flexible and should adapt to children's needs.** Both structure and flexibility are essential. Anything too rigid will create unnecessary stress for children and tension for adults who try to adhere to the set plan.



## Activities for the ECCE workforce – Step by step

# 1

**Activity 1.** The ECCE workforce reorganizes their routine (when needed). Teachers should:

1. Identify which of the suggested routine activities can be included in their existing routine and in what frequency. They can use **Resource 1 Routine activities**.
2. Reorganize the routine to assure a balance between caregiving and the large and small group activities. For this purpose, they can use the suggestions also included in **Resource 1 Routine activities**.
3. Write down the adjusted routine.
4. Implement the suggested pedagogical practices during the routine activities. They can use **Resource 2 Pedagogical practices – With suggestions on learning environment and transitions**.

# 2

**Activity 2.** The ECCE workforce enriches the environment (when needed). Teachers should:

1. Identify and distinguish the spaces they will use to develop the adjusted routine according to the new routine activities.
2. Enrich the environment using the suggestions of the **Resource 2 Pedagogical practices – With suggestions on learning environment and transitions**.

# 3

**Activity 3.** The workforce plans smooth transitions. Teachers should:

1. Identify and write down the transition strategies they already use and want to keep implementing.
2. Define and write down new transition strategies for each routine activity using the suggestions of **Resource 2 Pedagogical practices – With suggestions on learning environment and transitions**.

# 4

**Activity 4.** The ECCE workforce implements and establishes the new routine. Teachers should:

1. Introduce environments to children and co-create the spaces with them telling them what will happen there and when.
2. Introduce the children to the new routine and agree on the new transition strategies each time (as they experience these with them).
3. Identify the children struggling with transitions and define a strategy to accompany them using **Resource 3 Support for children struggling with transitions**.



## **Resources** (click on each resource to go and explore its content)

**Resource 1** [Routine activities](#)

**Resource 2** [Pedagogical practices – With suggestions on learning environment and transitions](#)

**Resource 3** [Support for children struggling with transitions](#)

**Resource 4** [Suggestions to create learning centres](#).



## Recommendation 2

# Emphasize pedagogical experiences on prioritized learnings and skills

### Experiences

#### ⚠️ Why is the recommendation important?

Learning and development recovery demand being strategic with how teachers use their time with children. Which skills and abilities should they prioritize? To which learning experience and skills should they dedicate more time?

Teachers should balance the implementation of three types of pedagogical experiences that foster foundational learning and other important abilities to learn along with practising short games that reinforce social-emotional development. These experiences are: (i) to explore and experiment, (ii) to create and share narratives and (iii) to know oneself and the others.

These pedagogical experiences are important because:

- They promote knowledge and exploration of the aspects of reality that children learn the most through objects, spaces, people, numbers and social interactions.
- They foster repetition, safety and fun, which allow for the skills to be developed. They should be implemented several times during the year and not just once.

#### ✅ What actions will the ECCE workforce implement?

- Implement the age-differentiated pedagogical experiences for developing prioritized skills, covering different domains of development
- Place social-emotional learning at the core of the teaching process, along with implementing specific games to support children's learning process

#### 💡 Conceptual orientation

The ECCE workforce should balance implementation of the following three types of experiences.







**Figure 6. Strategic pedagogical experiences and activities to enhance children’s learning and development**

**EXPERIENCES TO EXPLORE AND EXPERIMENT**

Through these experiences, children learn about their environment and how things work. These are activities to discover the world using objects, numbers and situations they find in their daily lives.

Explore and experiment means that children identify, observe, collect, manipulate, make relationships, ask questions, hypothesize and propose solutions. For example, nature – with its plants, food, animals and ecosystems – is an extraordinary setting for these types of experiences.

These experiences primarily emphasize children’s executive functioning skills, which includes memory and attention, but they also promote curiosity, imagination, numeracy and problem-solving skills. As a complement to the primary outcomes, these experiences also strengthen fine and gross motor skills, specialized vocabulary and communication with others and with nature.

**EXPERIENCES TO CREATE AND SHARE NARRATIVES**

Through these experiences, children imagine and create narratives using language. They learn to communicate their opinions, ideas and feelings and to explore the world of print, letters, words, images and movement. The children sing, talk, write and read about the oral and written culture of their community.

These experiences primarily emphasize children’s ability to communicate – by mastering oral language, listening skills and learning new words, exploring the reading and writing process and developing critical skills, such as phonological awareness, knowledge of the alphabet and bonding with book. As a complement to the primary outcomes, these experiences also strengthen children’s capacity for coordination, memory, attention and empathy.

**EXPERIENCES TO KNOW ONESELF AND THE OTHERS**

Through these experiences, children use and explore the body, mind and spirit. They play using objects, instruments and silence to become self-confident and to understand and manage their emotions.

These experiences primarily emphasize children’s ability to recognize and communicate emotions, to identify why they feel sad, happy or upset and to interact with others as they get to know themselves. As a complement to the primary outcomes, these experiences also strengthen children’s inhibitory control, coordination and sense of belonging to their community.

These experiences are paired with practices for learning and inspirational activities that are implemented daily with children according to their age (0–5 years). Consult **Resource 5 Portfolio of suggested pedagogical experiences and activities**. The use of age ranges varies according to whether or not it is relevant for children. For example, for practice No. 9, a recognizing letters activity is proposed for children aged 3 years.

**Table 5. Practices for learning that emphasize each pedagogical experience**

 <b>EXPLORE AND EXPERIMENT</b>	 <b>CREATE AND SHARE NARRATIVES</b>	 <b>KNOW ONESELF AND OTHERS</b>
1 Explore textures, colours and objects	8 Tell, sing and read stories	13 Encourage and nurture interests
2 Explore spaces and location	9 Recognize the letters	14 Recognize and talk about emotions
3 Search and collect	10 Familiarise with new words	15 Create and use tools to manage emotions
4 Sort, classify and make categories	11 Play with the words	16 Recognize someone else's needs and interests
5 Explore change and transformation	12 Imagine and remember to make literary products	17 Play traditional games
6 Solve problems		18 Dance and create choreographies
7 Build together		19 Enjoy free art

In addition to these three types of experiences, applying short social-emotional games (5 minutes each) at any time of the day will strengthen the learning routine. These games reinforce the management of emotions, conflict resolution, attention and concentration. Some examples are breathing exercises or games and concentration activities. Consult **Resource 6 Short social-emotional games**.

## Activities for the ECCE workforce – Step by step

# 1

**Activity 1.** The ECCE workforce reviews and complements **Resource 5 Portfolio of suggested pedagogical experiences and activities** (which includes suggested activities to implement according to the prioritized experiences). Teachers should:

- Review the **Resource 5 Portfolio of suggested pedagogical experiences and activities** and, based on the group's age, include other activities that are important and not listed.
- Review **Resource 6 Short social-emotional games** and include others that work for the children, based on their experience.

# 2

**Activity 2.** The ECCE workforce plans Holistic pedagogical experiences. Teachers should:

- Define which experiences and practices for learning will be implemented each week. They need to balance the implementation of all three experiences during the week.
- Define what short social-emotional learning games will be used. Play at least three of these games daily, ideally before or after a routine activity.

# 3

**Activity 3.** The ECCE workforce implements the activities and adjusts them (when needed). Teachers should:

- Find the materials and implement the proposed and selected activities for two weeks (minimum).
- Identify which activities went well and which did not. Discuss with coordinators and colleagues and make adjustments to improve the activity.
- Do the planning for the following weeks.



## Resources (click on each resource to go and explore its content)

**Resource 5** [Portfolio of suggested pedagogical experiences and activities](#)

**Resource 6** [Short social-emotional games](#)





Interactions

### Recommendation 3

## Master socio-emotional and instructional support practices to provide individualized and group support

### ! Why is the recommendation important?

The learning process in an ECCE setting during the early years is partly defined by how teachers interact with children, objects and the environment. Practising socio-emotional and instructional support practices means that teachers support and help children to connect ideas, build knowledge and strengthen their skills. For example, engaging directly with each child for 2–6 minutes often impacts their development more than when teachers directly interact with the whole group.

But expecting a teacher do this is sometimes not easy because there may be many children in the group and many things to do. With this guide, teachers can master basic positive interactions by practising the tips and implementing individualized follow-up with each child.

### ✓ What actions will the ECCE workforce implement?

1. Practise interactions with children using the list of suggested tips (instructional and socio-emotional support)
2. Schedule time for regular individualized follow-up with each child

### 💡 Conceptual orientation

Interactions are essential to learning. To master positive interactions with children, teachers should practise these five levels of support.

**Figure 7. Five minimum practices of emotional and instructional support through positive interaction**

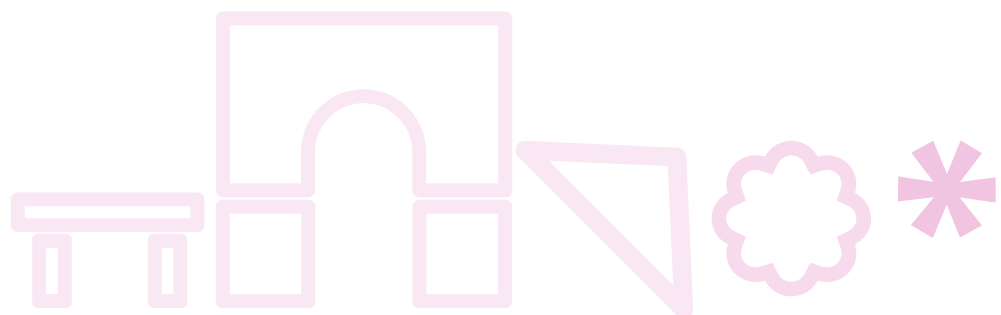


This pyramid figure depicts five minimum practices that teachers should implement to strengthen their ability to interact with children and enhance their learning. At the bottom of the pyramid lays the foundation to practise positive interactions. The older the children, the more relevant the upper levels become. As teachers move from one level to the next, the more intense the learning process becomes.

- 1** As the **first** condition to heighten learning, all children need a teacher who **supports and believes** in them and their potential.
- 2** **Second**, all children need a teacher genuinely interested in what they do and say and a teacher who **observes and listens carefully**, valuing what catches each child's attention and how they interpret the world.
- 3** **Third**, all children need a teacher who use these interests to **talk with them and engage in rich conversations**. Adults should nurture what catches children's interest and show them the world. The teacher uses self-talk- where they describe what they are doing or parallel talk-where they describe what the children are doing.
- 4** **Fourth**, a teacher should encourage children to extend their limits and enrich their life by proposing new experiences and activities to expand their understanding and belonging to the world. The teacher should suggest activities and **deliver clear and explicit instructions**. They should support children to engage in these activities.
- 5** **And finally**, a teacher should scaffold the learning, helping children reach the next level of understanding based on their discoveries. The teacher must help the children relate to previous concepts, knowledge and daily experiences. The teacher encourages children's learning through exploratory talks – including other children's points of view and group discussions.

While all these five practices are related and teachers will be practising all of them eventually, it is recommended that only one be the focus per day initially. This will help teachers to understand the development of different skills among children and how to strengthen them.

An individualized follow-up – a process whereby a teacher dedicates 3–6 minutes to work individually with each child– enhances these interactions and the learning and development process. The teacher should directly support four children daily and conduct at least two individualized follow-ups per child during the week. This individualized time may include other children in a small group. For instance, the teacher can practise a proposed activity with a couple of children while the rest do it autonomously. They should not worry if these children are not conducting the activity as expected. When it is time to work directly with them, the teacher can guide them do it as it was intended.



## Activities for the ECCE workforce – Step by step

# 1

**Activity 1.** The workforce becomes familiar with practices to implement positive interactions. Teachers should:

1. Read the five minimum practices to promote positive interactions and discuss with a colleague: What levels do they practise the most? At what times of the routine? Use the **Resource 7 Practices and tips for implementing positive interactions**.
2. Include other colleagues' tips and their own tips for each level (when needed).
3. Write a poster with the levels and the main tips that need to be implemented with the groups. Display it in the room to remember them every day.

# 2

**Activity 2.** The ECCE workforce implements the practices and suggestions in each moment of the routine. Teachers should:

1. Practise one level of the interactions pyramid per day until they have practised three days for each level. For example, one day they focus on supporting and believing in the child and on another day, observing and listening carefully.

# 3

**Activity 3.** The workforce implements individual follow-ups with children. Teachers should:

1. Read what an individualized follow-up is and discuss with a colleague about the ways they can perform the follow-ups daily.
2. Fill out the individual follow-up chart with the children's names and the main interactions they practised daily for two weeks. Continue practising these follow-ups for the following weeks and throughout the year. Use **Resource 8 Chart for recording and tracking individual follow-ups**.



## **Resources** (click on each resource to go and explore its content)

**Resource 7** [Practices and tips for implementing positive interactions](#)

**Resource 8** [Chart for recording and tracking individual follow-ups](#)





## Recommendation 4

# Tailor teaching and learning practices based on children's needs and conduct a formative assessment

### ! Why is the recommendation important?

Teachers daily engage with groups of children with different learning and development levels, who learn differently and who have different potential and challenges. This situation has become more acute due to the COVID-19 pandemic. Teachers should propose challenging activities for each child's learning level. These activities cannot be too easy because the children will get bored. Nor can they be too difficult because the children will get frustrated. This is not an easy task: Time and group management and sometimes lack of ideas do not allow teachers to accommodate children's needs.

To help in this process, teachers can implement a formative assessment. This is a continuous assessment to know what children have learned, to identify what children have mastered against what is expected of them by their age and to propose differentiated activities to manage the different levels of learning without labelling any child. In other words, with the formative assessment, teachers can determine where every child is in their learning and their main characteristics and build an ongoing holistic understanding of every child. Teachers can then propose differentiated strategies that leave no one behind and allow everyone to flourish.

Conducting a formative assessment is important because:

1. Teachers must be confident in the knowledge they have of each child.
2. Teachers must make use of tips for getting to know children better.
3. Teachers will then gradually implement differentiated activities for groups of children according to their needs and potential. For example, they will work with one group to strengthen a specific skill while another group that has already achieved it engages in another activity.

With this guide, teachers can apply strategies for formative assessments and plan activities according to children's needs and potential.

### ✓ What actions will the ECCE workforce implement?

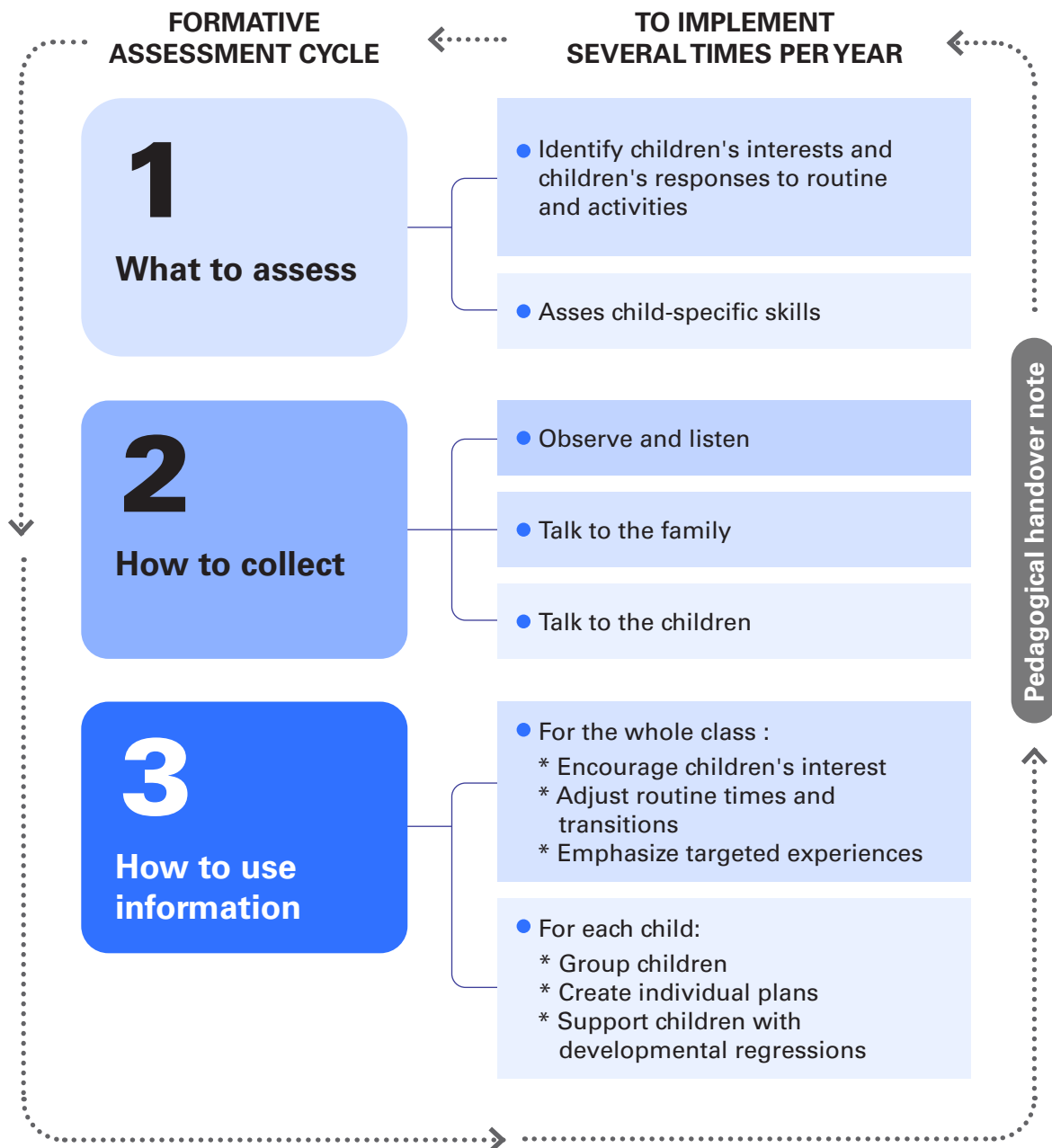
1. Know each child's development and learning level and group's interests, strengths and challenges
2. Develop and implement individual as well as group strategies to protect children's learning, in consideration of their challenges and strengths
3. Prepare a pedagogical handover to share with the next teacher (such as a primary school teacher if a child will enter grade 1)

### 💡 Conceptual orientation

To conduct a formative assessment, teachers should keep using positive interactions but with the explicit objective to know: what children can do, what they need support on and what the teacher needs to change in their teaching practices to respond to these needs. **It is an ongoing process because it occurs constantly and is driven by interactions.** It requires teachers to observe, listen and engage in an extended conversation with children and their families to check their understanding and progress.

A formative evaluation cycle is implemented in three steps, several times per year.

**Figure 8. Formative evaluation cycle**



Resource 9 provides questions and interventions to guide the process at each of these three steps.

At the end of this process, teachers will need to prepare the pedagogical handover note. It should be provided to the teacher who will receive the child in the following year and it should contain helpful information about the child to ensure a smooth transition into the new school and the new learning processes. It is a summary of the information collected and delivered in the form of a portfolio that includes interests, potential, challenges and activities in which the child participated and suggestions for working with that child.




## Activities for the ECCE workforce – Step by step

# 1

**Activity 1.** The workforce recognizes children’s interests, potential and challenges. Teachers should:

1. Define the period when they will conduct the assessment (this will last around three weeks).
2. Define the questions and the areas they want to explore. They can use **Resource 9 Areas of inquiry and suggested assessment questions**.
3. Define the activities for each week following the curriculum and the emphases described in Recommendation 2.

 **NOTE:** No special activities are required. The idea is to observe the children in their natural and regular classroom processes.

4. Listen, observe and interact with the children. Write down the elements according to the suggested questions in **Resource 9 Areas of inquiry and suggested assessment questions**.

# 2

**Activity 2.** The workforce organizes the results and plan strategies to enhance learning according to children’s needs. Teachers should:

1. Classify the information: children’s main interests, children with regression, children with problems in specific routine moments, children with challenges in specific skills. They can use **Resource 10 Guidelines to organize formative assessment information**.
2. Discuss the situation with other colleagues and define the best strategies to implement in the group. Use **Resource 11 Strategies to enhance learning**.
3. Define support strategies for each learning level of each child and the group.
4. Re-implement and evaluate every four months.

# 3

**Activity 3.** The workforce writes a pedagogical handover note. Teachers should:

1. Organize the information for the final report.
2. Schedule an appointment with other teachers or coordinate working groups between teachers (especially first grade and pre-kindergarten children). This must be led by a coordinator or supervisor and education authorities.

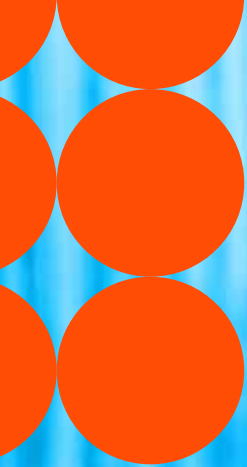


## **Resources** (click on each resource to go and explore its content)

**Resource 9** [Areas of inquiry and suggested assessment questions \(formative assessment cycle, moments 1 and 2\)](#)

**Resource 10** [Guidelines to organize formative assessment information](#)

**Resource 11** [Strategies to enhance learning \(formative assessment cycle, moment 3\)](#)



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LIVRO DA ALUNU

Ministério da Educação  
Timor-Leste



# 4

## The Resources

### Resource 1 Routine activities click on the resource title to go back to the recommendation guide

In this section, teachers will find some of the most important routine activities to enhance learning in the ECCE setting. Suggestions to structure the learning routine are included at the end of the list.

#### 1. SUGGESTED ROUTINE ACTIVITIES FOR CHILDREN AGED 0–2 YEARS

Routine activity	Definition
<b>1. Arrival and goodbye times</b>	It is the moment when children join the group or when they prepare to go home.
<b>2. Caregiving time: diapering, toileting, naps or quiet time and mealtimes</b>	It is the time when basic children's needs are attended. Caregiving routines for ages 0–2 years should always be met first and foremost, and they will be conducted when needed and not at a specific time.
<b>3. Large and small groups time</b>	Large and small group activities with babies and small children take place according to the caregiving dynamics. The routines are structured according to care attention, such as eating, resting and toileting, and it is in the intervals between these activities that small and large group times are implemented. The important thing is to have individual moments with the children and time to share with others.
<b>3.1 Floor time</b>	It is the time to develop activities on the floor and to play indoors and outdoors, alone and in groups. It depends on the children's age and their caregiving routine. For example, babies from birth to 6 months will be in the pram. Because they will not be sitting up yet, they will be able to enjoy belly time for a few minutes a day. Older babies will be able to enjoy crawling time, followed by activities that stimulate exploration and discovery.



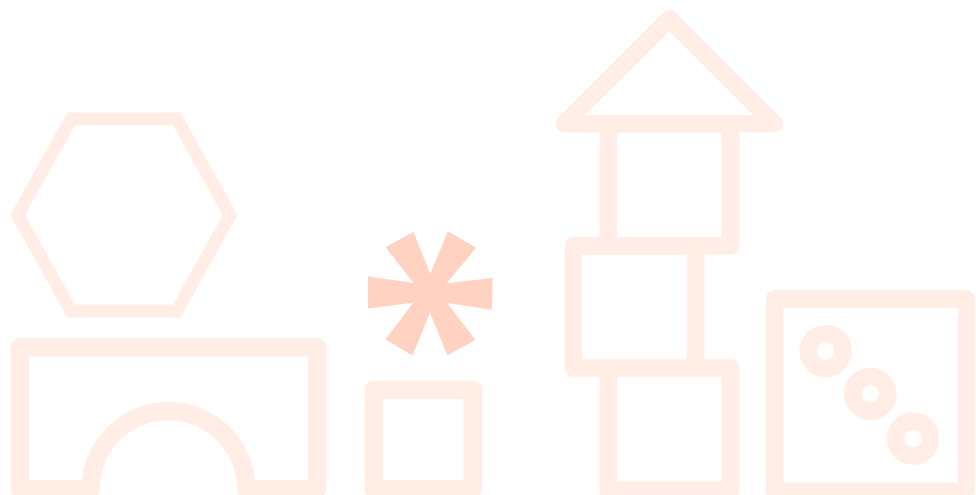
Routine activity	Definition
3.2 Learning centre time	These are spaces in the ECCE setting where children have materials and resources organized by topics that foster their development. It is a specific time for children to explore toys, books, art materials and to read. Depending on children's caregiving routines, it can be individual or in groups. The workforce, for example, can enjoy a few minutes with children younger than 6 years by sharing a picture book, using a sensations table or introducing them to art materials. Before they are 1 year of age, children can draw with tempera or play with some toys at the learning centre. Other ideas are included in Resource 5 Portfolio of suggested pedagogical experiences.

## 2. SUGGESTED ROUTINE ACTIVITIES FOR AGES 2–5 YEARS

Routine activity	Definition
1. Arrival and goodbye times	Time when children enter the room and join other children or when they prepare to go home.
2. Large and small group time	These are activities carried out with the whole group at once, but it can include working in small groups. For example, welcoming time, story time and outdoor time.
2.1 Welcoming time	First activity of the day with the whole group. It is the time to make decisions as a group (what activities they will play, what topics they will learn, etc.) and synergize with the day and each other. The ECCE workforce implements activities to make children comfortable, for example, a free conversation around what they did at home yesterday. In many contexts, it is called the 'assembly'.
2.2 Story time	The teacher tells children a story on any theme, and children enjoy listening to the story. It is the time to learn about new words and language and explore books. When it is possible, it is recommended to do this twice per day.
2.3 Outdoor time	Children visit the outdoor playground or outdoor area where they can move, exercise and play. During this time, movement becomes the primary source of learning and development.



Routine activity	Definition
<b>3. Small group time</b>	These are activities carried out in groups and based on the interests and needs of the children (group or level). For this purpose, the teacher can use learning centres and specialized tables.
3.1 Learning centre	These are the dedicated learning spaces where children have access to variety of learning materials and resources organized by topics that foster their development. They are spaces for free play and directed activities. Examples include a construction centre with building materials, cubes, boxes, bottles, Lego, puzzles, meters, rulers and maps, among others.
3.2 Specialized tables	In contrast to the learning centres' time, during specialized tables, the teacher creates and names a 'special table' according to the pedagogical experience they want to implement. For example, they can create a 'splash table' to explore materials and mix them. An 'experiment table' to do experiments, among others. To conduct this routine activity, the children are divided into small groups.
<b>4. Caregiving time</b>	It is the time when basic children's need are attended. This includes meal and rest times.
4.1 Snack and meal time	At this time, children eat and talk about food and their likes about special food items.
4.2 Rest time	This applies only in the case of services where children spend several hours or a full day. It is the time for children to rest, considering that resting is important to improve well-being, memory and enhance what children have learned.





### 3. SUGGESTIONS TO ESTABLISH A SEQUENCE AND BALANCED ROUTINE – AN EXAMPLE OF A ROUTINE

Here are some suggestions to define learning routines in terms of how to incorporate and balance the different routine activities with the children during the day.

#### For babies and small children (aged 0–2 years)

##### Insights



1. Because infants and toddlers have not yet developed the ability to manage their feelings and behaviours and are totally dependent on adults, **the best option is to create a daily routine based on a responsive caregiving routine to support their learning and development.** This means: First, meet their care needs as they arise and, second, include other activities as children become available and interested.
2. Know the rhythm of each child – recognize their needs when they manifest and recognize how these needs are communicated and create individualized routines. Time is not the important factor but the order of the events. Daily routines should flow consistently. When children know the sequence of activities and become adjusted to the routine, they will display less disruptive behaviour.

Not all babies and toddlers will be doing the same thing at the same time, but as much as possible, they will experience the same order of events. Adapt if one baby needs to eat or sleep earlier than others. For instance, some babies may take several short naps throughout the day, while others may take one or two longer naps.

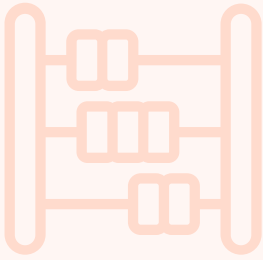
##### Sample of a learning routine

The caregiving times will take place during the days based on children’s needs. The routine in a four-hour service could look like:

LEARNING ROUTINE FOR CHILDREN OF 0-2 AGE		
Caregiving activities (eating, resting, diapering....)		
Greeting time	Permanent simultaneous learning scenarios, including (floor time, interest centres...)	Good bye time



### For babies and small children (aged 0–2 years)



“Permanent simultaneous scenarios” include two or three permanent proposals in the environment from which children can choose – going back and forth or carrying and moving material from one side to the other- according to their interest and with teacher’s support. While the teacher accompanies the children activities through these scenarios, this strategy respects their interest. If this approach is not possible, think about some mobile proposals that involve the children (when possible) in their installation. For example, the ECCE setting can always have ramps to climb, books to explore, spaces to paint and draw, and dolls to play with, or the centre can set them up and move around according to the possibilities (Violante, R. 2014).

### How this works within a regular day



Ngoc Minh is 10 months old. She arrives and after greeting time, she has her meal. Afterward, the ECCE teacher wants to explore sounds with the children, but after 12 minutes, Ngoc feels tired and wants to nap and the teacher helps her sleep. When she wakes up 45 minutes later, some other children are sleeping, and others are engaging with books and stories. She joins the activity and explores the books. The ECCE teacher reads a book to everyone. But some children are by themselves exploring or taking other books. In the meantime, Ngoc Minh needs to have her diaper changed. While the children keep exploring books, the ECCE teacher or assistant tells her about the book she was exploring (she will talk, explain etc.) and, if possible, lets her take it to the diaper area.

In the beginning, the ECCE teacher must respond to babies’ care needs on demand, which means following the babies’ cues for feedings and diaper change, etc. Over time, they will gradually respond naturally to schedules. Teachers should talk with the parents and agree on a schedule that matches what they do at home.

## For children aged 2–5 years

**Plan a strong start**

- ✓ The first few minutes with the group should focus on making children feel welcome, safe and confident. Emphasize emotional support and be generous with words, hugs and cuddles (or culturally appropriate ways of being affectionate and caring).
- ✓ At first, implement the greeting time and, in some cases, mealtime (children will have to start the day with breakfast).
- ✓ Then implement welcome time: sing, talk and communicate clearly about the day. Tune children in with the day and the activities they will have.

**Plan a balance between large and small-group learning**

- ✓ Have at least one hour of small group time, but the more, the better. Distribute this according to different suggested times, such as free play in the learning centres (40 minutes) and small group time in the experiment specialized table (20 minutes). Highlight the opportunity for numeracy and scientific thinking.
- ✓ Have at least one-story time per session. It is ideal to plan for two sessions (each 15–20 minutes). Emphasize language experiences and activities that prepare children for reading and writing.
- ✓ Have at least 45 minutes of outdoor time (distributed between free, directed and semi-directed play).
- ✓ If the workday at the facility lasts more than six hours, increase the individual work time to two hours.

**Implement some charming rituals during the day**

- ✓ After lunch, provide a few minutes of outdoor or indoor free play and then move to a quiet space to anticipate a nap.
- ✓ Use structured transition strategies.
- ✓ Close the day with a ritual. To close the day, assign responsibilities to organize and clean up as a closing ritual.





## Resource 2 Pedagogical practices – With suggestions on learning environment and transitions

click on the resource title to go back to the recommendation guide

Here teachers will find recommended practices at each routine activity to enhance learning. It includes a list of suggestions to improve learning environments and promote smooth transitions.

### For babies and small children (aged 0–2 years)

#### Greeting time

It is the moment when children join the group.

#### Practices – pedagogical strategy

1. Greet the children enthusiastically.	The workforce can create a special greeting to use daily (handshake, fist, high-5 and eye contact), sing a song with children's names or handing out a welcoming toy previously made by the group.
2. Model the children's language and emotions.	Use such phrases as: "You know what to do." "I know being in your parent's arms is cosy, but let's hug your parent, and we can go together to remove your jacket and say goodbye again until they come in the afternoon."
3. Ask the family about their child.	For example: How the child slept, ate, mood or any significant thing that has happened.

#### SUGGESTIONS



##### Environment

- Have a special place for welcome toys. Use objects to comfort children.
- Create rich, welcoming landscapes using different fragrances, sounds, and textures (use children's cultural context)



##### Transition

- If there are problems with saying goodbye, try different strategies:
- Let the parents take the child to the room. While parents are sitting in the room, the teacher can make the children comfortable by playing with them.
- Communicate clearly that the parent will return. Never allow the family to sneak away.
- Create a goodbye ritual every day: a special hug, 5 minutes of play, goodbye kiss, among others.



## Caregiving time: Diapering, toileting, naps or quiet time and mealtimes

Caregiving routines should always be met first and foremost and conducted when needed and not at a specific time. Children respond and develop best when teachers respond to their needs rather than trying to get children to fit a set learning schedule.

Practices – pedagogical strategy	
1. Help children understand their experiences by talking to them about these.	<p>Use such phrases with babies as: “I bet you’re hungry?” “You feel wet and we’re going to change it, so you feel more comfortable.”</p> <p>With older children, use phrases such as: “You’re feeling cranky because you’re tired. It’s time for a nap.” “Sometimes we feel sleepy after having lunch. What do you feel? How about you take some rest?”</p> <p>Repeat this every day and use different words.</p>
2. Have a one-on-one interaction.	<p>Caregiving routines are an opportunity to sing a song, play peek-a-boo, ask questions, explore the body, name body parts, play riddles, etc.</p> <p>Make eye contact, smile and talk about things that are going on. For example: “Let’s do this ... first.” “I’m going to give you some...” “This is a sho...(e).” Let them complete the words, for example: “I’m going to give you an apple...” “Look, you’ve got your green bird...on.”</p>
<i>Mealtimes</i> 3. Let children explore the food.	<p>When children can sit and grab food by themselves, let them take the food by their hand. Slowly put them on cutlery. Invite older children to eat together.</p>
<i>Diapering and toileting</i> 4. For children using diapers, check and change at least once every two hours or more. For those learning to use the toilet, support them to use it.	<p>Children in diapers should be checked and changed (or asked to try to go to the bathroom) at least once every two hours or more. Change the children always if they have soiled themselves.</p> <p>For children learning to use the toilet, sit them on the potty after they wake up or 40 minutes after drinking liquids. Support them to sit on the potty for a few minutes a few times a day and let them get up if they want to.</p>
<i>Quiet time or napping time</i> 5. Define a quiet song or lullaby to signal the beginning of nap time.	<p>When it is possible, gently massage the body.</p>



**SUGGESTIONS**



**Environment**

- Use pictures that show routines like sleeping or diapering so children can anticipate what will happen next.
- Include pictures with easy steps to do some routine activities, for example: 3 steps to wash hands or dress.
- Create a comfortable and cosy space to develop these routines. Use the available space with flexibility. Try to establish when is possible a place for diapering, a place for eating and a place for napping so the children will start to understand and make spatial relations.



**Transition**

- Songs to accompany routines reduce stress during transitions and make these experiences more enjoyable for children and teachers.
- Anticipate the instructions to be given to the children. For instance, mention key phrases before providing the final instruction so that the children know there will be a change. Use such phrases as: "In two minutes, we will have your belly time." "After playing here, we are going to go to rest."
- Play every time the same games or activities before or after the activity.
- For example: stretching the body (ankles and arms) after a nap or going to the window for five minutes after waking up.
- As children get older, give them choices around the schedule. For example: "Would you like you're to wear your shoes now or in two minutes?"
- Use some rituals activities in anticipation of nap time.



**Large and small group time**

According to the caregiving dynamics, large and small group activities with babies and small children should take place. The important thing is to have individual moments with the children and time to share with others. These individual and group moments are essential.



**Floor time**

It is the time to develop activities on the floor and play indoors and outdoors, alone and in groups. It will depend on the age and timing of the children in their caregiving routine.

Practices – pedagogical strategy	
1. Sing songs together.	For example, songs about the body or animal sounds. Explore materials and objects while doing it.
2. Accompany them to move through space.	Accompany children to sit, walk, crawl, roll, reach objects, make noises, talk and give words to them.
3. Change their position and location often.	Change children's position as they build developing skills. For instance, from tummy time to sit and crawling.
4. Give individualized time to each baby.	Give children a couple of minutes of direct interactions.



## SUGGESTIONS



### Environment

- Create a safe space where all children can be together. An infant room should have many soft mats or fabrics on the floor to prevent injuries as children begin exploring their environment.
- Tailor the space according to the activities to be promoted, for example, hide some toys so children can find them; place toys so children can reach them using short movements; use sensory materials, such as rice tables, different fabrics, sponges, paper balls; create obstacles and tunnels with boxes and cushions.
- When outdoors, place blankets or mats and make sure it is not too hot or too cold for the children to play comfortably. When is possible, leave them directly on the grass or the ground to experience new sensations.



### Transition

- Sing a song to change the activity. Having the same song every time will help the children ease with the change and allow them to anticipate.
- Find out what song they like and select it. For example, a song about animals or the weather to go outside.
- Talk about the change that is coming, for example: "It is time to go outside." Offer options like: "Would you like me to put your hat on you, or would you like to do it?" "Would you like your hat now or outside?"



### Learning centre time

It is a specific time for children to explore toys, books and art materials and to read. Depending on children's caregiving routines, it can be individual or in groups. It is especially recommended for children aged up to 9 months.

Practices – pedagogical strategy	
1. Offer learning centres for small children.	It is recommended to have at least three learning centres for babies: the literature centre, building centre and art centre.
At the literature centre: 2. Accompany to read and explore the books.	Allow children to choose a book and turn the pages – when they are too small, help them.  If they point out or observe something that catches their attention, talk about it, tell them what it is, where they are, what it is for, the colours, etc.  Read with them pointing to the words.
At the art centre: 3. Let them explore art: music, painting, writing, drawing and colours.	Provide materials for the children to explore freely. Accompany them by exploring colours and expressing their ideas. Always accompany conversations about what is happening and the emotions that may emerge.  <b>CAUTION:</b> Workers should refrain from correcting what the children have drawn because this sends a message to them that their artwork is not as good as the teacher's work. Children should be encouraged to draw whatever they feel like drawing. Praise their creations.
At the construction centre: 4. Play with building materials, such as blocks, buckets, cans and jars.	Play at stacking and collapsing towers. Allow the children to put things in and take things out, to build, etc.



**SUGGESTIONS**



**Environment**

- Have a comfortable space with books in one place, for example, low shelves that are easily visible and accessible to the children or on the floor. Make sure books are safe and cannot cut a baby's finger (sharp pages).
- Give different materials and colours: recycled, natural, from home, toys, boxes, etc.
- Arrange the materials for artistic exploration so children can reach them and decide what to use.
- Cover the floor with paper for painting.
- Rotate, change and include new materials to maintain children's interest and surprise.



**Transition**

- Open the learning centre activity with a song, such as before a book or art exploration.
- Use memorable phrases to start and finalize the explorations, for example: "Once upon a time..." "This story was blown away by the wind..."
- Close the books one by one and use such phrases as: "It is the end. It is over." Or with your hand, make a 'bye-bye' movement.
- Group experiences, such as song time, dancing, or reading books, can work well for older children if they can choose whether to participate.
- Group meetings should be time-limited, flexible and consider the individual interests of all children.



**Goodbye time**

**Practices – pedagogical strategy**

1. Get the baby or small children ready.	Tell the children that the day is over and that they will start again tomorrow.
2. Talk to the parents.	Talk about what happened during the day. Tell the parents as if speaking for their baby what was done during the day: "We went to the park." "We played to find objects under the blanket." "We read about turtles."

**SUGGESTIONS**



**Environment**

- Have a quiet space for children to interact, play or wait as needed.



**Transition**

- Create a farewell song or a high-energy hug that will last until the following day.



**For children aged 2–5 years**

 **Arriving time**

It is the moment when children join the group.

Practices – pedagogical strategy	
1. Make a special greeting with the children.	Propose one that empowers them and reinforces the bond with the teacher.
2. Guide the children on the steps to follow while the other children arrive.	For example: remove shoes, hang jackets and leave the snacks they bring home on the table.
3. Let the children play while waiting for the others to arrive.	Plan quiet and low-intensity play.
4. Talk to the families about their children.	Ask questions like: “How was the night?” “How was your morning?” “What did you talk about with your child? Is there any update about your children or the family I should be aware of?”

**SUGGESTIONS**



**Environment**

- Place steps on the floor for the children to line up on and make the greeting. Differentiate these steps with a unique colour.
- Display pictures with instructions on what to do after the greeting. Posters should display indications: remove the shoes, hang the jacket or other clothes, wash hands, among others.
- Create rich, welcoming landscapes using different fragrances, sounds, and textures (use children’s cultural context)



**Transition**

- If a child does not want to say goodbye to their parent: Invite the parent to join an activity, with the agreement that they will leave after a few minutes.
- Guide communication between parents and children. Suggest phrases such as:
  - “Before I leave, do you want me to help you wash your hands and hang up your jacket?”
  - “Before I leave, we can either look at this book or take off your shoes while we sing a song. Which do you prefer?”
  - “When I come back later, do you want to go home or to visit grandma? What do you think?”



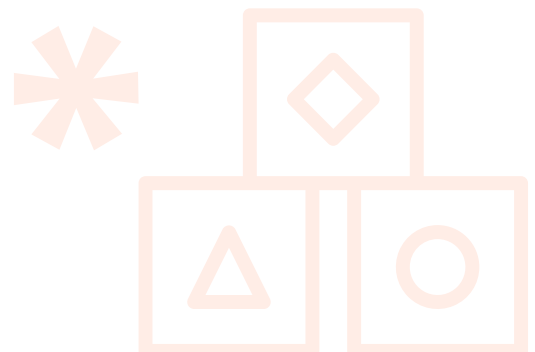
## Large and small group time

These are activities carried out with the whole group at once in large and small groups. The three most important are: welcoming time, story time and outdoor time.

### Welcoming time

It is the first activity of the day with the whole group. It is the time to make decisions as a group (what activities they will play, what topics they will learn, etc.) and synergize with the day and each other.

Practices – pedagogical strategy	
1. Bring the children together.	Invite them to gather as a group.
2. Implement a social-emotional game to relax and focus.	For example, conduct a breathing in and out game, send a message using the 'broken phone' game or practise some yoga positions.
3. Establish a conversation with the group.	Ask the children questions like: "What happened at home last night?" "What was the most important thing we did yesterday?" Ask who first wants to answer and then ask directly to the children who have not participated: "Fatima [for example], what did you do last night?" The ECCE teacher can also use questions to recall funny moments from the previous day or amazing discoveries, such as: "Who can remember how we planted the plants yesterday? That was fun! What do you remember?"
4. Remind the group of the day's routine: what activities they will do first and next.	Use mathematical concepts to communicate, such as: numeration, which is the process of writing, reading and naming numbers, for example: "We will do first, second..." Or, "Let's count one, two..." To be done before and after a length of time. Use phrases like: "We are doing so many things." "We are super busy people." "We are so smart and can do so many things," "We will learn a lot today." Make the children understand that the older they are, the more things they can achieve.
5. Give instructions to move on to the next activity.	Promote a smooth transition.





**SUGGESTIONS**



**Environment**

- Define a special place for the extended group meetings and mark it out. Innovate changing places based on what you want to discuss.
- Create a comfortable space where all children can sit in a circle.
- Symbolize the meeting rules by placing something in the centre.
- Choose a toy that symbolizes who is the one talking. The child with the toy in their hands is the one who will be speaking.



**Transition**

- Create a meeting call to indicate it is time to gather as a group. It can be the sound of a drum, a trumpet or a good morning song that includes movement or awakening.
- Play the song, start the dance and gradually motivate and bring the children into the circle.



**Story time**

It is the time to enjoy reading and learn about the world of words and language. Make it twice per day when possible.

**Practices – pedagogical strategy**

1. Choose the book to read together.	Allow the children to choose between two or three books. Try to display books for children to choose that has less text – one to three lines per page, with a large and bold font, with big pictures and short stories, keeping in mind the attention span of children.
2. Talk about the cover page, the story and the authors.	Talk about what the story is about, for instance, speak about who the main characters are. Ask the children what they think about the story.
3. Make pauses while reading and encourage children to be active participants rather than passive listeners.	Ask open-ended questions that provoke higher-order thinking among children. For example, “What do you think is happening next?” “What do you think about a particular character?” “When have you felt the same?” Do not use yes-and-no questions.  Show the illustrations and talk about them.

**SUGGESTIONS**



**Environment**

- Innovate and change the place where story time takes place. For example, make story time under a tree, near the garden or under the clouds. Create according to the physical area’s possibilities and the children’s preferences.



**Transition**

- Give the children the option to select the book.
- Walk together to the reading place by walking in line pretending to be a train or an animal or holding hands.
- Play the transition song.
- If children are not engaged in reading, make an agreement with them, for example, let them explore other books independently but in one place.





### Outdoor time

It is the time to visit the outdoor playground or outdoor area where the children can move, exercise and play. During this time, movement becomes the primary source of learning and development.

Outdoor time takes place when it is possible and based on the context, for example, consider pollution, temperature (too high or too low) and availability of large spaces.

Practices – pedagogical strategy	
1. Promote directed or semi-directed activities.	Encourage the children to explore their environment; search for objects of interest; run towards a goal; catch, kick and throw a ball towards a target; walk at different speeds; dance; and jump through an obstacle course, etc.
2. Give instructions, observe and interact when necessary.	Use questions, such as: “What did you find?” “What is that?” If conflicts appear, ask children to go over the game’s rules and try to explain what happened. Help children find the words to communicate with each other.
3. Promote free outdoor play.	Let children explore and play on their own. Let them run and climb.

### SUGGESTIONS



#### Environment

- Place steps (with a unique colour) on the floor indicating how and where to go in and out.
- Place a picture of expected behaviours that children are to have outside. For example: care for the space of others; help each other; keep voices in a medium tone; go inside when the call comes.
- When defining expected behaviours, avoid saying “no.” Instead, promote what they should do. For example: Rather than telling them to NOT yell, tell them to “keep their voice at a medium level” and practise the different levels of voice pitch with them.



#### Transition

- Line up to go outside and inside. Create funny movements inspired by animals or objects, like ants, trains or worms.
- Implement a special calling that indicates it is time to go inside. For example, use interesting objects like a horn or a drum.





### Small group time

These are activities carried out in small groups and are based on the interests and needs of the children (group or level). The two most important are learning centres and specialized tables.

### Learning centre time

These are spaces in the classroom where children have materials and resources organized by topics that foster their development. These are spaces for free play, free choice, and directed activities. Examples include a construction centre with building materials, cubes, boxes, bottles, Lego, puzzles, meters, rulers and maps, among others. For more instructions, check Resource 4 Suggestions to create learning centres.

In case there is a shortage of space, the learning centres (which could be called the 'learning corners') can be made flexible to create a space for children to sit in small groups.

Practices – pedagogical strategy	
1. Distribute the children in the learning centres or let them choose the one they want to go to.	Write their names in cardboard and ask them to post their names in the centre. In a week, everyone should have played in all centres. When they are older, children can write their names with the support of the teacher.
2. Observe the children as they play and converse with children directly.	Encourage children by praising them and asking open ended questions such as: "Wow, how awesome! What are you doing?" "What if we ...?" "Why do you think that happened...?" "What do we do if we want to...?" "When will it be ready?"
3. Provide children with some directed activities.	For example, suggest using the materials in special ways; build a block tower; follow a pattern. The children will soon play with these suggested activities independently.

## SUGGESTIONS



### Environment

- Build learning centres. Examples are found in Resource 4 Suggestions to create learning centres.
- Write down the name of each centre. Some resources and play materials can be labelled so that the children relate the written word with the objects.
- Separate each learning centre from the others. Work with the community to build things to divide the space when these are not provided. Another option is using fabrics or mobile furniture to separate spaces.
- Include cushions, chairs, tables and storage areas. Arrange the materials excitingly and provocatively. For example, before the children use the centre, build a tower with various colours, organize drawing materials, draw a picture about something, place books open or in different places, create costumes and hang them.
- Continuously change the materials in the corners to maintain interest levels among children. This can be done once or twice a month.



### Transition

- Give children their name tags in a carton and have them glue it to the centre of interest they want to be.
- To create groups, display the children's names per group on a poster and give them instructions on where to go. If possible, make groups with a maximum of five children.
- Non-verbal cues are excellent methods to smooth the transitions. For example: use a whispery voice, whisper in a child's ear to mark that time is coming to an end or turn off the light to indicate that the children must finish the activity.



## Specialized table

To conduct this routine activity, divide the children into small groups. In contrast to the learning centre time, during specialized tables, the teacher can create and name for 'special tables' according to the pedagogical experience they want to implement. For example, they can create a 'splash table' to explore materials and mix them. An 'experiment table' to conduct experiments. A 'cooking table' or an 'art-attack table' to encourage creativity among children. The ECCE workforce can create as many tables as they need. Keep in mind that 'table' is just a name, it is a way to the space in a creative way. For example, if there are no tables, use the floor and put a piece of large paper or fabric to conduct the activities.

Practices – pedagogical strategy	
1. Divide children into groups.	One possibility is to divide children according to their level and age.
2. Place the tables, paper or fabric and other material on the floor.	Tell the children which special table they will be working and playing at today.
3. Agree on the duration and allowed behaviours.	For example: "It is a time when we all do the same activity and support each other." "We have three basic rules: share with the other children, observe what the others are doing, be kind."
4. Deliver instructions clearly and demonstrate.	To deliver the instructions, use different methods: talking, drawing and writing, showing a sequence, etc. Always demonstrate what is expected.
5. Rotate through the groups.	Show the children the instructions and talk to and accompany them in the activity. Do not worry if children of other tables are not following the instructions. Let them and when it is their turn, just guide them and help them to reflect on what they were doing.

### SUGGESTIONS



#### Environment

- This strategy can take place in the same space where the assembly is held, but the space is arranged with tables to work in groups.
- It can also happen at the tables of the learning centres, on the floor, outdoors, under trees, in the garden (this depends on the available space and the activity)
- Set a place in the room (a wall or corner) to display the children's work or to leave the experiments while they take place. A place easy to access and that children can co-construct.

#### Transition

- Turn off the light to indicate that the day is over or play the transitional song to indicate that the activity will be over.
- Perform this activity at the end of the day because it will require time for cleaning.
- Encourage children to help in putting the materials they used back into the cupboard.



### Caregiving time

### Snack and lunchtime

At this time, children eat and talk about food.

Practices – pedagogical strategy	
1. Give instructions to the children.	For example: "First we are going to sit down, and then wait quietly."
2. Talk with the children during the meal.	Use questions, such as: "Who remembers what we ate yesterday?" "What colours of food are we eating today?" "What do you think about the texture and taste of the food? Is it sweet or salty?" "Do you know where these foods come from? Do you know other ways of cooking them?" Do it calmly and remember that the main objective is to eat.
3. When the children finish, encourage their classification skills.	For example, promote the organization of cups by colour, with cups in a tower of five, six or seven pieces, cups in a straight line of five, six, or put plates based on size. The instruction can change according to the week and the available objects.

### SUGGESTIONS



#### Environment

- Display picture cards to indicate how to eat food and what children must do when finished.
- Use picture cards with steps indicating how to wash hands in the washing area or toilet (before and after eating)
- Propose have meals outdoors or make picnics where all share responsibilities.



#### Transition

- Before: Instead of sending all the children to wash their hands simultaneously, send them in groups. Meanwhile, keep the rest engaged with songs or discussions. Send the next group when the first group of children starts to return.
- During: Sing a song before start eating.
- After: Promote 10 minutes of free play when things are organized, and everyone is ready.



### Rest and nap time

Resting is important to improve well-being, memory and enhance what children have learned. This routine activity applies only for the services where there is an arrangement for the children to several hours or full day.

Practices – pedagogical strategy	
1. Prepare the nap space.	For example, children go to the toilet, pick up the mat and blanket, take off their shoes, lie down on the mat with the blanket and listen to quiet music.
2. Create individual and quiet activities for those who do not want to sleep.	Don't force children to sleep. Create individual and quiet activities, such as play stamping, painting in silence or listen to soft music.



### SUGGESTIONS



#### Environment

- Show in pictures the steps to perform the nap or rest time (organize the mat, get comfortable, sleep, wake up and put the mat away).
- Place signs indicating where the mats and blankets are located.
- Create relaxing nap environments using different fragrances, sounds, and textures (use children's cultural context)



#### Transition

- Prepare a ritual to anticipate the nap.
- For example, if the children have lunch, give them some free play time to improve digestion and then follow with nap time instructions.
- Play soft music that announces the time to prepare for a nap.



### Get ready to say goodbye time

It is the moment when children prepare to go home.

#### Practices – pedagogical strategy

1. Provide instructions to say goodbye.	Tell the children what they have to pick up or set up. Provide free play activities to do while families arrive, such as exploring books, stamping or playing with some toys.
2. Review the day with parents.	Share observations with the family and provide them the necessary information. Some examples are: what concepts they worked on today, what words they learned, what caught their attention or what they were interested in.

### SUGGESTIONS



#### Environment

- Display the steps or cards on what to do and distribute roles to clean the space.



#### Transition

- Encourage the children to collect and organize the toys back into the cupboard.
- Give different responsibilities to different groups each day. One group collects toys, while another group clean tables.



## Resource 3 Support for children struggling with transitions



click on the resource title to go back to the recommendation guide

Here are suggestions to support children who are struggling with routine transitions.

### SUGGESTIONS

- ✓ Identify the transitions where children have the most difficulties.
- ✓ Talk to them and their parents and identify the leading causes of the discomfort or difficulties.
- ✓ Assure individual communication with the children when the transition will happen. Make an extra anticipation step with them. Ask them directly and gently what the next step is.
- ✓ Create a special ritual with these children. Enrich emotional loads moments using things they do at home, such as a particular song they like to sing with their mother or a special 'thing' they do with their father.
- ✓ Give a child an important job during the transition. For example, they will help to set the table, inspect the interest areas to make sure they are clean or give the other children transition warnings when it is the time to change the activities.
- ✓ Give 5 more minutes.
- ✓ Provide specific and positive feedback when a child navigates a routine successfully.





## Resource 4 Suggestions to create learning centres

[click on the resource title to go back to the recommendation guide](#)

### SUGGESTIONS

Every learning space should have at the least:

1. A construction centre where children can play with blocks, clipboards, maps of the world, the country and the local area, among other things.
2. A literacy centre where children can access different storybooks and picture books and enjoy literature.

Children also love the centres that emulate everyday life situations using materials for pretend play, for example: a kitchen centre (with recycle food packets, plastic bottles and recipe books) or a store centre (with price lists, pretend money, signs). Or create a drama centre (with old clothes or accessories), where children can dress up and play.

To create one of these centres, invite children to participate and co-construct, when possible:

1. Define the space in the room and a strategy to differentiate it. It can be the corners of the facility. Think about how much space each learning centre will need: Some activities need more space than others and the number of children who can play in each centre will depend on the availability of adequate materials and space.
2. Build the learning environment of each centre. Name it and consider a way to differentiate it from other spaces.
3. Arrange the working material in a provocative way and according to the age of the children. Families could donate materials such as used things that are no longer in use and that are safe for children. For instance, old clothes, hats or home appliances that are not in use. Keep in mind that the items should be safe for children.
4. Introduce the children to the centres and the rules of use.
5. Practise free play or small group-directed activities in each centre. Working with children in the centre is the best opportunity to approach each child individually, observe, accompany and have a conversation.

The ECCE teacher can allocate 20 minutes for each learning centre: The teacher can lead an activity in this centre, such as a pattern construction activity in the construction centre, while the children engage in free play in the other centre.



## Resource 5 Portfolio of suggested pedagogical experiences and activities

click on the resource title to go back to the recommendation guide

With this portfolio, teachers can find inspiration to define what activities to conduct every day in each of the specified routine activities. It is a useful resource to orient teachers on what to do with the children. These activities are organized by three types of pedagogical experiences that are important for emphasizing skills but comprehensively promote children's development:

1. Experiences to explore and experiment
2. Experiences to create and share narratives
3. Experiences to know oneself and others

For each of the experiences, it is recommended to develop activities according to a set of 19 learning practices essential to promoting learning in the early years, including foundational and thinking skills.

 <b>EXPLORE AND EXPERIMENT</b>  click on the practices for learning to go and explore them	 <b>CREATE AND SHARE NARRATIVES</b>  click on the practices for learning to go and explore them	 <b>KNOW ONESELF AND OTHERS</b>  click on the practices for learning to go and explore them
<b>1</b> Explore textures, colours and objects	<b>8</b> Tell, sing and read stories	<b>13</b> Encourage and nurture interests
<b>2</b> Explore spaces and location	<b>9</b> Recognize the letters	<b>14</b> Recognize and talk about emotions
<b>3</b> Search and collect	<b>10</b> Familiarise with new words	<b>15</b> Create and use tools to manage emotions
<b>4</b> Sort, classify and make categories	<b>11</b> Play with the words	<b>16</b> Recognize someone else's needs and interests
<b>5</b> Explore change and transformation	<b>12</b> Imagine and remember to make literary products	<b>17</b> Play traditional games
<b>6</b> Solve problems		<b>18</b> Dance and create choreographies
<b>7</b> Build together		<b>19</b> Enjoy free art

These activities are grouped according to the children's age. The age is a reference – if a child finds it too easy, try the next-age activity. If a child struggles, make it easier.



**NOTE:** To be effective and for building a conceptual understanding among children, teachers should implement these activities several times during the academic year – one time is not enough.





### Suggestions on the organization and intensity of the experiences

Children aged 3–5 years should have the following intensity of narrative experiences:

- ✓ In a 3-hour ECCE programme, dedicate 40 minutes to narrative experiences.
- ✓ In a 5-hour ECCE programme, dedicate 60 minutes to narrative experiences.
- ✓ In a longer ECCE programme day, dedicate 90 minutes to narrative experiences.

The ECCE workforce must remember that activities are flexible and are organized according to the dynamics of the children. They should let the children choose activities. When teachers mix their own knowledge with new ideas, their teaching quality improves.





## Experiences to explore and experiment



click on the title to go back to the practices for learning menu

Through these experiences, children learn about their environment and how things work. These are activities to discover the world using objects, numbers and situations they find in their daily lives.

Explore and experiment means that children identify, observe, collect, manipulate, make relationships, ask questions, hypothesize and propose solutions. For example, nature – with its plants, food, animals and ecosystems – is an extraordinary setting for these types of experience.

These experiences primary emphasize children's executive functioning skills which includes memory and attention, but also promotes curiosity, imagination, numeracy, problem-solving skills. As a complement to the primary outcomes, these experiences also strengthen fine and gross motor skills, specialized vocabulary and communication with others and with nature.

### Practice

1

#### Explore textures, colours objects.

■ **When children discover textures, colours and objects, they strengthen their brains and stimulate their neuronal connections. It facilitates the understanding of different concepts, such as shape, size, colour and weight.**

#### For ages 0–2 years

##### Introduce new sensations

Introduce to the children: different fragrances (for example, water scented with cinnamon, turmeric, coffee, tea, roses); different temperatures (for example, ice, a cool and a warm towel); different textures (for example, soft, hard, rough using different fabrics, natural materials or cooking ingredients); different tastes of foods (for example, acid, sour and bitter).

Encourage manipulation of all the above. Describe with words and ask questions. Establish a rich dialogue with the children.

##### Manipulate plants and objects

Introduce to the children new objects and mix them with others previously shared. For example, encourage manipulating plants with smells and tastes, like spices: oregano, bay leaf, cumin, basil, mint or chamomile.

Offer interesting objects to explore, for example, a ball of sticky tape or a wooden spoon and a metal spoon to touch and compare. Let children feel the difference between old and new things or an object that looks similar but has a different use, such as a hairbrush and a toothbrush.



## For ages 2–4 years

### Explore materials and mix them together

Explore materials, such as water, flour, sand, soil, branches and rocks. Talk with the children about their similarities and differences.

Put these materials in different containers, and with the children play a guessing game. They will try to guess different things with their eyes closed or covered with a cloth.

Put the same amount of materials in different trays or containers. For example, two handfuls or two cups of each material, and let the children discover the weight of each tray. Discuss which weighs more and why. Play a game of making each tray or container weigh the same and discuss why some trays that have more material than others weigh the same?

### Mix and create

Show mixing of some materials such as flour, sand or soil with water and discuss the differences. Talk about the transformation of material from powder to the dough. Build shapes with dough, such as balls, sticks and squares, and talk about these shapes while looking for similar shapes in the space where they are playing.

Create paintings with natural paints, such as from turmeric or flowers, or colour with water and paint. One idea is to paint the shapes they have learned.

## For ages 4–5 years

### What is it and what is it for?

Choose any occupation from the area where children live (for example, from a family member or the neighbour). Recognize the objects that are common to that occupation, such as the most important object that a rice farmer, a milkman or a house cleaner use.

Another idea is asking the children to bring from home objects that are no longer used, such as a telephone, a radio, a machine, a pot or a pan (with the permission from their parents). Explore together their parts (shape, size, colour, weight, functions). Draw the objects with their shapes and colours and play at drawing from different perspectives, such as from the top, from in front, from the bottom.

The children can play at creating fantastic worlds with these objects and incorporate them as part of their learning centres.



**Practice****2. Explore spaces and location**

**When children use spatial concepts, such as up and down, front and back, inside and outside and right and left, and movements, such as put in and take out and open and close, they develop concepts for space exploration and measurement comprehension. It strengthens their working memory, abstraction capacity -or capacity to understanding concepts that are not tied to physical objects- and problem-solving skills.**

**For ages 0–2 years****Objects in a box**

Place different objects in a box and allow the children to take them out and put back in. Open different-sized holes in the box so the children can try to take them out and put them in.

Introduce the objects to the children: “What is it?” “What colour is it?” “What is it for?” “Who uses it?”

**Exploring faces**

Explore with the children the different parts of the face: eyebrows, eyes, nose and cheeks. Accompany the process with such phrases as: Where is the mouth? Where is the nose? And answers like: It is under the nose. Then move through the space, and while the children watch, keep asking: Where am I? Give (or help) the answer by using a spatial location concepts.

**Explore spaces**

Build a path with obstacles to climb or move with pillows, boxes and sheets. Hide toys under things and make sounds or use balls and objects to motivate children’s movement. Describe the children’s movements using the suggested vocabulary.

**For ages 2–4 years****Objects in a box**

Present a box full of objects and play prediction games, such as guessing how many things are in the box. Ask all the children for their answers and write each child’s answer according to the order of the numbers, starting with 0.

Count the objects together and cross off the answers as they come up. Then, one at a time, ask the children to put an object into the box and count again. Each child will pick up the object according to clues. Give these using location vocabulary, such as right side, behind, on top. For example: “Fatima looks for the small object beside the duck.” Or “behind the bucket.” If the children do not guess, help them.



## For ages 2–4 years

### Positioning objects

Present the box filled with objects to the children and ask them to guess (if possible, with their eyes closed or without looking) what the box contains. Ask each child to take out an object and instruct where to put it using spatial vocabulary, such as: in front of, behind, besides, on top of or underneath. Use the box as a reference or another object, such as a table or chair.

Ask other children where they have placed the object. Help the children in comparing the positioning of the objects. For example, mention which objects are closer and which objects are further?

Play changing the perspective: “The bear is in front of the box,” or “The box is behind the bear.”

## For ages 4–5 years

### Create an obstacle path

The children can create tunnels with boxes, logs to jump over, sticks or ropes for balance, loops for crouching and chairs to climb over or under. Define the order in which they must pass each obstacle using numbers. Count the time each child takes to cross the obstacle and write it on a board or paper.

Increase the complexity by creating instructions for the race. Another option is to play in pairs to reach the goal, defining who goes first and after, or which activities one child does and which the other does. For example, “Junfeng goes through the balance and the chairs and Alice goes through the logs and the balance.”

### Numbers everywhere

For knowledge of numbers, introduce prenumber concepts, such as more and less, taller and shorter, bigger and smaller, using available objects and the children’s bodies.

Encourage counting of concrete objects, one-to-one correspondence or oral addition and reference the quantity and the numeral identification (number symbol). For example, collect objects from the same categories to count, flowers, stones, potatoes, balls, blocks, cups. Then group them according to quantity. If there are cups, put one cup first, stack two cups, then three, then four. Then play with the children to match a card with numbers written on it. Ask which tower has two cups and then place the number two on it, which tower has three cups and then place the number three on it, and so on.

### Playful measurement

Introduce numbers to the children and play at measuring the world around them. These activities should include measurements using body parts and other non-standard measuring instruments (such as a shoelace or a child’s hand) and standard instruments (such as a ruler) measures. Play at measuring spaces and give responsibilities to the groups. “We are going to measure our bodies and the tables, together. What else do you want to measure?” Some will be in charge of some areas, and they will write down on a collective blackboard. They can use their hands, sticks or shoelaces and then compare: “How many hands is a shoelace?” “How many shoelaces does the room have?” “How many hands am I?” “How many hands is your friend?” Help the children by remembering the order of the numbers.

If there is a weighing balance, play a game of weighing objects and ordering them from largest to smallest or from smallest to largest.

## Practice

### 3 Search and collect

When children find objects in the environment, identify and collect them, it strengthens their interests, curiosity and ability to follow instructions and to communicate their opinions. Collecting items supports their interests and knowledge while exercising critical mathematical concepts, such as shapes, sizes, similarities and differences.

**For ages 0–2 years**

#### Take a walk

Take a walk in the garden, look for things, follow sounds or look for whatever catches the children's attention. Accompany the search with letters, words or lullabies related to what they see.

#### Search and reach objects

Search and reach objects that interest the children and respond to their communication efforts. Use words to describe their experience: "You're interested in that flower, let's see it." Or "I'll get it for you."

#### Guess where it is

Take two branches in the palms of the hands and let the children choose the one they prefer. Put a plant in one hand and none in the other and with clenched fists, let the children guess where the plant is. Delight in their discoveries: "You found it!"

**For ages 2–4 years**

#### Let's collect

Take the children outside to collect plants, observe insects or identify other natural materials. Allow them to collect materials freely, for example 10 minutes to collect what they want. Then ask what they collected and why.

Discuss what they found. What is it called? What are they like? Compare sizes and shapes and what is different about them? Include one or two instructions in the activity, for example: collect small or red items and then include long and green ones.

#### Play with our collections

Propose collecting sticks or other items from the outside grounds. Set challenges such as: "How many objects can you carry in one hand?" "How many with the right hand and how many with the left hand?" Ask them to deposit them in one place. Play at lining them up, making the longest line or making shapes like circles, squares and rhombus. They can also play at burying the sticks in the ground and building or play at making trains and pushing them.



## For ages 4–5 years

### Searching in nature

Look for colours in nature for example: How many kinds of green are there (light, dark)? How many kinds of yellow are there? Where are they? Which one is their favourite? If possible, let the children collect them. They can also look for different colours and shapes in nature, and little by little, introduce the notion of line, square, circle and rhombus.

### Create a collection

Create a collection together for the group. A collection is a set of things of the same kind, gathered and sorted according to the collector's interest. They can build a collection of stones, flower petals and boat clippings. Store the collection in a safe place. Eventually, organize an exhibition with the objects.

### Build a botanical album

Build a botanical album: collect plants (leaves, flowers, roots, etc.) and glue them onto a paper. Find the technical and common name for the plants if possible and write together the basic characteristics like size, shape, colour. The children can glue the leaf or flower onto the paper and draw a picture next to it.



## Practice

## 4. Sort, classify and make a sequence

**Children who play to create logical relations between objects following a common criterion strengthen their logical reasoning and thinking. This is the basis for the later development of cognitive skills, mathematics and decision-making. With these activities, they learn to classify everyday materials, such as toys, rocks, leaves, shells, shoes or snacks. They will do it according to different characteristics, such as size, texture and colour, using descriptive words, such as big, round, rough, small, thin, flat, bumpy and heavy, among others.**

### For ages 0–2 years

#### Sort things

Use books or magazines that put objects into categories (for example a book that sort object by colour, animals by size. Although the children won't be able to understand how to sort objects yet, activities like these will help them build this skill over time.

### For ages 2–4 years

#### Match simple things

Play to match simple things. For example, make a row of shoes from big to small and then match their pairs. Increase the complexity by categorizing them: tennis, boots, sandals or arranging them by colour.

Make sets of similar things in the room. For example, put all the balls in one basket, then all the blankets in others. Distribute them and ask the children to organize them. Increase complexity by including new things and sorting features, for example, sorting by colour and size.

#### Make groups

Sort the collected materials from nature into categories or groups. Ask the children to define what kind of categories or groups they want to make, for example: small stones or dry leaves. Then order them from largest to smallest or smallest to largest.

#### Make a sequence

Centre the playing on creating a series or pattern using two characteristics that work together or two things that typically are found together. For example: use everyday objects, such as cutlery, with the spoon and fork forming a pattern. In this case, place a fork, then a spoon and then a fork, and then ask the children what is next: a fork or a spoon? Another option is to play with coloured pastas, such as a red one and a green one. Or use cardboard cards, such as a blue card and a yellow one. Let the children have their material and make their own, created circles or stars to create patterns. When the children have mastered the sequencing skills based on two concepts, encourage them to play with three objects or even four with those who can.





## For ages 4–5 years

### Make groups

Children stand in a line and each has three objects to sort into three containers according to a characteristic. Another idea is to sort materials, such as leaves, flowers and rocks, according to size, shape or colour. Play to organize objects of the same colour but by the brightness or dullness of a colour, which is another option of this game.

### Make patterns

Encourage children to make patterns with objects from nature. For example, make a row with one leaf from tree, a grass, a stick and so on.

## For ages 4–5 years

### Classifying everywhere

Play to classify foods by colour and assign nutritional properties to each colour. Use real foods (borrowed from the kitchen), the snacks the children bring with them or cards and pictures. Ask the children to classify the foods according to yellow, red, purple and green. Sort them according to the brightness or dullness of a colour.

Each colour brings health benefits. No colour is superior to another. The most important thing is to balance all colours; remember that this is a pedagogical strategy. For example: Red: protect the prostate, the heart and the lungs. It has a lot of vitamin A. Orange and yellow: protect the heart and the communication between the cells. They have a lot of vitamin C. Green: these foods are rich in calcium and magnesium a, Blue and purple: delay cellular ageing and help to have healthy blood and memory. White and brown: help to eliminate unwanted cells.

Play to create food dishes that include all colours. This strategy promotes the importance of eating all colours of foods at dinnertime and healthy food.

### Recycling is classifying

Promote classification at the end of the meal by separating garbage encouraging recycling and care for the environment. Schedule an excursion to clean a green area and classify the collected trash.

### Patterns are everywhere

Play a game to make sets of three or even four patterns, depending on each child's level. Start with everyday objects, such as food or kitchen utensils or with available materials. Then use more abstract objects, for example: children can draw and cut out coloured shapes (squares, triangles, diamonds or circles) and then create a pattern: yellow rhombus, blue rhombus, red rhombus and start again.

There are more complex patterns to play with the children depending on their progress, some examples are: two blue squares and then one yellow, two blue and one yellow, or including even one more: two blue, one yellow and one red, two blue, one yellow and one red and so on.

## Practice

**5. Explore change and transformation**

When children observe and interpret change in everyday situations and phenomena (such as cooking, weather, plant growth) and why physical phenomena occur, they strengthen their scientific attitude and interest in understanding why things happen and how they change. With these activities, children establish relationships and create hypotheses and explanations of natural phenomena and daily life.

**Inspiring activities****For ages 0–2 years****Things fall**

Let children take things and then throw them on the floor. Let them know what happened.

**Disappear and reappear**

Play peek-a-boo. Make a simple game of hiding objects and finding them.

**Shadows and puppets**

Play shadow puppets and make different objects, noises and animals. Tell children stories and let them see how the hand transforms into different shadows and figures in line with the story.

**For ages 2–4 years****Play with the light**

Use translucent coloured items, such as coloured plastic or glass cups, cellophane paper, and objects that generate reflections, such as a recycled CD, a mirror, or a clock. Point out how the light changes and reflects in other places, etc. Let them try it.

**Colours are alive**

Play colour-mixing games using water-based, non-toxic paints, such as watercolours or tempera. Explain the process and remind the children about mixing colours and how various colours give birth to a new colour. Create a magical wall that also reminds the children about the world of colours and the fun of mixing them.

**Balance everything**

Build a balance scale using a clothes hanger and one cup (plastic or cardboard) on each end. Hang it up and balance objects in the cup, such as stones and pencils. Play to find the heaviest thing or try to find objects that weigh the same.



## For ages 4–5 years

### Observe and monitor changes

Plant easy-to-grow plants, such as beans, peas or potatoes. Prepare the soil together and let the children feel, touch, and talk and make a list of what a plant needs to grow. Track the plant daily: What changes appear? How much does it grow? Measure the growth (with the parts of their little finger) and count the leaves or branches that begin to grow. Compare the plants with each other. Experiment with the plant, for example: What happens if some plants are left in the direct sun and others are not? What happens if some plants receive more water than others? Create a record sheet and let the children record the observations.

### Energy is everywhere

Play to produce energy by rubbing a balloon. Explore what can be move using the balloon energy. For example, try to move hairs or small balls of paper of different sizes. Give a simple explanation of what 'energy' is. Energy is a force that moves things. It is invisible, but we can demonstrate its existence.

### Let's experiment

Conduct different experiments with the children. For example, explore how worms become flies. To do this experiment, choose a fruit or various pieces of fruit, for example, banana, guava, plump. Tell the children what 'metamorphosis' is. Smash the fruit and put it in a jar, then leave the jar for two or three days on the outside. Take the jar and cover it with a napkin and a band. After a few days in the jar, there will be worms and flies. How did they get there? Explore children's ideas. The worms have transformed into insects. Follow up and look for books that explain metamorphosis. Show how insects hatch from eggs and then, through metamorphosis, become insects.

Other experiments can be: change the colour of flowers with natural dyes. Use questions, such as: "What if we put white flowers in water dyed with turmeric, saffron, beetroot or other natural dye?" Follow up daily and generate a report sheet with drawings and words. Explore with the children how the water reached the petals. Ask them, "Why the flower change?"

### Day and night

Explore the difference between day and night. Make a list of things that can be seen or done at night that can't be seen or done during the day. For example, animals, people, activities.

The children can also draw the moon and the different moon shapes they have seen. Create a moon calendar with a challenge to observe and draw the moon daily. Help them to draw the sequence and discuss the children's different observations.

### Cook together

Prepare with the children some easy recipes. Collect, shop and prepare food, support measurements, quantities and sequences.

**Practice****6 Solve problems**

**Children who find solutions to problems and understand the world around them strengthen their empathy, creativity, persistence and communication. These are essential skills to become confident, independent and booming individuals. This process includes (i) identifying the problem, (ii) brainstorming solutions, (iii) choosing and implementing a solution and (iv) assessing the solution used.**

**Inspiring activities****For ages 0–2 years****I make things happen**

Use toys that are activated by pushing buttons or pulling levers.

**Animals sounds**

Play to match animals with their sounds. Show children pictures of animals and make the sound of the animal.

**Similar but different**

Show the children different materials and how they make a different noise when they clap together, for instance, a metal spoon, wood and plastic. Let them touch and taste different food items and explain to them the differences.

**Solving**

When they are trying to make something happen, help children solve the problem. If children are trying to catch an object, encourage them to get as far as they can or bring them a bit closer to the thing they want to reach.

**For ages 2–4 years****Untie and tie**

Encourage children to untie and tie shoes. Pair the children, putting together a child who already knows how to tie their shoe with someone who needs to learn. Ask them to define the process step by step.

**The magic of time**

Analyse the shadow of a tree at various times during the day and draw it on a piece of paper. Identify how it changes and why. One possibility is outlining the shadow of the object with chalk on the sidewalk a couple of times during the day.

As an individual exercise, each child should have a sheet of paper with a long object in the middle. Ask them to place it on the sidewalk or smooth ground and mark the shadow at different times. In the end, they will have something similar to a clock. Explain that as the sun moves, time passes.



## Solving challenges

Create challenges for the children to solve. For example, they will create a plan to reach a ball that is in a tree or to reach something the ECCE teacher puts in the room.

### For ages 4–5 years

#### Brain teasers

Work with children to solve brain teasers. For example, ask the children to identify the insects in the park or show them a set of insects using some images or pictures. Give them facts: Insects have six legs, two wings and two antennae. This information helps them figure out which bugs are insects, and which are not. For example: observe and deduce that spiders and worms are not insects. This allows them to identify characteristics so they can classify and generalize.

#### More experiments

What makes objects float? Fill a container with water and choose a set of fruits (such as blackberries, banana with peel, apple). Put them in water and see which one's float and how. Try again but remove the banana peel. What happens? Look for explanations together.

The children need to hypothesize what they think will happen when they place each object in the water container. After performing each experiment, invite them to give their explanations about what happened, allowing them to express what they discovered.

#### More experiments – water density

Prepare three glasses with water and three eggs, then put salt in the glasses with water, one without salt, one with a spoonful of salt and the other with three spoonful of salt. Then stir and introduce the eggs. What happened? Look for explanations.

#### The hourglass

Play with a sand bag. Have the children put sand in a bag. Make a small hole and count how many seconds it takes to empty. To measure 60 seconds, or 1 minute, how many bags of sand would they need? Try to measure other activities.





## Practice

### 7. Build together

Playing with blocks and other construction materials help children to develop math and science skills and learn about gravity, balance, shapes and problem-solving. Formulate collective projects, such as 'recovering the environment', 'building objects' and 'following instructions'. This strengthens their planning, decision-making, fine (cutting, gluing) and gross motor skills (moving, reaching).

For ages 0–2 years

#### Blocks in and out

Remove the top of a block container and take the blocks out. Then put them back in and let the children try to do the same thing. Young children learn through imitation.

#### Building forts

Building forts from boxes or sheets. Gather empty boxes – huge, big, medium-sized and very small. Let the children stack, fill, dump and explore these boxes. Use questions such as: Which one fit on the other? Which is the best for stacking? Can they make a pile? Can they become a train with wagons?

#### Musical toys

Create a musical toy. For example, create a bottle with seeds and coloured ribbons (be sure to close tightly and avoid accidents).

#### Lights and shadows

Play with lights and shadows. Show how the lights turn on and off. Use a cell phone light and show shadows of different objects.

#### Solve a puzzle

Prepare two copies of any picture (such as a picture of an animal, human figure, any object). Glue one of the photos on cardboard and cut it into three pieces. Put the puzzle together in front of the children. Show them the uncut photo. Wait and watch to see what they do and try to put the pieces together.



## For ages 2–4 years

### Build blocks and towers

Use mixed construction material and try mixing building blocks with Legos or foam bricks with cans. Then put them together in towers or other shapes.

### Put puzzles together

Play with puzzles of different shapes and complexities. Work with the children to put the puzzles together.

### Build with paper

Build or create different figures with paper, for example, airplanes, boxes and envelopes. Use toilet paper roll inserts to create binoculars for exploring, or a worm or a small trumpet. Have them create different figurines using their imagination.

### Play with blocks

Make towers with blocks of different sizes or make a tower of rocks or tree branches.

## For ages 4–5 years

### Build a group project

Some examples of group projects are creating a house for little birds in the park, a box to store shoes, a curtain with seeds, an insect's hotel. Follow these steps: 1. Draw the steps to conduct the project. 2. Distribute tasks. 3. Carry them out. 4. Communicate with each child's family about the process and the results and how each child participated. Encourage them to do similar activities at home.

### Invent a machine

Promote children's imagination by asking to invent a machine or a robot. Ask them to first create the machine or robot in their mind. Then ask them: What does the machine or robot look like? What is it used for? Then ask them to draw it and hang their pictures on a wall.

### Build geometric shapes

Use matchstick (remove the toxic part) or tree sticks to create shapes. Guide the children to make the shapes, such as geometric shapes, house shapes, nature shapes among others. Encourage the children to build things freely and then let them explain what they have done.



## Experiences to create and share narratives



click on the title to go back to the practices for learning menu

Through these experiences, children imagine and create narratives using language; they learn to communicate their opinions, ideas and feelings and explore the world of print, letters, words, images and movement. The children sing, talk, write and read and approach the oral and written culture of their community.

These experiences primarily emphasize children's ability to communicate – by mastering oral language, listening skills, and learning new words, exploring the reading and writing process and developing critical skills, such as phonological awareness, knowledge of the alphabet and bonding with book. As a complement to the primary outcomes, these experiences also strengthen children's capacity for coordination, memory, attention and empathy.

### Practice



## Speak, sing and read stories

**Children learn to communicate and express their ideas and emotions with these activities. They encourage children's imagination and enrich their vocabulary. When children sing, they strengthen their memory, attention and concentration. The children remember the songs of their childhood for a lifetime.**

### Inspiring activities

For ages 0–2 years

#### Talk and talk and talk

Have moments for the children to talk. When talking to them, repeat and respond to familiar words, such as baba, mama, dada. Say a word to a child and wait a few seconds for them to respond. This response will be verbal and not verbal cues. For example, build on what they are trying to say. If they say, "da," say "Yes, dad." Or "yes, [object]". Or when they point, respond with words describing what they are pointing at.

#### The story of the day

Read a story with the children every day. Read a book as many times as they want. Please children by repeating their favourite books and stories.

Play at making the sounds made by the objects in the story. Change voices according to the characters and give children space to react and participate. Reading should include talking about the pictures. For example, name the images and point to them while looking at books or magazines.





### The same every day

Sing the same songs, recite the same poems or tell the same story to children every day, as long as children want and enjoy it. While singing the songs, for example, mix them with movement, put their arms or legs up, or put an arm with a leg, an arm with a knee.

Use songs about the human body, animals and objects. Sing songs using puppets. Make puppets out of socks or anything that is available locally.

### For ages 2–4 years

### Take a moment for a story

Take a moment to talk and share experiences. For example, show a picture and tell a story about what is happening, or ask the children to create a story based on what they see in the picture. Find a photograph, show it, and tell the stories around. Encourage them by asking questions like: What do you think will happen? Where will they go? Where do they come from? What do they like?

### The book of the day

Read a story or book every day. Use emotional tones, gestures and different ways of storytelling. Change tones of voice for different characters. Pause to look at the pictures and discuss the details.

Dialogue about the story, accompanied with questions such as: “What do you think will happen?” “Why does the bear do this?” “What is the mother thinking?”

### Elders know a lot

Invite some elders from the community. Encourage them to share their experiences or ask them to bring some photos of their lives and talk about them.

Invite them to tell stories or myths about the territory or stories about how they used to cure the flu. Ask them to bring healing plants and flowers or invite them to tell how to prepare some regional foods.

The older children can give their opinion and ask questions. If they do not have questions, encourage them to share: What do you imagine it was like? What would you have done? What do you think?

### For ages 4–5 years

### Read and read and read

Promote opportunities for shared reading. To do that: 1. Use emotional tones, gestures and different ways of narrating. 2. Change the tones of voice for the different characters. Stop to observe the images and enjoy the details. 3. Discuss the story: What the children liked, what caught their attention and what they felt when something happened. Pause and ask children to make predictions or ask brief questions. Ask the children simple questions about books and stories. Ask questions, such as: “Who...?” “What...?” and “Where...?”

Reading is a moment of pleasure, tranquillity, love and devotion.



## Story into a song

Encourage the children to tell a story using their own words and imagination. For instance, they can turn their favourite story into a song or their favourite song into a story.

## Sing, sing and sing

Learn songs and create choreographies. Listen to the song and ask the children to follow directions: The children must do a movement when the song says a particular word. Create a choreography and assign a leader that everyone should follow. Then rotate the leadership among several children. Do not force the children who do not want to be the leader. Little by little, they will dare to.

## The story of what is around

Take a walk through the neighbourhood. Talk about the history of rivers, roads and houses of the area. Share legends, myths and fables, for example: "The Turtle and the Hare" or "The Cicada and the Ant." The children can choose characters and recreate the stories.

## Stories with costumes

Create a drama corner for role play using donations of clothes not used at the children's homes: ties, heels, purses, hats, shoes, glasses, jackets, dresses, pots, plastic plates, etc. Play to be the grandfather, the mother, the baby, the doctor, among other characters.



## Practice

## 9 Recognize letters<sup>3</sup>

It is important to mix different approaches to reading. Children must know and recognize letters. Introduce the letter and the sound. For example, present one letter daily and repeat each letter another day. Work 15 minutes each day per letter. Most programmes start with the most frequent letters or with letters that are easy to learn. In English, for example, m, d, t, a.

**Note:** While introducing letters to the children, it is important to give plenty of opportunities where they understand the sound of each letter, how it can be represented in print and associate sound with the letter meaningfully without just rote memorising the letter. These opportunities should include concrete and hands on activities as suggested below.

For ages 3–5 years

### Letter name identification

Show children a capital and lower-case letter and tell them the letter name. Have the children repeat the name. Then show that letter along with two to three other letters and have the children point to the correct one and name it. Provide several opportunities to respond with various combinations of letters.

### Letter – sound identification

Tell the children that the letter represents a sound. Show them the letter (upper and lower case) and make the sound. Draw the children's attention to how to make the sound, explaining how to hold the mouth or positioned the tongue. Have the children practise making the sound and show them a picture or any object around that begins with that letter. Help children to guess or identify the objects from the environment that starts with the same sound. This will help the child in relating the letter.

### Practising to match letter and sound

Practise recognizing the letters using letter cards and matching the letters and sounds. Show the children three to four letter cards at a time and encourage them to locate the appropriate one. Or show the children some simple sentences or labels (e.g., label of any food packet) and ask them to point to the letter. Another possibility is to provide the children with pictures that they can name. Ask them to match the images with the letters representing the first sound of the picture's name.

### Producing the letter form

In the final step, demonstrate how to write the letter, explaining the steps used to form it. Then children practise writing the letter with the teacher's feedback. For example, trace letters in the sand, use pebbles to make a letter and then expect them to hold a pencil and write a letter.

### Letters and words in our surrounding

Identify some of the words around them.

<sup>3</sup> See Michael F. Crawford, Oviedo Buitrago and Maria Eugenia, *Early Grade Reading Rainbow: A quick guide to ending learning poverty*. Washington, DC: World Bank Group. < >.

## Practice

## 10.

**Familiarize with new words**

**One way to extend conversations is to introduce new words. When children learn new words, they expand their knowledge and ability to express themselves. They learn better because they understand what happens and what to communicate. Children should be given plenty of opportunities to learn new words in a context. For example, words related to a situation, occupation, places or words to follow instructions, orient themselves or feelings.**

**Inspiring activities**

For ages 0–2 years

**Talk about the surrounding**

Talk as much as possible about the things that are doing together, the things that catch their attention and what is in their surroundings. Talk with a lot of words and use adjectives and synonyms. Respond to a child's cues. For example, when they make a noise trying to communicate, translate that sound to words: "Yes, that's a cherry tree." They will learn about the world around them.

For ages 0–2 years

**Riddles**

Play riddles and "hide and find" objects with the children. For example, put things between the palms of the hands, in a way that the children cannot see it, and ask, "Guess what I am hiding here?" babies love this activity, use their sounds and nonverbal language.

Before showing the hidden object, describe the characteristics. For example: "It's red, tasty and you eat it in your salad...what is it?" And then, let them see it and touch it while saying: "It's a tomato."

When they are older and can move through space, hide the object under a blanket and encourage the children to discover it. When they take it out under the blanket, repeat: "Look, it's a tomato."

For ages 2–4 years

**Explore words in places**

Explore words in places, such as the kitchen or hallway. Find new words and label them (explore a place several times).

Encourage children to write the words (let them write in their way – at this age, they write combining drawing with writing based on the sound of the letters and words) and then ask them what they wrote. Write the word underneath in clear handwriting. Make sentences with the children during the day using the words on the labels.

Teach the synonyms of the words. Match this activity with the letters they are learning.



## Names and word wall

Hang on a wall the photos and names of all the children in spaced and big fonts.

Create a word wall to place pictures and words. Use them to tell stories or make mini reading challenges, like: "Who can be the first to find a word?" "Who can read two words from the wall?" "Who can find two words that begin or end with the same letter?"

### For ages 4–5 years

#### Explore occupations

Talk about the work of each child's parents, the objects they use and their function. Play 'What I want to be when I grow up' and explore the objects and activities associated with those professions. Learn the main words around different jobs.

#### The word of the day

Play the game 'Word of the Day'. Use a word calendar or something related to children's experiences or interests. Ensure that children know the word's meaning so they can use it in an example.

One day, it could be a rare word; another day it could be a word from the nature world and another day a word of kindness, etc.

Encourage the children to use the new words. Ask questions with options for them to answer using the new words.

#### Write the name

To work on this, prepare by placing the children's names around the room, on their work and their belongings so they become familiar with their written name.

Teach children how to write their names and then teach them words that begin with each of their letters.

Create a name wall and include the other words they are learning. For example, they can build an acronym with things they like using the letters of their names. Alice: A- Ant, L-Lights, I-Ice cream, C-Cat, and E-Eye. Alice loves A-nts and Lights, eating I-ce cream, cuddling C-ats and she has beautiful E-yes.

#### Our dictionary

Create a dictionary with the words the children are learning. Use a shared notebook or the word wall to make the dictionary. One to three children can be in charge of collecting words for the dictionary per day.

#### Food recipes

Encourage children to research traditional food and recipes. They can learn even more new words.



Practice

# 11.

## Play with the words

Playing with words through tongue twisters, rhymes and riddles develops skills for reading and writing, particularly phonological awareness, segmentation and word formation. Children learn in a fun way to join and separate words, create new words and understand the alphabet and its organization.

### Inspiring activities

For ages 0–2 years

#### Mimic the sounds of objects

Play at finding animals living around the community and make their sounds. Another idea is to look for objects around the room and mimic their sounds.

For ages 2–4 years

#### Play with the name

Teach children to write their names. Break the name into syllables (like a jigsaw puzzle) and play a game of putting it back together. Make it with colours and forms. Give them one or two more syllables that are not part of their name and play at creating other easy words.

#### Rhymes, tongue twisters and proverbs

Memorize and learn local rhymes, tongue twisters and proverbs. Make time in the routine to recite them. Recite one per week and repeat it every day until they have memorized some parts. They can choose as a group which one they want to learn during the week.

#### Draw the sounds

Make different sounds with the body and with the voice: long oommm, short tutu and then combined with uououo – ti – ti – uououo. Children must draw what they hear. Put a big piece of paper in the room, and all the children can draw what they feel on it. Or they can work separately. The ECCE teacher can also draw the sounds.

#### Word spy

Select a secret word and give the children clues to guess it. For example, it is red, has the letter 'm' and begins with the letter 't' and is for eating. Tomato.



## For ages 4–5 years

### Rhymes, tongue twisters and proverbs

Memorize and learn local rhymes, tongue twisters and proverbs. Make time in the routine to recite them. One per week and repeat it every day until they memorized some parts. They can choose as a group which one they want to learn during the week.

### Word spy

Select a secret word, and give the children clues by spelling it for them to guess. For example, it is a T-R-E-E.

### Create new words

Divide words and create words. For example, jelly-fish, fire-fly, house-boat. Place these small words as a puzzle and play to make them together.

### Rhyming words

Play to identify rhyming words. “What rhymes with “apple”? When they answer, include the words they said: apple, chapel, pineapple. “What rhymes with mother?”: other, bother, brother and so on.



## Practice

## 12.

**Imagine and remember to make literary products**

**Make a written product and use language to encourage children's expression. Develop activities whereby children create and record stories or recall past events. This strengthens their memory and attention and helps them acquire the written code. Create stories, recipe books, apothecaries, letters, class journals, etc.**

**Inspiring activities**

For ages 3–5

**Storytelling with dice**

Make a cube and paste a different picture on each side, or face. Ask each child to throw the dice and start telling a story based on the image in the picture that lands face up. Ask another child to throw the dice and continue the story. Allow the children to participate and create their own stories.

**Story in groups**

Create a story in groups. Form groups and ask each group to be in charge of a different part of the story. For example, one group will be in charge of defining the characters of the story, another the magical objects of the story and another the places where the story takes place. Encourage them to use their imagination. Then put all elements together and create the story on a poster board as a collage.

**Trip through the community**

Make and draw a trip through the territory. Children will find out where their neighbourhood is, what kind of animals live there, what is harvested or produced and what nature is like. They can draw the results and make an exhibition called 'My territory'.

**My diary**

Remember the past and make diaries. Play with the children to remember moments from their past, for example, ask the children when they were thrilled and why, when it was, who they were and why they were so happy. Ask them to draw and write their diary (help them write).

**Mini books**

Build mini books. Let the children create their books with stories of their creation. Encourage them to draw pictures to write the story. Help them write what is happening in every moment of the story.

Make mini books in which the children or their families are the main characters of the stories. Ask them to narrate the stories to the other children in the class. Ask open ended questions about the story such as: "What happened?" "Could there be another ending?"





## Songbook

Create a songbook. Create a group book with the children's favourite songs.

## Traveling notebook

Create a 'traveling notebook'. It is a notebook that rotates every day for a different family. In the notebook, the children collect the thoughts and feelings of their family in response to questions or challenges that the ECCE teacher writes in its pages, for example: "Draw your family." "Write five favourite family words." "Where is your favourite place?" "What is your favourite feeling?"

## Post with family and friends

Have each child write a letter to their family or other children and use the opportunity to explain how the postal service works and play games around this topic.


## Monsters book

Ask each child to create a monster and draw it. Remind the children to give each one a name, a power and a weak point. This will enrich the story. They can also build the bestiary (older siblings or friends can help). The bestiary is a collection of monsters and fantastic animals that can be enriched and used to recreate stories.





## Experiences to know oneself and others

 click on the title to go back to the practices for learning menu

Through these experiences, children use and explore the body, mind and spirit. They play using objects, instruments and silence to become self-confident and to understand and manage their emotions.

These experiences primarily emphasize children's ability to recognize and communicate emotions, to identify why they feel sad, happy or upset and to interact with others as they get to know themselves. As a complement to the primary outcomes, these experiences also strengthen children's inhibitory control, coordination and sense of belonging to their communities.

### Practice

# 13.

## Encourage and nurture interests

**Identifying and deepening children's interests allow them to engage with education process. They develop their love for knowledge and research as a way to understand what catches their attention.**

### Inspiring activities

For ages 0–2 years

#### Give simple choices

Let children choose between two things. For example, let babies choose between two toys which one they want to hold in their hand, when dressing, ask them if they want to put on the socks or the shirt first, or if they want to eat an apple or a banana. When they are young, respond to their nonverbal cues

#### Do and let do

Use 'back and forth' interactions to play with the children. For example, smile when the child smiles. When the baby makes sounds, make similar sounds. This helps the children learn to be social.

#### Understand children needs.

Identify when the children are hungry or satisfied. For example, pointing to food, opening their mouth to a spoon or getting excited when seeing food are signs that they are hungry. Others, like pushing food away, closing their mouth or turning their head away from food, are signs that they have had enough.



### For ages 2–4 years

#### **Favourite things**

Make a book with the children by compiling all their favourite things. Use cut-outs, photos and drawings and put them together. This activity stimulates children's use of writing, drawing or doodling.

#### **My favourites**

Play a game to identify children's favourite elements (in nature, in the room, in the garden). Ask the children to draw their favourite things. Then identify pairs of children with similar and different tastes.

### For ages 4–5 years

#### **My top 5**

My favourites are – the top 5. Discuss the children's favourite things, for example: What is their favourite animal, what is their favourite plant, what is their favourite place at home and in the community? Are they fascinated by an event? And who do they admire outside their family?

Play a top 5 game and define the top 5 of their favourite things. It can be in a group, individually or as a family: top 5 colours, top 5 insects, top 5 superheroes and top 5 movies, among others.

#### **The jar of desired activities**

Each of the children will put in a jar a piece of paper written with an activity they would like to share or do with the group. They can draw a picture of an animal or write 'play hide and seek', etc. They can write one, two or three (or more) activities. Join them and help them in writing with keywords. They will put all their desires in a jar and once a day, the group will take out one or two pieces of paper, and everyone plays this activity for a couple of minutes.

#### **A visit to the library**

Schedule a visit to the neighbourhood or village library or cultural centre. Encourage the children to research a topic that interests them. What do they want to know about? Ask them to look for interesting facts, pictures and even maps. The next day invite them to share their research and ask who else is also interested in the topic.





Practice

# 14.

## Recognize and talk about emotions

**As brains build connections and children grow up, they learn how to calm down, focus and manage strong emotions and feelings. These are all keys to creating healthy relationships. Talking about emotions allows them to recognize them, identify their cause and develop skills for living with them, which helps them to grow up feeling safe. Feeling safe and calm is fundamental to learning and having the ability to make relationships and understand the others.**

### Inspiring activities

For ages 0–2 years

#### Lend words

‘Lend words’ to the baby and help them understand the sensations that each emotion produces. For example, know from the way they cry that they are angry, and say: “I know you are angry” and describe the reason and the possible solution to find calm. If a child laughs and looks happy, say: “You are happy because you like to run in the grass” (or whatever applies to the situation).

#### Read stories

and books about emotions.

#### Play on the mirror

Interact with the children and a mirror so they can relate to their image and the space. Talk about the emotions they feel while playing.

For ages 2–4 years

#### Talk about emotions

Make a game to talk about how the children felt in the past few days. For example, assign each finger an emotion: The big finger would be happiness, the middle finger fear, the little finger sadness, the index finger anger and the ring finger loneliness. Ask the children to tell how they felt by showing the finger that represents their emotion and talk about why they felt that way.

#### Mimic an emotion

Mimic an emotion and ask the children to guess it. Then ask the children to mimic another emotion (assign the emotions or ask a child to imitate the emotion of their choice).

#### Read stories

Read stories or watch videos about emotions. Stories that describe and explore moments of sadness with crying, joy, smiles, fear, anxiety, uncontrollable emotions, etc. Ask if anyone has ever felt this way and when.



### Gallery of emotions

Create a gallery of emotions with photos or drawings of faces showing different emotions (joy, anger, fear, surprise, sadness, disgust). Use large signs with the name of the emotions. Then from time to time, read together and point out the characters' expressions as the emotion they are showing is named.

### Model feelings

In daily routine, help the children to find words to express feelings and emotions (anger, frustration, excitement). Use words to describe their emotions: "You're feeling frustrated because Fatima took the toy when you wanted to use it."

### Organizing and cleaning up is everyone's job

Let children participate in the routine. Let them help with simple chores such as clearing the table or allowing them to hang the cloths and blankets, cleaning toys, offering them choices and praising their efforts.

### For ages 4–5 years

### Live the emotions

Help children identify and live their emotions and help them to live and recognize other children's feelings. For example, when someone is crying, say, "Look at that baby, he is sad. Let's try to comfort and hug him." Use phrases with behaviours that foster empathy in children, such as: "Sharing is caring." "Sharing with others is nice." "Caring about other people's feelings is important." Give less attention to the things that are not to be cultivated.

### Gallery of emotions

Make a gallery of emotions, including faces representing different emotions and ideas, such as: what to do when I feel... happy, sad, scared, or excited. When using the gallery of emotions, talk about past experiences and ask the children what they have learned.

### Mimic the emotions

Mimic an emotion and ask the children to guess what emotion it is, then they will make their representation. Increase the game's complexity by playing opposite emotions, for example, make a scary face and then ask the children to make the opposite emotion.

### Read stories

Read stories or watch videos about emotions. Ask them to talk about moments of sadness with crying, joy and smiles, fear, anxiety, uncontrollable emotion, etc. Ask if anyone knows of friends or family members who have felt this way, then ask questions, such as: "What happened?" "What did you feel?"

### Drawing emotions

Project emotions using drawing as a medium. Ask children to take out their journals (or a piece of paper) and draw a picture following some instructions. For instance: Ask them to draw three things that went well today. Then ask questions: "What were you thinking? How were you feeling?"

Ask them to draw what they want for their future. Ask them: "Who will you be when you grow up? What will you do for work?"

Ask them to draw an animal that they would like to be today. Ask: "Why that animal?"

## Practice

## 15.

**Create tools to manage emotions**

**Build objects and games that allow children to identify and consciously manage emotions, ease communication and manage strong feelings before, during and after their manifestation.**

**Inspiring activities**

For all ages, 0–5 years

**Build tools to manage emotions**

Create tools to manage and fully experience emotions and consciously recognize them. Use these tools when an emotion arises, and it is necessary to support children in transitioning from that emotion.

Here are some Ideas of tools to manage emotions:

- Create a peace hug for a moment of upset or fight.
- Name a teddy bear as the calming teddy bear for a moment of anger or rage.
- Create or design an energy bracelet for a moment of frustration.
- Create or design a charm stick to call for joy or a drink to bring love.
- Make up a special dance to bring peace of mind in a difficult moment.
- Define a lullaby to bring a baby back to calm.

The possibilities are endless. When creating the tool, agree with a child or children that this tool will be used only in special moments (that is its power). It cannot be used as just another toy. Together, agree on what the power is and when to use it.

Create these tools with the children. For example, create puppets with characters that help balance the emotion, one with lots of hearts, one with lots of eyes, one with lots of arms. Use the imagination.

Here are some steps to use these tools:

1. Talk about emotions using some of the previous activities.
2. Agree that when an emotion arises, there will be a helper, for example, the reassuring bear, the grumpy monster.
3. Practice what will happen. For example, 'the soothing bear arrives and brings a little calm if you are sad'.



Practice

# 16.

## Recognize me and the others

**Noticing differences between people helps children construct their own social identities. It is natural for children to notice differences. Use this as an opportunity to work on this topic. When adults encourage children's natural tendency to notice differences, they let children know that it is okay to make observations about the world. This relates to children's later ability to use scientific reasoning and will also help them learn to cooperate with others and manage their behaviours.**

### Inspiring activities

For ages 0–2 years

#### Our qualities

Explore each individual's qualities. Play in the mirror with the babies. Interact with them and the mirror so that they relate to their image. Show them your eyes, their eyes and mention body parts (theirs and yours). Place them in different positions in front of the mirror.

Introduce to the baby the characteristics of other children or adults. For example, "I am your teacher, Emely. I have blue eyes, cinnamon skin, chubby cheeks, bushy eyebrows, 35 teeth."

#### Read books

Look for children's books representing different genders, cultural groups and abilities. This shows children that all genders, cultural groups and abilities are valued and normal.

For ages 2–4 years

#### Picture of my family

Ask the children to draw a picture of their family and identify the characteristics of each family member, such as height, body shape, skin colour, hairstyle, shape of the hair, the shape of eyes and mouth, hands, size of shoes and favourite clothes to wear.

#### The compliment game

Have the children in the group pay compliments to each other, use phrases such as: "Wow, your slanted eyes are so pretty." "Your hair is beautiful, like the river." Play the compliment games by focusing on one or two children daily.

#### The doctor game

Help children develop empathy by playing at being a doctor to stuffed animals or other toys. How can they comfort someone? Model how to give a hug and say phrases such as "I hope you feel better."



### Deep in our favourites

Form groups according to favourite things, for example, children will go to the four corners of the room, according to their preference. Ask questions, such as: "What colour do you prefer?" "What animal do you prefer?" "What plant do you prefer?" Then talk about how we are all different and all preferences are legitimate. Everyone is beautiful because of their differences.

### Model conflicts solutions

Help the children solve conflicts. Children this age play next to each other but do not know how to share and solve problems. Show the children how to deal with conflicts by helping them share, take turns and use words when possible.

### For ages 4–5 years

### My family and the others

Have each child draw a portrait of a family member, a best friend or a neighbour. Ask the children who they look like. Other questions to ask: Have you always lived there? How many brothers and sisters do you have? Compare the portraits, highlighting the qualities of the different people. Create a superpower for each member of a group.

### Helping our community

Make a collaborative project to promote empathy with others and show compassion. For example, volunteer in a feeding room (children help to put the tables or clean the vegetables), collect dog or cat food to provide an animal shelter, recover a place in the neighbourhood full of trash. Caring for animals, plants, people and places can teach children how to care for or help another living thing grow and thrive.







Practice

# 17.

## Play traditional games

Traditional games are a powerful tool for learning. They strengthen skills in children, such as turn-taking, rule-following, inhibitory control, planning and sharing with others. These build intergenerational and community bonds. Traditional games often mix movement, singing, storytelling.

### Inspiring activities

For all ages, 0–5 years

#### Traditional games

Identify traditional games in the community and play them. These games are good for working with children of different ages. Some examples of these games:

- Games that a parent used to play
- Hand-clapping games
- Rock, paper, scissors
- Sack race
- Hide and seek with different rules depending on children's age
- Jumping jacks
- Board games

For ages 2–5 years

Playing some of the traditional worldwide games is suitable for many positive skills. For instance: There are chair games (dancing around chairs and each round, a chair is eliminated until there are two people and one chair left), bowling (bowling pins and tug-of-war) or a relay race.





Practice

# 18.

## Dance and create choreographies

**Dance is one of the oldest forms of expression and communication. Dance promotes social relationships and bonding with others. When children perform dances and choreographies, they strengthen coordination, attention and the ability to follow instructions. For all ages, allow free dance.**

### Inspiring idea

For ages 0–2 years

#### Move the baby

Sing and talk to babies while helping them move their bodies for a few minutes. Move their arms and legs up and down. Dance with while carrying them in the arms.

#### Song with movements

Learn songs that involve movement, such as moving or learning the name of the body parts. Help the children to perform the choreography.

For ages 2–4 years

#### Simon says and freeze dance

Play games like Simon Says, in which children need to follow the rules, and Freeze Dance. Ask the children to move freely and when someone says, “freeze all,” everyone must stop and hold their position without moving. These types of games are good to practise how to control their movements and follow directions.

#### Movements and steps

Create movements and dance steps according to the rhythm of the song. Perform collective steps, such as the little train, all hands in and out, pass under hands, cross hands and hold hands.

#### Dance following instructions

The children must do a specific step when the song says a keyword. Play the clapping game: Make a series of claps and ask the children to follow along. Start with one instruction and slowly increase the complexity to two or more instructions. Change the clapping to the sound of shoes on the floor, among others.



For ages 4–5 years

### Experiment with sounds

Experiment with the sounds that children can create with the body. Ask a child to create clapping sounds and have others follow. Repeat patterns in songs with sequences of clapping, hand motions and words.

Let the children lead the song and make their steps. Remember to start with simple patterns and progress to more difficult ones. Change clapping to other body sounds, such as finger-snapping and stamping.

### Dance mimicking objects and animals

Ask children to move their bodies to mimic moving objects, for example, floating through the sky as a snowflake, coming out of an egg as a bird, falling out of a tree as a leaf. Ask them to make up how they want their other children to move.

They can also play the animal dance, whereby each child represents an animal with a song and then all the children must follow and mimic them.





Practice

# 19.

## Enjoy free art

**Art facilitates expression and emotionality. It strengthens sensitivity and the development of new ways of inhabiting, appropriating and transforming the world around us. It strengthens creativity, calmness and planning skills.**

### Inspiring activities

For all ages, 0–5 years

#### Draw and experiment

Create drawings using different ways of painting. For example, draw with a blade of grass, with clothes, with stones, with the body.

Paint with brushes that were created differently. For example, with toilet paper tubes, natural elements and other materials.

Make stamps with materials from nature or invite the children to draw with chalk on the ground.

For ages 2–5 years

#### Create art with nature

Decorate stones or large tree seeds. Create necklaces with materials from nature.

Create compositions from natural materials, such as landscapes. Or create animals or invent characters.

#### Make collaborative drawings.

Play Simon Says with a drawing exercise or play music to paint.

#### Collage

Create a collage using blunt scissors and make different cut-outs. Ask the children to explain their creations and what they have prepared.



## Resource 6 Short social-emotional games click on the resource title to go back to the recommendation guide

These are 5- and 6-minute activities that strengthen social-emotional learning for children aged 3–5 years. The ECCE workforce can use these when required. The games allow them to emphasize a moment with the group, regain focus, calm the group in a moment of high energy, concentrate on an activity, and start the day.

Applying at least two or three of these activities per day is recommended.

### General instructions

- 1** Create a unique sign for these, so children know it is time for the social-emotional activity: a time to connect with themselves. Use a special call, a colour palette with the image of the activity to implement, a chopstick or an instrument sound, among others.
- 2** Introduce these activities daily as part of the routine. Accompany children to make the activity, for example, to exercise a posture or to group together, etc.
- 3** Give clear directions and change the voice tone. While doing the activity, promote calmness. Guide the children to listen and enjoy the silence and encourage feelings of relaxation.
- 4** After the activity, always ask questions, such as: “What and how do you feel?” “What were you thinking about?” “What happened in your body? Did you feel different?”
- 5** Don’t be strict with postures, gestures, etc. Allow children to make their own but encourage them bit by bit to follow the instructions. If some children do not want to, don’t force them. Then try to make a mini version of the exercise with them in another routine moment.





## Games

### Breathing techniques

(Create with children a memorable name for each technique to help them quickly remember.)



#### ▶ **Belly breathing**

Use it to make the children listen and feel their breathing. Put their hands on their chest, ask them to inflate it and then let the air out. Tell them to breathe in through the nose, as if smelling a flower, count 1, 2, 3 and 4, hold the air in and then slowly pull it out. Try this for two minutes and encourage the children to do it with their eyes closed.

#### ▶ **To listen to and feel the heart beats**

As with the previous breathing, concentrate on the sounds and sensations produced by the heart. This enables calmness and readiness to enjoy any activity.

#### ▶ **Fire breathing**

Ask the children to cover their left nostril and breathe through it for a while. Then tell them to switch to the right nostril. Show them how to breathe in different way, such as: whistling, making an 'o' with the mouth, sticking out the tongue like a dog, or sighing.

#### ▶ **Lion breathing**

Ask the children to open their eyes and mouth, inhale and then imitate the roar of a lion while exhaling. Tell them to let their tongue be out while exhaling. Repeat the instructions: Inhale 1,2,3,4, hold and exhale like a lion. Do it several times.

#### ▶ **Back-to-back breathing**

Now ask the children to practise belly breathing with partners. Tell them to sit facing away from a partner with their backs touching and make sure they feel the pressure of the partner on their back. Tell them to begin belly breathing together. As they breathe, tell them to notice how it feels against the partner's back and to be aware of where they feel the breath and how they feel their partner's breath.



## Techniques to get attention



### ▶ Song to modulate sound and movement in space

Select a song to capture the attention of the whole group. The song should involve movement and be sung while modulating the tone of voice.

For example, when the group is dispersed, start singing in a loud tone: 'Hands on the ... Head... and hands on the... waist.' Gradually lower the pitch of the voice until reach silence. Once got the attention of the group, give the instruction for the next activity.

### ▶ The broken telephone

Play the telephone game. Have the children sit in a circle or stand in a line. For example, tell the group in loud tone: 'Attention, attention everyone in a straight line... a message has arrived!' Send the secret message by whispering it to one child, who is to repeat it in a whisper into the ear of the person on the other side of them. And so on around the circle or down the line. When the 'secret' gets back to the first person or to the end of line, it must be the same message. Deliver the message and wait for the result. Some ideas for messages can be jokes, compliments or instructions for the next activity.

After the game, give the instruction for the next activity.

### ▶ The sound of the silence

Play with children to keep silent and listen to the various sounds that surround them. Ask the children to sharpen their senses. Use phrases such as: "We are going to be 3 minutes in silence just listening: pay attention to what animals you can hear or how many birds can you hear?" "Try to listen to the farthest sound you can hear." Then ask the children to share what was the most distant sound they could hear.



## Techniques to calm down



### ▶ Body scan

After a moment of intense physical play or even in the morning, play with the children 'the body scan'. Ask the children to lie on the floor. Tell them: "We are going to feel the whole body, piece by piece. Feel it, breathe in, feel it, breathe out and relax." Ask the children to close their eyes. Continue with other phrases like: "Feel your toes. Feel your ankles. Feel your legs. Feel your knees." And so on, working up the body, bit by bit. Then say: "Feel how you feel with energy, love and happiness in every body part." Play music or use the silence of the space. Don't expect that children will be completely silent; allow them to laugh or whisper.

### ▶ Yoga positions

Try some yoga positions for children and use animals as references, for example: the cat, snake, cow, etc.

First, ask them to stretch their body, their neck, legs, arms, shoulders and back. Then help them to do the position and hold it for a while.

### ▶ Grow like a seed

Tell the children that they have to squeeze their body together until it disappears. And then tell them to let go, open up and pretend to grow until they stand up like a tree. Ask them to stretch their hands as high as they can and then connect their hands with the other 'trees' in the forest. Remind them how nature connects us all.

### ▶ Mimic nature

Encourage children to imitate the sounds and movements of nature. Choose an animal, such as a fish, a bird, a reptile or a bird. Instruct the children to imitate their sounds and movements. Play with the voice tones from high to low and with voice speed from fast to slow motion.

## Techniques to promote love and care among all



### ▶ The flattered of the day

One child per day will receive compliments. Everyone will give and receive compliments. For example, they will tell what they like about someone, what they wish for that someone and what good energy they are sending them.

### ▶ Group hugging

Practise group or collective hugs to promote support among all members of the group.

Suggested literature to explore other games and expand the activities to implement with the children:

- [https://ggie.berkeley.edu/wp-content/uploads/2020/02/Brain\\_Games\\_Pack.pdf](https://ggie.berkeley.edu/wp-content/uploads/2020/02/Brain_Games_Pack.pdf)
- [https://ggie.berkeley.edu/wp-content/uploads/2020/02/Core\\_Kernel\\_Pack.pdf](https://ggie.berkeley.edu/wp-content/uploads/2020/02/Core_Kernel_Pack.pdf)
- [www.mindyeti.com/v2/s/pricing](http://www.mindyeti.com/v2/s/pricing)





## Resource 7 Practices and tips for implementing positive interactions



click on the resource title to go back to the recommendation guide

Here are some suggestions for implementing instructional and emotional support practices with children, organized into five practices. It includes a sample of questions and phrases to use with the children during learning routines. These suggestions can be applied to children from birth to 5 years of age. Consider their verbal and nonverbal communication.

**Figure 9. Five minimum practices of emotional and instructional support through positive interactions**



At the bottom of the pyramid lays the foundation to practise positive interactions. The older the children, the more relevant the upper levels become. With each level of progression, the more intense the learning process becomes.





## 1. Support and believe in children’s potential

When teachers believe in children and their ability to learn, the children learn more and faster.

### Support an believe in children’s potential

- 1 Notice and praise children’s success and efforts
- 2 Support children’s sense of autonomy
- 3 Encourage positive declarations and self-efficacy
- 4 Say no to labels

**Table 1. Suggestions for implementing positive interactions: support and believe in children’s potential**

Suggestions	Instructions and sample questions and phrases to use with children
<p><b>1 Notice and praise children’s success and efforts.</b></p> <p>Provide warmth and emotional sensitivity to children when responding to their needs, helping them develop a secure attachment relationship.</p> <p>Use encouraging words with each child and with the group.</p>	<p>Use some of these phrases daily. For example, when children accomplish something:</p> <ul style="list-style-type: none"> <li>• “How well you’ve done! You made it. You finally did it.”</li> <li>• “You are great! You did it all by yourself! You are so bright!”</li> <li>• “How do you feel after accomplishing such an important task?”</li> <li>• “I never doubted that you would make it!”</li> <li>• “I expected nothing less from someone as smart as you!”</li> <li>• “What a good job you’ve done! You’re already becoming an expert.”</li> </ul> <p>When children have tried something:</p> <ul style="list-style-type: none"> <li>• “What a great effort, bit by bit, you’re getting there.”</li> <li>• “Sometimes you win and sometimes you lose. The important thing is that you tried.”</li> </ul> <p>When the children have support each other:</p> <ul style="list-style-type: none"> <li>• “What I like most about you as a group is that you support each other. For example...”</li> <li>• “Excellent work today, team. We learned a lot.”</li> </ul>



Suggestions	Instructions and sample questions and phrases to use with children
<p><b>2 Support children's sense of autonomy.</b></p> <p>Give children opportunities to make decisions, set challenges, assess their work and emphasize personal progress rather than social comparisons.</p>	<p>In any situation and at any age, give them options.</p> <ul style="list-style-type: none"><li>• "Do you prefer to go outside with a friend or with me?"</li><li>• "Do you prefer to put on your left or your right shoe first?"</li><li>• "Do you like [this] or dislike [that]?"</li></ul> <p>Even though babies have not developed spoken language, implement the same practice.</p> <p>Assign small tasks:</p> <ul style="list-style-type: none"><li>• "Today, do you want to put away the dishes or the cutlery?"</li><li>• "Do you want to pick up the toys or sweep them up?"</li></ul> <p>Help babies get what they want for example reach them an object, support them to crawl the stairs, etc.</p> <p>Compare them with themselves:</p> <ul style="list-style-type: none"><li>• "Today you have been faster and better than last week."</li><li>• "Have you noticed how you have learned to do this in five days?"</li><li>• "You couldn't do it a month ago; today, you've done it."</li></ul> <p>Be responsive to a child's most immediate needs and let children feel safe and accompanied while acknowledge and support their needs.</p>
<p><b>3 Encourage positive declarations and self-efficacy.</b></p> <p>Make them repeat and say things for themselves, enhancing their belief in themselves.</p> <p>Give them time to say it. Do not pressure. Every moment is an excellent opportunity to encourage self-declaration.</p>	<p>Encourage children to say and repeat phrases, such as:</p> <ul style="list-style-type: none"><li>• I am a good reader.</li><li>• I am a super-intelligent small scientist.</li><li>• I already know [... how to...]</li><li>• I care for the environment.</li><li>• To us, the Earth is important.</li><li>• I care about the nature, so I never put trash in the river.</li><li>• I like to take on challenges and solve them.</li></ul> <p>The ECCE teachers can create thousands of phrases like these and practise them daily with children.</p> <p>When applying these with babies, just tell them the phrases and wait for their answer.</p>



## Suggestions

### 4 Say no to labels

When the teachers believe that a child cannot learn or consider them a problem with behavioural issues, etc., they create a mask that a child will wear for life, affecting their learning and school success.

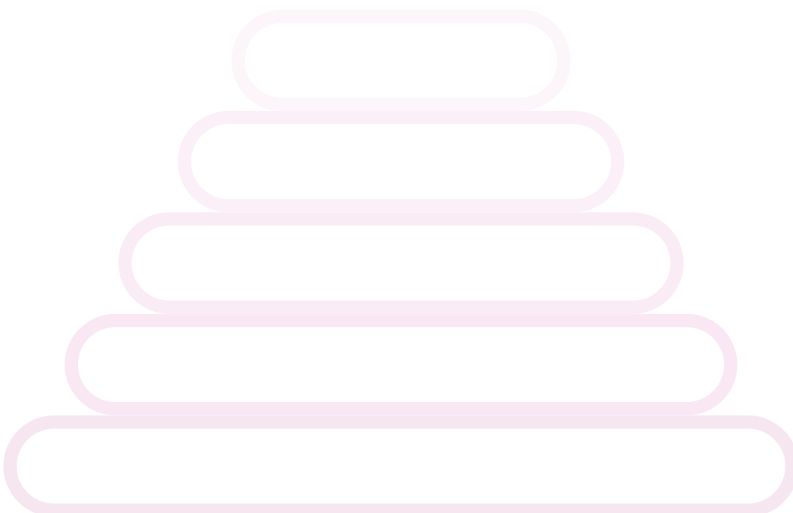
## Instructions and sample questions and phrases to use with children

Never target a child as a problem child and always have a plan b. When a child does not engage in the activity:

- Try to understand the reason. Observe the child and talk to their parents to understand the problem.
- Give a responsibility, for example: Go running and bring.... Or, You will have a very important task... you will ...fetch, collect, organize, etc.
- Create a special activity or identify their interests and cultivate them.

When communicating, positively tell children things and avoid communicating in a negative way. For example, say something like:

- "You have more energy than your peers and we need to use it."
- "You are very serene and you like tranquillity. How about playing games so you can learn to be with others?"
- "You are brilliant, that's why we will play this game with you."
- "Because you are so curious, let's explore this thing you like."





## 2. Observe and listen carefully

Give children space. Observe and listen to them while being present – without intervention – makes them feel safe. Practise these tips during the day.

### Observe and listen carefully

- 1 Give children time on their own, before engaging in conversation
- 2 Observe and be present at the moment
- 3 Be responsive towards the children’s questions and conversations with other
- 4 Be ready to supply language models when children don’t have the words they need

Table 2. Suggestions for implementing positive interactions: observe and listen

Suggestions	Instructions and sample questions and phrases to use with children
<p><b>1 Give children time on their own, before engaging in conversation.</b></p> <p>Allow children time to do activities on their own and allow yourself time to observe them.</p> <p>Give yourself time to understand how each child approaches a proposed activity.</p> <p>With this information make decisions, such as make an individual approach, change the type of activity or give additional instructions.</p>	<p>Let children progress through an activity and identify who is engaged and who is not. For example:</p> <ul style="list-style-type: none"> <li>• Identify who is or who is not following directions.</li> <li>• Observe if a child tries to imitate other children and whom.</li> <li>• Observe who takes the lead or who gets distracted.</li> <li>• Observe if they engage in different types of activities and which ones.</li> </ul> <p>The observation will help you to know each child better.</p> <p>If one of the children is blocked, intervene after a moment with questions such as:</p> <ul style="list-style-type: none"> <li>• “What are you doing?”</li> <li>• “Where do you want to go?”</li> </ul>
<p><b>2 Observe and be present at the moment</b></p> <p>Let children explore naturally. Allow them to do it safely. Let them know you are there when they need you.</p>	<p>Be available for them, for example:</p> <ul style="list-style-type: none"> <li>• Help children get what they want. If a baby wants to climb, be there to provide support.</li> <li>• While they eat, let them take the food in their hands and put it in their mouths, so they can explore the textures, smells and tastes at their own pace.</li> <li>• Let them take the books they want. When they want to reach something, help them get it.</li> </ul>



Suggestions	Instructions and sample questions and phrases to use with children
<p><b>3 Be responsive towards the children's questions and conversations with other.</b></p> <p>Children naturally ask adults and other children many questions about their experiences. Also, they are constantly testing their ideas about the world in which they live, which is an excellent resource for learning and development.</p>	<p>Listen to what children talk about, for example:</p> <ul style="list-style-type: none"><li>• What topics they discuss, what ideas they have and what questions they ask.</li><li>• Identify dilemmas – crossroads or moments when they can't make a decision.</li></ul> <p>Write down this information and bring them up during activities. They will remember and feel included.</p> <p>Intervene when appropriate with an 'attention-following' strategy, building on a child's current interest and attention (use the tips of the following practices).</p>
<p><b>4 Be ready to supply language models when children don't have the words they need.</b></p> <p>Listening is also an opportunity to model. The workforce should focus on model situations as much as possible in the first months of the school year. Modelling language is an opportunity to intervene, negotiate conflicts and share ideas and feelings.</p>	<p>Listen carefully to children and model children's language.</p> <p>Some examples of modelling are:</p> <ul style="list-style-type: none"><li>• Put in words children's feelings or intentions.</li><li>• Ask children what to say</li><li>• Give clues to find the right words</li><li>• Give an incomplete sentence for a child to complete</li></ul> <p>For example, say something like:</p> <ul style="list-style-type: none"><li>• "What Somchai means is that he doesn't feel comfortable when you take the blocks away."</li><li>• "What Ngoc Minh wants is to play five more minutes with the bear and then give it to you. Is that right, Ngoc Minh?"</li><li>• "Come on, Alice, tell Junfeng that you want to play with them too." "For example, say to Alice to tell Junfeng: "Junfeng, I would like to use the _____ " and let the child complete the sentence.</li><li>• Tell Kali that you feel sad because he's...</li></ul> <p>Choose what to say depending on the children's age and use of language.</p>



### 3. Give detailed instructions

When talking or giving instructions to children, use many details possible so they can ‘see’ what it is explained more easily and why. Implement these tips during everyday life actions: when you need a child’s help, when you accompany them to the bathroom, when you are in the park, etc.

#### Give detailed instructions!

- 1 Describe the things you are doing with the children and the things the child is doing.
- 2 Use words to describe in detail
- 3 Include category to which the words belong and add rare or specialized words when talk to them.

Table 3. Suggestions for implementing positive interactions: give detailed instructions

Suggestions	Instructions and sample questions and phrases to use with children
<p><b>1 Describe the things you are doing with the children and the things the child is doing.</b></p> <p>Tell them in a sequence or step by step (self-talk). Tell them what they are doing or seeing (parallel-talk)</p>	<p>Instead of doing the activity silently, say:</p> <ul style="list-style-type: none"> <li>• “Let’s change that diaper because the baby peed.”</li> <li>• “You were wet and that doesn’t feel good, no?”</li> <li>• “Let’s unbutton the diaper, lift the legs and dry that butt.”</li> <li>• “After this, you’re going to feel really good because...”</li> </ul> <p>And so on...</p> <p>“I will take you to the mattress so you can share with the other babies. Let me know when you feel like it.”</p> <p>“We will go to the kitchen to see if lunch is ready.”</p> <p>“Let’s see if lunch is ready. They are still putting potatoes inside. Let’s check if the dishes are clean and let’s look out the window to see what the weather is like.”</p>
<p><b>2 Use words to describe in detail</b></p> <p>Mention objects or people’s colour, size, shape and location. Use several adjectives to accompany the conversation.</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Instead of saying: “Look at that car.” Say: “You see that red car next to the small blue car, there where the small yellow and fluffy dog is passing by?”</li> <li>• Instead of saying: “Look at that nice river.” Say: “Look at that river, it is furious. You see how turbulent it is? It flows fast. It is not peaceful, it is dangerous, but it is beautiful. When the river is furious you have to leave it and not bother it.”</li> </ul> <p>In this example, it is evident how to describe the river with different words and use opposite words. That helps to develop thinking and make connections. While doing this also keep in mind that the purpose is not to overwhelm the children but to use everyday vocabulary which can help the children to express themselves.</p>



**Suggestions** | **Instructions and sample questions and phrases to use with children**

**3 Include category to which the words belong and add rare or specialized words when talk to them.**

Let them know about those new words in a fun way. Create challenges to learn difficult words.

Adjectives talk about the qualities of objects, animals or people, for example: turbulent, furious, peaceful, beautiful, horrible, strange, bitter, sour, green, red, fluffy, round, square, brave, energetic, historical – use them!

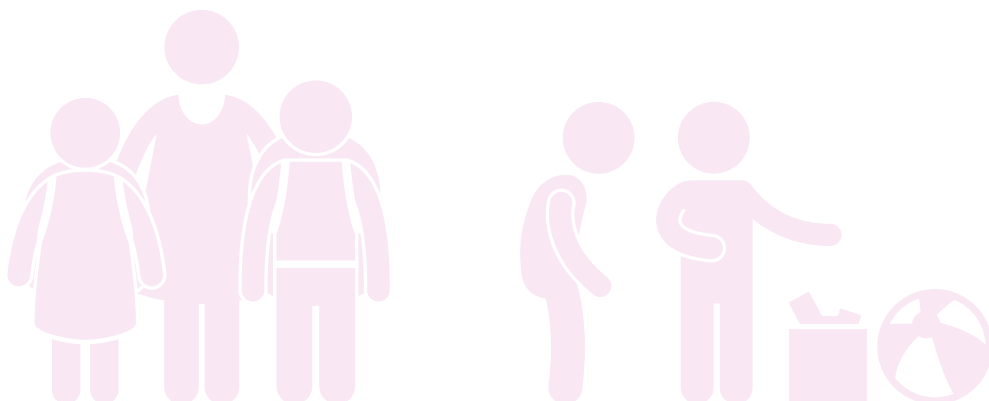
For example, during lunch time say:

- “Today we are going to have carrot soup for lunch. Carrots are roots and we can eat other roots like yuccas, curcuma and ginger.”

When children are involved in guided play: Use words like ‘construct’ or ‘structure’ versus ‘build’. Accompany these words with the definition, a synonym and paraphrasing by saying:

- “Construct this ... or in other words, put them together in a tower...”
- Remember the meaning of new words:
- “How honourable we are. It is true” “Remember what is honourable? It is like...”
- Learn the bone’s name where one child was hit or the muscle where one has a bruise or got bitten by a mosquito.
- Make up a story using these strange words that can be fun.
- Play a game who can say it faster.

Make a list of ‘smart’ words to use with children.







## 4. Deliver clear instructions

When children understand the instructions for an activity, they are more likely to do the activity, engage and learn. When giving instructions to children, make it clear, short and slow. Give them time to understand and to start doing it.

### Deliver clear instructions

- 1 Break the instructions into steps
- 2 Use different communication methods
- 3 Demonstrate

**Table 4. Suggestions for implementing positive interactions: deliver clear instructions**

Suggestions	Instructions and sample questions and phrases to use with children
<p><b>1 Break the instructions into steps</b></p> <p>Be clear about the steps to be followed, do not include more than three or four.</p>	<p>Speak in terms of first, second, third. For example,</p> <ul style="list-style-type: none"> <li>• “Today we are going to.... First, we are going to .... Second, we are .... Third, we will...”</li> </ul> <p>Children should understand what it is expected from them.</p> <ul style="list-style-type: none"> <li>• “In the end, you will have... (Or you will get ...).”</li> </ul> <p>Remember, children at age 2 years begin to remember two instructions.</p>
<p><b>2 Use different communication methods</b></p> <p>Children can understand and refer to rules and instructions through gestures, body language, props, like charts or posters, calendars, pictures with captions and ‘to do’ lists.</p>	<p>Some examples of using different communication methods to facilitate a child’s comprehension are:</p> <ul style="list-style-type: none"> <li>• Show each step with pictures or images.</li> <li>• Enrich the environment with pictures of the sequence of activities.</li> <li>• Talk with these resources and ask the children to describe what is in the pictures.</li> </ul>
<p><b>3 Demonstrate</b></p> <p>Children listen and watch to understand what should happen first, next and so on.</p>	<p>Exemplify and demonstrate each step:</p> <p>The ECCE workforce is the best model. Show them how to do it.</p> <p>Show them once or twice, or even three times to the whole group or the small groups.</p>



## 5. Use exploratory talk and scaffold learning

Scaffolding learning is a way to support children to reach a higher level of understanding and a learning goal. ECCE teachers provide support through different strategies, for instance, giving specific or additional instructions, encouraging the child to do something or making relations with previous concepts, knowledge and daily experiences. The ECCE teachers should use children's knowledge and their interpretation of things to build the path to learning new ideas and developing new understandings. With exploratory talk, the ECCE teachers can promote participation and connect one child's ideas with other children's ideas, statements and suggestions. Challenge and counter-challenge them and let them justify their positions.

The ECCE teachers should not have all the answers to children's questions. Lose the fear of not knowing. Together with the children check and build the answers.

### Use exploratory talk and scaffold learning

- 1 Have a fluent conversation
- 2 Give opportunities to contribute
- 3 Help children make their own conclusions and discover the answers with them
- 4 Give specific feedback
- 5 Remember together events from the past and establish relationships

**Table 5. Suggestions for implementing positive interactions: Exploratory talk and scaffold learning**

Suggestions	Instructions and sample questions and phrases to use with children
<p><b>1 Have a fluent conversation</b></p> <p>Encourage children to talk, express and explore their ideas and interests.</p> <p>Ask questions that involve making an inference or a prediction and 'practise back-and-forth' conversations.</p>	<p>Respond positively to children's questions.</p> <p>Use who, what, where, when and why questions, along with challenging and open-ended questions. For example:</p> <p>When children ask: Why? How? When? What are things for? What are they called? Why is everything they see like that? Encourage them to ask more questions.</p> <p>Answer with open-ended questions: "Why do you think this is so?" "Why will this happen?" "What do you think?" Avoid questions that lead to a yes or no answer.</p> <p>Strengthen their participation and opinion. Use questions such as:</p> <p>"Why do you like this preparation? What other preparations do you like?"</p> <p>"Do we put onion or carrots? Do we go jumping or walking?"</p> <p>Include other children and ask other children the original question.</p> <p>If the children do not ask questions, encourage them by asking them questions.</p>



Suggestions	Instructions and sample questions and phrases to use with children
<p><b>2 Give opportunities to contribute</b></p> <p>Ask children questions to help them imagine a situation, establish a relationship and make decisions.</p> <p>Give children the opportunity to control events.</p>	<p>In the same conversation or other conversations, ask questions that invite them to action:</p> <p>“What will happen if we mix a little water with a few drops of oil?”</p> <p>“What do you think happens when you mix these? Which one is heavier? Which one is bigger? Which one is softer?”</p> <p>In general, ask such questions as:</p> <p>“What if...?”</p> <p>“Can you imagine if...?”</p> <p>“Guess...?”</p> <p>“How many peas are in each pod?”</p> <p>“How much rice is in the pot?”</p> <p>“How many wedges are in the tangerine?”</p> <p>Ask children to discuss an idea or problem with a friend and then report their thoughts to the group.</p> <p>Build on their interests. For example, some children arrived excitedly because they found, say, a hornet’s nest along the way. Take advantage of this moment and explore shapes, colours, letters, words, etc., according to what was planned for the day.</p>
<p><b>3 Help children make their own conclusions and discover the answers with them</b></p>	<p>First start by:</p> <ul style="list-style-type: none"><li>• summarizing the problem and then</li><li>• asking an open-ended question</li></ul> <p>For example:</p> <ul style="list-style-type: none"><li>• “If all insects have legs and wings and worms have neither legs nor wings, then what are worms? Are worms part of the insect world?”</li><li>• “If the sun comes in from one side of the mountain and then goes out to the other side, where does the sun go during the night?”</li></ul> <p>Second, when children are doing an activity and get stuck, give them clues. For example:</p> <ul style="list-style-type: none"><li>• When children have forgotten a step, remind them.</li><li>• Give them incomplete sentences that they can complete. “First, put the ...?” If they don’t respond, use the first sound of the word.</li></ul>



**Suggestions**      **Instructions and sample questions and phrases to use with children**

**4 Give specific feedback**

Use the power of remembrance. Recall something that happened in the past and relate it to a current situation.

**5 Remember together events from the past and establish relationships.**

In the end, the importance is that children feel they have accomplished something.

Finally, ask them questions to answer with the concepts they are working on, for example:

- “What shapes are you using to build your tower?”
- “How many blocks do you have left?”

If possible, use peer-to-peer support in this process. For example,

- “Okay, let’s look at Fatima: What is she doing? So, what do you think? What should we do first?”

Give feedback to children immediately in a positive way. For example:

- Wow, Fabian, you washed your hands by yourself this time. Well done; next time, try washing between your fingers; that will make everything better and eliminate the bacteria.

Pointing out and praising what they were doing is also a good way to provide affirmation:

- “It was perfect when you put this in or solved this.”

Point out where they struggled positively:

- “Doing that is not easy. We can practise more.”
- “You were putting these two pictures perfectly, but here something happens. What do you think is the matter, does the shape fit, and does the colour fit?”

Let them come to their own conclusion.

Use events that happen in the past to solve problems in the present, for example:

- “Do you remember when...?”
- “Remember last time we played rhyming games, and cat rhymes with bat and sat? This time we are looking for words that rhyme with bat. What words do you think rhyme with bat?”

Use events that happened in the past to predict events in the future, for example:

- “Do you remember what happened to the seeds last time? Some were growing and the others not. We found out that the ones that didn’t grow were because of a lot of (...). What do you think will happen if we do the same thing again?”

Give the children time to think and don’t be afraid of silence.



# Resource 8 Chart for recording and tracking individual follow-ups



click on the resource title to go back to the recommendation guide

An individualized follow-up is a process whereby the ECCE teachers dedicate 3–6 minutes to work individually with each child or when teacher engage in a one-on-one discussion that last several turns on a single topic while practicing positive interactions. Teachers should directly support four children daily and conduct at least two individualized follow-ups per child during the week.

To use the chart, teachers will:

1. Write the name of the children.
2. Include the key observation and suggestions that will be practised with the children.
3. Mark with an x every time a suggestion is practised and note if there was any difficulty.

The chart helps monitor how often and with whom the tips have been practised. Practice the tips with all the children for one week.



**NOTE:** For children aged 0–2 years, practise in the individual follow-ups the suggestions of: practice 1, practice 2 and practice 3

For children aged 2–5, practise in the individual follow-ups the suggestions of practice 3, practice 4 and practice 5.

Example of a chart to record and track individual follow-ups in the group

Individual follow-ups		Week 1					
	Practice 1 Support and believe in your children			Practice 5 Make exploratory talk and scaffold			Difficulties
Child's name							
Fatima	x	xxx		x	xx		x
Junfeng	x	x		x			xxx



# Resource 9 Areas of inquiry and suggested assessment questions (formative assessment cycle, moments 1 and 2)



click on the resource title to go back to the recommendation guide

Here is a list of questions and orientations to guide the use of the formative assessment approach in terms of what to assess and how to collect the information.

The inquiry is divided into three areas:

- Children’s interests and their responses to routine and activities
- Child-specific skills
- Group assessment



**NOTE:** As a suggestion, teachers can record this information in a notebook, or a template designed by the principal or coordinator.

## 1. Children’s interests and their responses to routine and activities

For two weeks collect the following information.

**Table 1. Children’s interests and children’s responses to routine and activities**

Questions	Items
What are their main interests?	<ul style="list-style-type: none"> <li>• What books or songs are their favourites?</li> <li>• What topics interest them the most?</li> </ul>
<p>Have they experienced developmental regression or behavioural challenges?</p> <p>**Regressions are temporary steps backward in a child’s development. For example, a child can’t cope or make something they had recently mastered.</p> <p>A regression is usually a response to fear and change.</p>	<p>For example, notice if in the group:</p> <ul style="list-style-type: none"> <li>• A child doesn’t nap like they used to. They have nightmares.</li> <li>• A child used to eat alone and doesn’t anymore.</li> <li>• A child starts to wet themselves in their clothes again.</li> <li>• A child knows how to use a pencil but doesn’t use it anymore.</li> <li>• A child used to dress themselves but not anymore.</li> <li>• A child no longer wants to be with the other children.</li> <li>• A child was social but now does not speak.</li> <li>• A child stopped using words or forms of communication that they were using previously.</li> <li>• A child does not want to be alone.</li> <li>• A walking toddler starts crawling again.</li> <li>• A child’s family tells you that the child has started thumb sucking, bedwetting, clinging to parents, having sleep disturbances, loss of appetite and fear of the dark.</li> </ul>
What times in the routine comes easily and the child feels engaged?	<ul style="list-style-type: none"> <li>• What time of the routine does the child enjoy the most?</li> <li>• What kinds of activities does the child want to repeat all the time?</li> </ul>



Questions	Items
What times in the routine does a child struggle or doesn't feel engaged?	<ul style="list-style-type: none"><li>• What kind of instructions are most challenging for the child to follow?</li><li>• At what times in the routine does the child not engage?</li><li>• What transitions are the most difficult to make?</li></ul>
What are a child's strengths?	<ul style="list-style-type: none"><li>• What are the child's main autonomy achievements?</li><li>• What areas of the child's autonomy is a struggle?</li></ul>
Does the child have different practices in the family than at school?	<ul style="list-style-type: none"><li>• What are they?</li></ul>
How is the family involved in the child's education?	What activities is the family involved in? (reading, playing outdoor, singing, building together, storytelling)





## 2. Child-specific skills assessment

Here, teachers assess children’s skills using some of the proposed pedagogical experiences and activities. In other words, they observe the children during the development of the regular experiences and how they perform the proposed activities.

**NOTE:** Teachers should not answer these questions based on one experience or activity. Rather the children should be observed performing multiple times the similar activities or skills over a period of time.

### SUGGESTION

Use an instrument that has already been developed in the country (a rubric, a table with specific criteria to help the teacher monitor children’s progress or with the development milestones).

Consider using the formative assessment package developed by the UNICEF Regional Office for South Asia: <https://events.hubilo.com/2022-asia-pacific-regional-virtual-conference-on-early-childhood-development-eed/booth/129675>

The following template can be used to organize information on each child. In this case, the children are organized according to three moments based on their learning process.

**Table 2. Template to organize children’s skills assessment**

Child’s name: Fatima			
Learning practice	Moment 1. Does not perform the activity or has difficulties following instructions or accomplishing as expected	Moment 2. Performs the activity but requires support from other children and the teacher	Moment 3. Performs the activity according to the proposed objectives
Explore textures, colours, objects			x
Search and collect			x
Sort, classify and make sequence		x	
Explore change and transformation			x
Tell, sing and read stories	x		
Recognize letters.		x	
Introduce new words	x		





### 3. Group assessment

Here, teachers assess their groups. They analyse the group's learning dynamic and their behaviour as a community. The analysis includes the actions of the group as a community.

Teachers should define a maximum of four questions based on social situations they are expecting the children as a group to develop and identify when they achieve this and when no.

**Table 3. Template to organize a group's assessment**

Question	When yes	When no
Children as a group respect each other and resolve their conflicts		
Children as a group are concerned about environmental care		
Children as a group value the differences among the group positively		

#### SUGGESTION


To register the information, teachers should:

1. Have a notebook with one section per child. That will be the basis for the pedagogical handover note.
2. Have a board in the room with the list of children and the general categories to post observations with post-It notes.





## Resource 10 Guidelines to organize formative assessment information

 click on the resource title to go back to the recommendation guide

Here are suggestions on how to group and organize the children’s information for further analysis. The ECCE workforce can group what children do or do not do to understand the group better.

### 1. Organize groups of children by their performance in each skill

This will depend on the instrument that a teacher uses to conduct the child-specific skills assessment. As an example:

**Table 1. Children grouping based on skill’s performance**

learning practice =>	Sort, classify and make series	Recognize all letters	Manage emotions
Red. Does not perform the activity, has difficulties following the instructions and accomplish as expected.	Fatima Jungfen	Ngoc Alice	Ngoc
Green. Performs the activity according to the proposed objectives.	Ngoc Alice	Fatima	Somchai Jungfen
Yellow. Performs the activity but requires support from friends and ECCE workforce.	Somchai	Somchai Jungfen	Fatima Alice

### 2. Group children’s interests into categories

Put together the main interests of the children. Define other categories based on the results. See the following example of how to organize children’s main interests.

**Table 2. Organizing children’s interests**

Child	Nature (animals, plants, ecosystems)	Fantastic creatures	People (professions, family members)	Activities (sports, etc.)	Objects	Functioning of things (phenomena, events)
Fatima	Flowers	Monsters	Teacher	Balls	The titanic	The light Thunderstorms
Ngoc	Fish and dinosaurs	Mermaids	Fireman		Cars	Rain
Somchai	Dogs and penguins	Spiderman				Falling starts



### 3. List the children experiencing some type of developmental regression

Include in the following list the children experiencing any type of developmental regression. Identify their main issues.

**Table 3. Children experiencing developmental regressions**

Name	Areas of regression	Approximate period where they have experienced the regression

### 4. List the children's relationship with the learning routine

Record how the children are enjoying and struggling during the different routine activities.

**Table 4. Children's relationship with the routine activities**

Routine activities	Enjoying	Struggling
Arriving time	Fatima	Ngoc
Welcoming time	Fatima, Ngoc	
Story time	Ngoc	Fatima
Learning centre time		
...		





## Resource 11 Strategies to enhance learning (formative assessment cycle, moment 3)



click on the resource title to go back to the recommendation guide

Here are suggestions for teachers to use the formative assessment information to develop new pedagogical strategies with the children. This resource guides the development of the third formative assessment's moment: How to use the information.

The resource is divided into four sections: (i) suggestions on how to implement group adjustments, (ii) how to implement individual adjustments, (iii) how to define individual plans for children and (iv) how to support children experiencing developmental regressions.

### 1. Activities to implement with the whole group based on formative assessment results

#### Design strategies to encourage children's interest

Knowing children's interests will allow teachers to promote different activities for them to explore. This will engage them with the learning process and help them bond with the education process.

#### Some ideas that teachers can implement using the collected information:

##### ① Develop research projects.

The children can decide what they want to investigate and decide on one or several questions to solve during the process. Teachers can propose activities based on the learning practices and the three key areas to develop pedagogical experiences: exploration, narratives and knowledge of themselves and others.

For example, children are interested to understand why it sometimes rain. Some of the main questions to answer could be: How does water get into the sky? How does rainwater differ from river water?

Then, define the activities to develop with the children according to the three main pedagogical categories and the learning practices:

- Exploration: for example, children will conduct an exploration of the village or make an experiment of evaporation. They will collect and measure rainwater and compare it with river water or play to count the drops of the rain or build a rain calendar.
- Narratives: for example, children will find songs about the rain and learn scientific words around the rain. They can also collect traditional stories around the rain with the families, learn the words of rain (the 'r'\_'a'\_'l'\_'n') and play with them. Finally, they can create poems to the rain.
- Knowing oneself: for example, children will explore emotions around rain. What do the children feel when it rains? When does rain bring happiness and when is it sadness or fear?

##### ② Implement 'the day of our interest', which is a day when the group explores what interests them the most.

For example, once every 15 days, children will have activities to learn and to explore their interests. Bring books, play short videos, plan field trips or explorations or special excursions, invite guests to speak and work on a topic or many other possibilities.


It could be that every child explores their own interest or the whole group explores the interest of one child.



### ③ Encourage families to strengthen their child's interests.

Communicate with families and talk about each child's interests and how to promote them in the home:

- Organize visits to the library
- Go out and explore the neighbourhood or community together
- Get materials and books to keep at home
- Talk about these topics in different moments

 **NOTE:** Support families in strengthening their positive interactions, using Recommendation 5.

### Emphasize experiences in which the whole group requires support

Prioritize some of the experiences and activities for which the whole group will need extra support.

#### For example:

The majority of children in the group are struggling to handle emotions and recognize others. Based on that information, teachers can:

- During the week, plan more activities to learn about how to manage emotions (learning practices and activities from the third pedagogical experience on knowing oneself and others; see Resource 5 Portfolio of suggested pedagogical experiences).
- Increase the number of social-emotional learning games.
- Propose a day of emotions with activities to recognize them and build empathy.





### Adjust the times and transitions of the more complex routines for all children

After identifying the routine activities and transitions that are problematic for the majority of the group, propose changes, including children's participation.

#### For example:

- Change the type of instructions
- Create new transition strategies
- Ask the children how to improve the moment and make it more fun
- Share the proposed changes with the children

## 2. Activities to work in small groups based on formative assessment results.

Teachers will need to determine what adjustments should be made according to the situation of each child.

### Plan extra activities to emphasize what a group of children need to reinforce

For a child having challenges mastering a skill, propose special activities to strengthen their development with that skill.

#### Some ideas:

- ① Group the children in small groups no more than 6 per group. Mix them using different criteria and propose activities to strengthen their development of a specific skill.
  - \* Group the children according to their abilities. Place children who need to reinforce a particular skill in the same group and work closely with those who are still struggling mastering the skills. Regularly check up on them individually.
  - \* Group the children together, mixing children who have mastered a skill with those who haven't. Encourage one to help or explain to the other. For example, Sebastian helps Camila learn how to zip his jacket or teaches him how to tie his shoes. Camila, who knows how to write her name, can work with Carla, who needs to learn how to do it.
  - \* Group children together with similar interests to help them build abilities to work in a group and build social skills.
  - \* Let the children choose their own groups to encourage autonomy and friendship.
- ② Propose a small group meeting as a pull-out intervention to do microteaching sessions. For example, organize 3–5-minute lessons throughout the day to add more opportunities for children to practise and receive feedback while practising a specific skill or group of skills. The time for additional practice could be during lunch, before or after the learning routine, during transitions and during independent work or learning centre time.

**Plan extra activities to emphasize what a group of children need to reinforce**

- ③ Approach challenges using the children's interests. When children are engaged in the activities, use their interests to give instructions, explain or make connections. For example, Fatima has trouble learning the concept of size (large, medium and small). She plays with three pieces, one of each large, medium and small. When the teacher asks her to select the piece that represent the medium sizes, she struggles. Fatima loves dogs, so the teacher helps her find the answers by using examples of dogs: the size of the dogs or the size of the food three dogs of different sizes etc. Give the children time to think or help them with the answer. Give clues and play again.
- ④ Propose a cross-grade collaboration process. For example, establish a partnership with local youths or teens of other school's grades. They can mentor the children on specific tasks. They can pair up and work under a weekly challenge scheme or create a point system to motivate them. These activities could include exploring interests and developing activities based on the skill a child needs to learn.
- ⑤ Agree with the family about the activities they can do with their child to support their challenges. For example, Lisa needs extra help to develop phonological awareness and the teacher agrees with the family to play tongue twisters and rhymes three times daily. They decide together what kind of rhymes and how to play them during lunchtime or while they visit relatives.

**3. Orientations to define individual plans for the children struggling the most**

The ECCE workforce will develop a group including maximum of two or three children per group. They will define an individual plan for the children who struggle the most in the group. To do this, they should get support from other colleagues (including psychologist, nutritionist, coordinators principals, when apply) and families to reduce any relate stigma. Each child with an individual plan will have a tutor who will follow up and accompany them and their family. It can be the teacher or other staff of the institution.

The plan does not have to last a year. The duration will depend on a child's needs. It could last one month or a couple of months and should use Universal Design for Learning.

Remember: Children learn best if they practise a skill over several short periods during the day. For instance, if they are learning to make patterns, it will be more effective to have three short daily activities rather than a one-hour activity.

Define the skills that need improvement based on the instrument used during the child-specific skills assessment. For example, the country's development standard, the UNICEF Regional Office for South Asia formative assessment framework or the learning practices suggested in Recommendation 2, among others.

The individual plan can be organized by routine activities and skill. The workforce will define the activities to carry out at each time and for each skill (see the example in the following table and note that with family time activities, it is important that the parents include everyone because children learn by imitation).



## Example of an individual plan

Name: Ngoc Minh, Age 5				
Time or skill	Word segmentation (identifying letters and syllabus of a simple word)	Sense of location and use of vocabulary	Frustration and anger management	Notes day (follow-up on the child)
Arrival	Create a special greeting whereby all children spell out the words and their name.			
Large group time		Increase the use of positional riddles, for example, who is on the right side of John? Put the ball in front of John? Put the ball in front of....	Define a space to have a time-out when there is anger.	
Small group time		Perform an individual follow-up each time a child is in the construction centre, and there practise spatial concepts and vocabulary.	Provide language modelling to explore emotions when conflicts arise.	
Pull-out time	Update some labels in the classroom and build them with Ngoc.		Build together the grumpy puppet. Simulate moments of anger and how to act.	
Care routines times		Give a child the responsibility of setting the tables (provide instruction using specialized vocabulary).		
Family time	At home, the family will play in the puzzles with simple words, like a bear, cat and dog (they will create these by themselves).		The family will use the grumpy puppet, not only with Ngoc but with everyone in the family.	





## 4. Orientation to support children experiencing developmental regressions

If a child is struggling with any skill, follow up individually and create a plan using the recommendations here. Include family participation from the beginning. If problems are too complex and a child does not show progress, the child will need a referral to other expert care.

**Table 2. Recommendations to define a care plan for children experiencing a developmental regression**

<p>① <b>Identify the causes</b></p> <ul style="list-style-type: none"><li>• Observe if there are changes at home or at ECCE settings that may be influencing this behaviour.</li><li>• Observe if there is anything that is making the child feel anxious.</li><li>• Work to support the child and address the underlying cause.</li></ul>
<p>② <b>Validate</b></p> <ul style="list-style-type: none"><li>• Let a child know its normal for them to feel this way.</li><li>• Let a child know that you will help them get through it.</li><li>• Don't compare children to other children or parents to other parents.</li><li>• Instead of maintaining rigid expectations, such as prohibiting children from thumb sucking, have a conversation about it and be flexible.</li></ul>
<p>③ <b>Help to cope</b></p> <ol style="list-style-type: none"><li>1. Help children return. For example, if they pee in bed, tell the family to limit the amount of water they drink before going to bed or go back to using diapers.</li><li>2. Encourage other moments of autonomy.</li><li>3. Promote times of relaxation and joy. Reduce stress.</li><li>4. Increase cuddling and physical connection. This increases the sense of security.</li><li>5. Increase the use of art. Allow children to express themselves through painting, music and singing.</li><li>6. Increase outdoor time and time with nature. Promote exploration of the smells of nature, enjoy the silence and love animals.</li><li>7. Conduct regular one-on-one follow-ups. Listen to a child's concerns and let them know you are there for them.</li><li>8. Focus on the positive, strengths and hope.</li></ol>
<p><b>Agree on a routine and some practices with the family. Families are role models for children.</b></p> <ul style="list-style-type: none"><li>• Talk with them to reduce the stressors that are causing the problem.</li><li>• Exercise with families to reduce stress (schedule relaxation time).</li><li>• Ensure the presence of a sensitive caregiver.</li><li>• Provide age-appropriate information.</li></ul>

 **NOTE:** Seek professional help if problems do not improve or children do not return.

- Long-term regression
- Child withdraws and does not interact with others for a long time
- Child has problems falling asleep for more than months

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