



ANGLO AMERICAN CHAIRMAN'S FUND PARENT PROJECT

An NPO Collaboration

Compiled and edited by Giulietta Harrison

VOLUME I



ELRU - info@elru.co.za



Lebone - c.gush@kingswoodcollege.com



Gadra - kelly@gadraed.co.za



CSD- g.harrison@ru.ac.za



Ubunye - lucy@ubunyefoundation.co.za



Famsa - famsa@imagnet.co.za

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INTRODUCTION

The main objective of the Anglo American Chairman's Fund Parent Support Programme is to educate and empower parents to effectively support the education and healthy development of their young children (age 0 to 5 years). As a collective, the NPO's involved in developing and piloting this programme believe that in order to transform the educational, and resultant life-long, opportunities of South African youth, it is essential to empower and mobilise parents. In order to reach this goal parents need to not only be aware of their responsibilities and rights with respect to education but also have the knowledge to make necessary changes. With this knowledge parents are given the tools to become more actively and positively involved in their children's education. This programme has been developed with the belief that schools, teachers and children can be transformed by the involvement, support and mobilisation of parents.

This programme is designed to help parents to better understand how their child learns, how they can support the learning process, their rights and responsibilities with regards to their children's education as well as the importance of good health and nutrition to the optimal development of young children.

The programme should be facilitated by experienced field workers who have an existing relationship with the school, institute or area where the parent group is based. The programme should be run in the home language of the intended audience in order to ensure that all parents have the opportunity to actively engage and participate.

The very nature of an 'open-source' document is that it should be flexible and adapted to the contexts in which it is implemented. This may include simply taking two workshops to cover one topic e.g. emotional intelligence, or adding more content where a need is recognised.

The programme has been designed to run over 5 sessions. The topics of each session build on one another providing both basic understanding and practical implementation tools. Each session should be no longer than 1 ½ hours.

TOPICS:

- 1. Understanding Emotional Intelligence.**
- 2. Understanding How Children Develop.**
- 3. The Role of Health and Nutrition.**
- 4. The Home as a Place for Learning.**
- 5. Rights, Responsibilities and Education.**
 - **Wrap-up and feedback.**

This document outlines the content covered in each workshop as well as useful additional resources and suggestions for practical home application of workshop learnings. All workshop beneficiaries receive a resource pack at the conclusion of the workshop series to enable implementation at home regardless of economic status. Recommendations for a basic 'Home Resource Pack' are included.

This programme has been piloted at five separate sites in the Cacadu District in the Eastern Cape. The piloting of this material revealed a number of interesting points which challenge the ECD sector. These included: confusion over governance in ECD centres; challenges in implementing parent programmes in the rural environment; the need for more parenting ownership on the part of our young mothers and teachers should be included in the workshops in order to understand the parent role rather than feeling threatened by it. The collaborators who piloted this material reported that it was well received but that it needed to be presented by facilitators who are parents themselves. This speaks to the credibility of the material. It was additionally felt that the material should be translated into Xhosa and Afrikaans to make it more accessible to the facilitators. This will be investigated and made available as soon as a translation has been implemented. Most importantly the piloting revealed the tremendous need for this type of support for our parents and the overwhelming appreciation expressed by the parents who were at the receiving end of the workshops.

It remains to be said that both this document and its companion document on 'Governance' would not have been possible without the financial support of the Anglo American Chairman's Fund and the insightful collaboration of all the NPOs involved which drew from their combined knowledge born out of many years of work in the ECD sector. I wish to acknowledge Kelly Long, Cathy Gush, Lucy O'Keeffe, Anne Harris, Kathryn Court, May Quntu, Ida Khawababa and Nolly Shelly who contributed to the contents of this and its companion document or were involved in piloting the materials.

Giulietta Harrison
Director CSD



Understanding Emotional Intelligence

*“A person who never made a mistake
never tried anything new”*

Albert Einstein

What is Emotional Intelligence?

From the moment of birth our lives are shaped by our relationships with family, friends and the wider community. Learning to care for and respect one another is essential. The term ‘emotional intelligence’ was originally coined by Daniel Goleman and refers to the ability to identify, assess and control the emotions of oneself, of others and of groups. All parents want their child to be happy and successful in life but do not always know how to achieve this. Children have to understand their own needs and wants together with the needs and wants of those around them in order to make progress in the challenging world around them. Parents have a responsibility to model appropriate behavior to their child and to help their child to develop the skills to be emotionally intelligent.

Emotionally intelligent parenting

With care and guidance the parent can promote emotional intelligence in their child. Raising emotionally intelligent children starts with being an emotionally intelligent parent. An emotionally intelligent parent recognizes and manages their own feelings; handles their emotions in an appropriate manner to provide a positive role model and seeks professional advice when they are unable to deal with their child’s problems.

TIPS to achieve emotionally intelligent parenting:

- All children will experience both negative and positive emotions and as parents we need to accept this.
- Make the distinction between behavior and emotion, i.e. all emotions are acceptable but some behaviours are unacceptable.
- Teach your child the way to appropriately express negative emotions e.g. if you feel very cross, to go to your room to calm down before saying something ugly.

- Explain that not everybody reacts to a situation in the same way but that we can learn from one another.
- Take the time to listen to your child and empathize with them when they have had a tough day/event.
- Help your child to come up with solutions when they have a problem.
- Learn to trust your child.
- Set age appropriate limits and boundaries.
- Be consistent.
- Help your child to form positive relationships with his/her peers.
- Try to remember that as your child develops, the way in which they may manage their emotions will change and with each phase they may need support.
- Knowing what to expect at each stage of development will help to guide you through the various stages of emotional development.

Self-esteem and emotional intelligence

The most important ingredient in all parenting is showing unconditional love. If your child experiences unconditional love, they will be on the road to building self-esteem because they feel confident that they are loved for who they are and not for what they achieve. By the same token they can withstand inevitable failure because they are confident that should they fail or make a mistake it will not cost them the love of their parent. Feeling good about yourself, allows you to explore your strengths and weaknesses, be open to new experiences and not fear rejection when mistakes happen. The child with a good self-esteem is resilient and is able to persevere even when faced with a challenging problem.

TIPS for building your child's self-esteem:

- Regularly tell your child that you love them.
- Remind your child that other people love them too.
- Love your child unconditionally, i.e. do not only show affection when your child has achieved something. Remember to praise the effort shown.
- Set up opportunities for your child to succeed.
- Encourage your child to try new things and master new skills.
- Help him/her to find activities he/she enjoys doing and support these endeavours.
- Do not be overly critical when your child does not succeed.

- Help him/her to set goals that are realistic and achievable.
- Spend time with your child and enjoy one another's company.
- Look for times in which your child is being 'good' or 'getting it right' and remember to acknowledge those times even if they are very small.
- Show your child respect and he/she will show you respect back.

Independence and emotional intelligence

By allocating age appropriate tasks and giving your child responsibilities, you provide him/her with the opportunity to test out what he/she can or can't do. In this way he/her develops a sense of how capable he is; knows that you trust him/her to do things by themselves; believe in him/her and want him/her to develop his/her sense of independence. As a parent your guidance and encouragement is necessary in order to maximize the potential for success. Parents who do too much for their child give them the message that they are not capable and equally parents who don't do anything for their child, give the message that they don't care.

TIPS to encourage independence:

- Do things with your child rather than for your child.
- Remember to separate the child's behavior from who they are.
- Don't attach your child's personal worth to their performance, i.e. don't only show love/praise when your child achieves.
- Don't label your child e.g. you are lazy/you are unkind. Rather use a phrase such as *'I don't like your behavior because you are being unkind'*.
- Avoid comparing one sibling with another.
- Celebrate each child's uniqueness but not in a way that makes them feel they are better than a sibling.
- Do not have unrealistic expectations for your child and thereby putting undue pressure on them to perform beyond their capabilities. This is setting them up for failure.
- Don't be tempted to complete a task for your child before they have had a chance to thoroughly try themselves. Even then, rather let them do at least part of the task.
- Look for ways in which your child can enjoy one successful experience every day.
- Reward your child with verbal praise rather than with presents.

A FEW MORE POINTS TO REMEMBER:

Respect

Respect is at the heart of all relationships and it begins in the home where the parent models respect towards the child, adults in the home and outside of the home. Through respect we are giving the message of how we wish to be treated and increase the potential for the relationships that we do have, to be positive ones. We begin to understand how to respect one another when we learn to first listen to one another, notice our own emotions and then only act. Impulsive responses often lead to conflict as they are not thought out and can therefore be very hurtful and disrespectful. With young children it starts by putting a name to the emotion.

Identifying emotions

It is important to know what we feel and what our child is feeling in order to successfully interact. As adults we are frequently in a situation that requires us to respond e.g. if our child comes home and we discover they have lost their new lunch box. In this situation the immediate reaction would be to get angry and to shout at the child. This would not help the child to be more careful with their possessions but rather make them afraid to tell their parent if they have lost something. It is a good idea for the parent to get into the habit of 'noticing' their feelings and then reacting. This moment of pausing to identify what they are feeling reduces the potential for an impulsive inappropriate reaction. When interacting with your child it is a good idea to ask them each morning how they are feeling and to help them to develop 'the language' of feelings. For example if they say they are not sure of what they are feeling but they know they are not happy, the parent can take some time to talk to the child to explore what is making them feel a particular way and together come up with an acceptable label. It is a good idea for parents to talk about their feelings too. In this way the child gets to understand that parents have the same feelings as they do but that their parents have learnt how to manage them.

Modelling

Children learn through observing others which is why, how the parent models behaviour is so important to how the child learns to respond in any given situation. By listening to others the child learns what language to use in any given situation which is why the language modelled by the parent should be appropriate. The parent can assist the child to find the right words when they are still developing their language abilities. The child copies the behaviour of those around them therefore if they observe behaviour that is loving and kind, they are more likely to be empathetic towards those around them. Being given opportunities to explore new surroundings and experience new things through self-discovery and play, stimulate the child and help them to understand their world. Children enjoy being able to repeat things or practice any new learning as it helps them to consolidate what they have learnt. Finally, experiencing success in new learning builds confidence and self-esteem. Here the guidance of the parent can play a key role in allowing the child to maximize their potential to succeed.

Useful Resources

The resources for this section (see addendum) can be used to establish a routine with your child and to help them to manage their time more effectively. Let your child tick off the activity they have achieved once they have achieved it. In this way they will get a sense of how much time it takes to perform each task and begin to manage their time more effectively. This will prevent frustration on the part of the parent and the child especially early in the morning when the child needs to get to school on time.

The second resource is a check list used to encourage the child to be a 'star student' and contains things they should be doing in order to co-operate at school. These can be ticked at the end of the day and by the end of a week, the parent can decide on a reward. This encourages the child to understand the importance of co-operation and they appreciate what is expected of them.

TASKS FOR PARENTS TO DO AT HOME:

Use the Star student checklist (see resources section) to encourage your child to learn to independently, remember their things for school and what appropriate behaviour should be.

Place the list above your child's bed and read the sentences on the list with them.

Decide if they can put a tick or a cross in the relevant block at the end of each school day e.g. 'I came to school on time every day this week' – if the answer is yes then the child can put a tick in each block.

If the child has achieved ticks on all of their blocks, there can be a reward attached which does not need to be some sort of material /bought object but rather things such as an extra story at bedtime, cooking with Mommy, visiting a friend or staying up for an extra ten minutes.

OUTCOMES:

At the end of this workshop the parent should know the following:

- They should have an understanding of emotional intelligence and why it is important.
- They should know that they should model appropriate behavior to help their child learn how to behave.
- They should know that building their child's self-esteem is important for their future growth.
- They should understand why their child needs to learn independence and how to achieve this.

NOTES

WORKSHOP 2



Understanding How Children Develop

*‘Each day of our lives
we make deposits
in the memory banks
of our children.’*

Charles R. Swindell

The child goes through stages of development each of which requires stimulation from the parent and the school. Understanding those stages of development helps the parent to cater for the needs of their child particularly with regards to having realistic expectations of their child. The most important learning takes place from the ages of 0 to 5 years as the brain is developing. The parent as the primary care-giver has a vital role to play in helping their child to realize their potential as they teach everyday by word and by example.

We will use tables to help us understand the different ‘areas’ of development and what can be expected as your child grows. It is important to remember that if your child has reached a certain age and is unable to function at the level expected in any of these areas you should seek advice as to how you can stimulate development and if you need to consult an expert in that particular field.

Gross and Fine Motor Development

1 Year	18 Month	2 Years	3 Years	4 Years	5-7 Years
Crawls on hands and knees	Walks without help	Walks up stairs with help, two feet per step	Walks up steps, alternating feet	Walks downstairs using handrail and alternating feet	Able to skip, jump rope and pump self on a swing
	Roll ball from person to person	Catches large ball between arms and body	Catches large ball against chest	Can catch, throw and kick large balls (soccer ball)	Can catch and throw big and small balls easily
Pulls self to stand	Sits unsupported	Can balance on one leg for short time	Can balance on one foot for 2 seconds	Stands on one foot for 7 seconds with arms to help	Can balance on one foot for 10 seconds

THINGS YOU CAN DO AT HOME:

- Encourage tummy time.
- Encourage crawling as much as possible, it builds muscles in the hands and assists with the development of eye-hand coordination.
- Outdoor play.
- Ball play from when your child can sit unaided – rolling a ball. Stimulated eye-hand coordination.
- Practice balancing by walking on thin lines one foot behind the other and other fun games to encourage your child to get to know their bodies and how to balance.

Fine Motor Development

1 Year	18 Months	2 Years	3 Years	4 Years	5-7 Years
Puts small blocks in and out of containers	Stacks 2 blocks	Builds tower with 2-4 blocks	Builds tower of 4-5 blocks	Builds tower of 7-9 blocks	
Grasps small objects with thumb and forefinger		Can hold pencil/crayon but with whole hand	Can hold a fat crayon well	Starts copying letters, mature pencil grasp developing	Can hold a pencil and make shapes for letters
May enjoy finger painting but not gripping crayons	Scribbles with crayons	Basic pictures, can explain what he is drawing	More advanced drawing	Draws recognisable houses & person with a body	Drawing people, houses and trees in more detail
		Unable to tie laces, tries buttons	Large buttons, unable to do laces	Can button, zip & unzip, unable to do laces	By 7, able to tie shoe laces

THINGS YOU CAN DO AT HOME:

- Drawing with fingers and water on the bricks.
- Play-dough.
- Allow your child to be independent – they should be bathing themselves and dressing themselves from as early as possible.
- Provide opportunities for your baby to grasp small things – noodles on a high chair tray for dinner eaten with fingers etc

Social/Emotional Skills

In order for your child to be happy both at home and at school they will need to have effective social skills. This is not something that comes naturally but rather is something that has to be taught both consciously and through modelling the behavior of adults.

2 Years	3 Years	4 Years	5-7 Years
Plays alongside but not with others, enjoys other children. Understands taking turns but will still push in to be first.	Begins cooperative play, shares toys, plays with 2/3 children in a group, cannot tell difference between fantasy and reality.	Tendency for 2 children to leave out a third, enjoy role play, tends to show off, wants to please friends, proud of what he makes/does.	Can share & understands turns, likes competitive games, understands rules & fair play, mimics adults & seeks praise, prefers to play with same sex friends.
Expresses a lot of emotions, emotional outbursts are common.	Self-centred, tries to make others laugh, affectionate, knows if boy or girl, can be bossy.	Shows concern and sympathy, can express anger by talking and not hitting, can feel jealous, understands lying.	Comforts friends, knows right from wrong & honest from dishonest, less aggressive behaviour, strong identification with same sex parent.
Enjoys routine, tries to wash self, will want to do everything himself and gets very upset and angry if he can't.	Washes and dries self, starts to understand there are some things that he needs help with and will ask.	Wants to be independent, starts to know right from wrong, brushes teeth, likes to do things herself.	Outgrowing childhood fears, behaves more responsibly and will say sorry for mistakes

ACTIVITY:

Parents break into small groups and talk about each of the above tables and if they can relate this to their own children. They must come up with a few ideas for how they can help their child at their respective level of development. Allow 10 minutes for this activity and 10 minutes for feedback from each group.

Anger and Frustration

One of the most difficult areas for children to control is that of feeling frustrated or angry and the younger the child the harder this is to manage because they do not necessarily have the language to express their feelings. This can lead to inappropriate behavior such as biting, smacking or snatching toys from friends. Giving your child the skills to manage their anger is an important social skill. Parents also need to be aware that a child who is frequently expressing anger may be masking something deeper such as depression, sadness or being bullied by other children. Anger can be divided into two components namely angry feelings and angry acts. A child needs to understand what the difference is between the two. Feelings can be expressed but the acting out part should be limited or contained. In addition the child needs to know that their behavior has an effect on

those around them so if they are shouting or hitting, it is going to hurt the people around them. With younger children (2-3years old) power struggles can be common. This is usually the result of the child trying to assert themselves and define their identities. The following four steps can help the parent to manage a child engaged in a power struggle:

- Keep calm.
- Use humour or a joke to defuse the situation.
- Try distracting the child.
- Choose your battles i.e. do not fight over small things but rather take a stand on a major issue.

THINGS YOU CAN DO AT HOME:

How you can help	Suggestion / Example
Make time to play with your child.	15 minutes a day is achievable. Involve your child in what you are doing too e.g. allow them to help you to make supper.
Create opportunities for older children to play together.	Consider letting your child attend aftercare/ invite a child to come and play once a week.
Make sure your child has a safe place to play.	Check your area for dangers and involve your child in doing this with you as this will raise their awareness of the need to stay safe.
Provide things to play with that are age appropriate.	You do not have to buy toys. Ordinary household containers, homemade toys, scrap paper and homemade play dough all provide endless entertainment.
Talk to your child; answer questions and listen to their stories.	Talk to your child about their time at school, ask them specific questions and listen to their response.
When faced with a problem, ask questions that will help the child to find a solution by themselves.	If the child is being bullied for example, ask the child what do they think they can do about the situation?
Encourage your child to persevere.	If you see your child is frustrated by a particular situation or task, do not jump in and do it for them, rather help them to find a solution/ suggest they take a short break and then return to the task at hand.
Praise your child when they try something new.	If your child shows an interest in something and tries out a new skill e.g. tying their shoe

How you can help	Suggestion / Example
	laces, praise them for making the effort even if they don't succeed the first time. Break the task down into easy steps so that the child can begin to grasp what to do e.g. show the first, second and third step of how to tie a shoelace with the child trying out each step on their own shoe.
Let a child play with something on their own so that they can discover how something works by themselves. This might involve biting, shaking or feeling the toy.	Follow the child's lead as to how they want to play with an object. Try not to impose your own will on the child.
Give your child opportunities to practice new learning.	If your child is learning to lay the table for example, then let them lay the table every evening.

PARENT TASKS TO DO AT HOME:

Let your child help you fold the laundry and sort it. Socks can be paired and the colours of the items identified and sorted.

Use an egg box/muffin tray to sort and count beans. Write the numbers 1-6 on the base of the tray and let your child place the correct number of beans into the tray.

Let your child set the table and discuss left and right, top and bottom.

Language Development

From an early age the child learns to communicate through the sounds they make and through listening to the voices of their caregivers. Talking to your baby whenever you dress, feed or comfort him/her will encourage the development of his/her listening skills and consequently language skills. The older child responds well to discussion, story-time and exploring new words. Providing opportunities for your child to interact with other children, allows them to develop language skills from their peers. Helping your child to label new objects and to identify words in their surroundings will build their vocabulary. Providing the appropriate language for conflict resolution will help your child to manage their emotions. Set aside a certain time in which your child can discuss their day with you, play games like 'I spy' and talk about 'what makes you happy/sad?'. When your child has drawn a picture, ask them to tell you about the picture and help them to write a sentence or two underneath the picture to describe what has been drawn. Make up the beginning of a story and ask your child to complete the story. Play word games such as opposites/what goes together/guessing games. Challenge your child to carry out a three part instruction and get it right. Make story books using drawings, magazines or news-

papers. Gently correct pronunciation or word usage in order to help your child to hear the differences between words and develop a good listening ear. The following table shows the age of the child and their level of language ability.

Age of child	What language development looks like
0-6 months	Baby recognizes the voices of their caregivers. Baby responds to songs/music.
6-12 months	Baby recognizes their own name; begins to learn words; can respond to and make simple gestures and babbles basic conversations.
1-2 years	Child can say hello/goodbye; can label objects; name parts of the body; follow basic instructions and remember simple songs or rhymes.
2-3 years	The child uses simple sentences; asks lots of questions, particularly 'why'; enjoys games that involve word play and listening and can follow more complex instructions.
3-5 years	The child enjoys discussing their day; talking to other people; can use descriptive words and responds to stories. They are beginning to recognize written words and trying to read and write.

THINGS TO DO AT HOME:

- Join the local library and read stories or tell stories every night
- Interact and talk with your child even if they cannot respond – they are listening and learning
- Play games where you 'teach' your child to name their body parts (age 18 months to about 3 years)
- Make a little bit of time every day to ask your child how they are feeling, and to really listen to them (age 3 – 5 years)

Cognitive Development

The child develops on a number of levels namely emotionally, physically, socially and cognitively. It is important for the child to understand first how their own body works and to explore the world around them. By answering your child's questions you encourage them to continue to develop cognitively and to not be afraid to ask questions. The child is naturally curious and wants to learn but if they receive a negative response they will become afraid to express their desire for knowledge. Providing opportunities for learning allows the child to develop cognitively e.g. start by giving your child a simple task and make sure they understand what is expected of them. Try to find learning opportunities in everyday activities as this will allow for the development of an 'active' brain i.e. one that wants to learn. Let your child help you with jobs around the home as this way they will develop confidence and the ability to problem solve.

Age of child	What cognitive development looks like
0-6 months	Baby loves to look at soft toys, black and white pictures and things that move such as a mobile. They begin to realize that if something is out of sight, it has not necessarily disappeared hence their enjoyment of a peek-a-boo game.
6-12 months	Baby is keen to explore their surroundings; enjoys handling books; learns that he can make things happen; and wants to play games.
1-2 years	The child enjoys listening to stories; begins to indulge in fantasy play; can identify similarities and differences; understands the beginnings of colour, shape and size and can do basic puzzles.
2-3 years	The child enjoys discussing a magazine or story with the parent; can understand the difference between loud and soft sounds; can sort objects according to colour/shape/size and is beginning to understand position.
3-5 years	The child can begin to order objects according to size or number; can make patterns using concrete objects such as beads, buttons or blocks; can count concrete objects and recognizes their own name.

TASKS FOR PARENTS TO DO AT HOME:

- Arrange play dates with children of a similar age.
- Sort everyday objects into colours and sizes (shoes, smarties, buttons).
- Talk about the different colours in the home and environment, name them and try to play games which encourage your child to learn them.
- Whenever possible answer your child's questions about the world around them, the more they learn the more they will want to discover but don't be afraid to admit to your child when you don't know the answer to a question.

Put objects e.g. potato, banana, shoe, sock etc. in a pillow case and ask your child to guess what they are by just feeling them. This helps them to develop their senses and to label objects thereby building vocab.

Use two small boxes such as a Five Roses Tea boxes and pretend they are cellphones. Have a conversation with your child.

Ask your child to draw you a picture of their day at school and then tell you about their picture. Remember to put the picture up on your wall.

OUTCOMES:

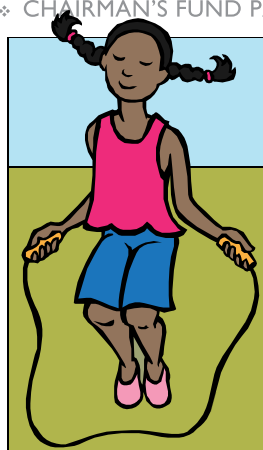
By the end of this workshop the parents should understand the following:

- They should understand what the stages of their child's development looks like.
- They should understand how to develop positive social skills in their child.
- They should understand the importance of language development and how to promote it.

NOTES

WORKSHOP

3



The Role of Health and Nutrition

When you are healthy you are able to enjoy life to the fullest however staying healthy is about the choices you make for you and your family. The care of the child does not only take place in terms of the social and emotional well-being but must include their physical needs. The following is a task that can be used to help parents understand how important the care of their child's body is.

Introductory Exercise: The Body as a Car

Workshop Outcomes:

Learners should understand the reasons we eat, the choices (what to eat, why we eat and how it is prepared) we make and the consequences there of.

Note to facilitator – NEVER say no to an answer – find a way to accommodate everything that is said in a positive way even if it is not exactly what you are looking for only correct someone if what they say goes against fact.

Facilitators notes	Training equipment
<ul style="list-style-type: none"> Put up picture of car Learners must think about what they think the car needs to go into it before it can drive off. Ask them to tell you while you write up on the flip chart. <p><i>The main points you want them to come up with are: Petrol, diesel, oil, water, battery, driver etc however there is usually an analogy for anything they mention. For the sake of time, stay with the essentials.</i></p> <p>Once this is done ask them to comment on each of these</p>	<ol style="list-style-type: none"> 1. Newsprint 2. Kokis 3. Poster of body with digestive system 4. Poster of a car 5. Post-its 6. May use computer and projector and or memory stick

Facilitators notes	
<p>1. The car won't go without a driver and the driver makes all the decisions about the care, driving practices and skills that will be used with the car.</p> <p><i>This is the same with our bodies we are the 'drivers' and we make the decisions. As we would be considerate about the care of our car we must learn to become more aware of the needs of our bodies, most of us just get up and go without thought about what our body needs to best serve us to reach our potential.</i></p> <p>2. Will the car go if it has only one or these or does it need them all?</p> <p><i>No – this is just like the body which needs all of the 3 main food groups to function optimally. We must eat a variety of foods in order to feed the body properly.</i></p> <p>3. What would happen if you forgot to put water in the radiator?</p> <p><i>The car will over heat and break down – this is the same as the body which needs 6-8 glasses of water a day in order to function optimally.</i></p> <p>4. Is it alright to put diesel into the fuel tank instead of petrol?</p> <p><i>No – this is like filling your body with alcohol and sweet soft drinks – they have a bad effect on the body and will eventually make you ill.</i></p> <p>5. What would happen if you put in R50 fuel and tried to travel to Gauteng?</p> <p><i>Your car will run out of fuel and stop – the body is the same – it needs the right amount, as well as the right kinds of foods. Your body first draws from your fat reserves and then from your muscles – you will become thinner and thinner and weaker and weaker and then you will stop just like the car.</i></p>	

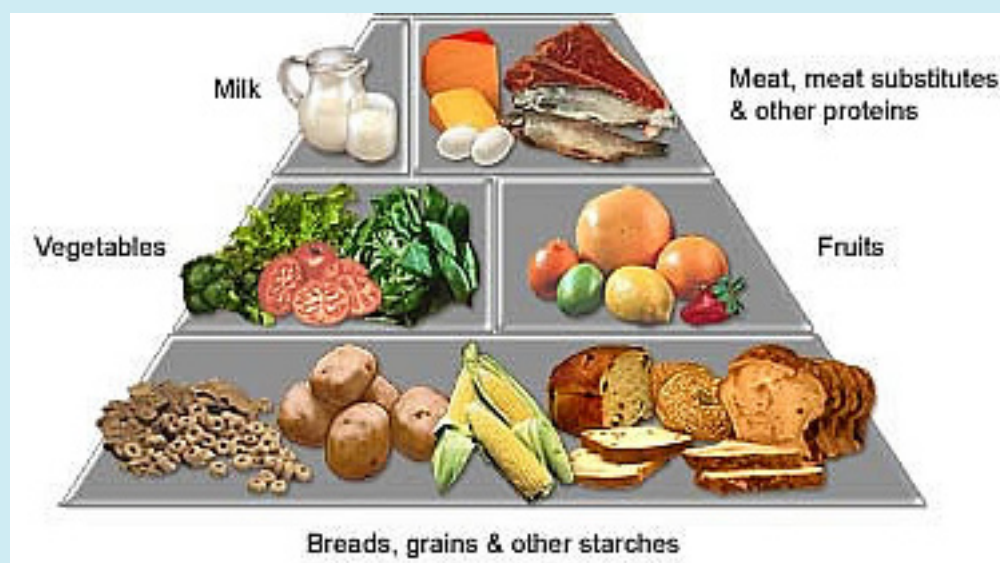
Facilitators notes	
<p>6. What happens if you do not drive your car for 6 months then jump in and try to start it?</p> <p><i>It won't start – why/ because the battery will be flat - it needs to be charged regularly – the car battery is automatically charged while you are driving it. Exercise is the same for the body – you need to exercise regularly in order to keep your body functioning well. It helps you maintain weight; it improves the circulation and strengthens your muscular frame which assists the skeleton.</i></p> <p>7. What would happen if you put too much fuel, oil water, air (in tyres) etc.?</p> <p><i>Overflow and waste and too much air will make the tyres wear out fast in the middle and they could even burst or cause you to have an accident. The body is the same – it will do it's best to get rid of what it doesn't need and then it will store the extra – this is how we become overweight and being overweight can make us prone to 'life style illnesses'. Our bodies communicate with us – e.g. we may feel nauseous or get diarrhoea and vomiting after eating too much or lots of rich food or have had a lot of alcohol.</i></p> <p>8. What happens if you over-load your vehicle all the time?</p> <p><i>You will add to the wear and tear and things like the shock absorbers will wear out and you will need to replace them. This is what happens with an overweight body – in time people have trouble with their weight bearing joints e.g. feet, ankles, knees, and hips. They can become very painful.</i></p> <p>9. What may happen is you speed?</p> <p><i>You may have an accident as you do not have time to react or you may not even notice trouble coming from another direction (either a car, animal or person). Our bodies are the same, we put ourselves in danger if we rush through life trying to do everything on the fast and wild side or before we are ready (old enough) – we may put ourselves in situations where we will be damaged.</i></p>	

Facilitators notes	
<p>10.What may happen if you drink and drive?</p> <p><i>Your instincts and reflexes are dulled, your judgement is impaired and you may cause harm to both other people and yourself – this applies to both drinking and driving and drinking excessively in life in general.</i></p> <p>11.What happens if you don't wash your car?</p> <p><i>Rust, scratches etc – our own bodies need to be kept clean in order to stay healthy and this applies to the food we eat too – our digestive system is kept clean by eating a combination of nutritious foods and drinking sufficient water.</i></p> <p>Can anyone think of anything else? • Is anything missing? – if so encourage them to think about it and come up with more if you have time.</p> <p>Conclusion:</p> <p>If I do not take proper care of my car it will quickly become a real 'skorakor'/wreck won't it? The same applies to our bodies, if we don't think about the choices we make and choose to take care of our bodies they too will become damaged.</p> <p>* There are certain sicknesses called 'life style illnesses' – that can be caused by the choices we make like poor eating habits and lack of exercise. Examples of these are High Blood pressure, Diabetes and Obesity (which can cause heart problems). Some life style illnesses are caused by other habits that we may choose like drinking too much alcohol (e.g. chronic gastritis and ulcers), smoking (lung and circulation problems) or using drugs. These choices do not only affect us they affect our children and other people in our communities too.</p>	

3 FOOD GROUPS SONG

To the tune of 3 Blind Mice

3 Food Groups, 3 Food Groups
 See how they work, see how they work
 They build, protect and give energy,
 They build, protect and give energy,
 Did ever you eat such a meal in your life with
 3 Food Groups, 3 Food Groups



ACTIVITY:

Ask the parents what influences their food choices? Tell each parent to list on a piece of paper 20 foods and condiments that they enjoy eating (5 mins). Now ask one person to stand up and tell the rest of the class each item, one at a time. As they read out the item ask them what they think made them choose that particular thing – was it because:

- It tastes good or looks good? (these are physical factors so write a **'P'** next to it.)
- You know it is healthy? (these are chosen from our knowledge of food so write **'I'** for intellect)
- The selected food makes you happy? (this is emotional so write an **'E'** next to it)
- An advertisement drew you to try the food/your culture? (this is social so write an **'S'** next to it)

Now give everyone 10 minutes to do their own and then add up how many of each they have e.g. P=4; I=3; E=6; and S=7

Discuss results with the parents and allow 10 minutes for this discussion

A healthy hygiene routine

Looking after the child's body must include developing good habits around hygiene. This is important to prevent disease and to help your child be socially acceptable. For example, when the child does not brush their teeth or bathe they will develop an odour that could cause them to be teased at school and be rejected by their classmates. Establishing a regular hygiene routine will help your child to know how to develop healthy habits. Draw up a chart which will show your child when to brush their teeth, comb their hair or bathe. Supervise these activities to make sure that your child does them properly and praise your child for making the effort to keep their body healthy. Explain that if your child does not brush their teeth they will get rotten teeth and tooth ache which will make it difficult for them to eat and they will start to feel sick. Let your child know that if they wash regularly they will feel more comfortable and develop confidence in their appearance and prevent the spread of disease. As part of the hygiene routine make sure your child washes their hands before and after eating. In this way they will limit the spread of disease brought to the table by the games they play.

Environmental awareness

Our and our children's hygiene is also affected by the environment around us and the respect that we show in managing its care. As parents we need to show our children how to respect their home and community. All living and non-living things around us make up our environment and our environment has everything we need in order to live. A clean environment can help us take care of our needs and stay healthy. A damaged environment however, may threaten our wellness. The quality of that environment depends on the decisions we make about how we care for our environment. Two main areas should be part of how you educate your child. These include attitudes to water usage and littering.

Water is a precious commodity and something we need for our survival. It is necessary to help our children to keep clean and used for our food and drink. Children have to be shown how to save water, be aware of dirty water and why we need to use water. Make your child aware of switching off a tap, reusing water and notifying an adult if they see water being wasted e.g. a tap/pipe that is leaking.

All litter should be put in a bin and disposed of properly. This must be taught to your child as anything that is thrown on the ground can poison water, harm animals and generally make a living space unsightly. Praise your child when they do pick up litter and put it in a bin and ask them to encourage their friends to do the same. Organise a litter drive through the school and ask all the learners to engage in a morning or afternoon of picking up litter on the school grounds. Learners can make use of an empty plastic bag to protect their hands whilst picking up other people's litter. In this way they can protect themselves from disease. Developing a sense of pride both in their bodies and in their immediate environment will only happen if the parent takes the time to show their child how to do this.

The importance of annual check-ups

Regular check-ups at the clinic to make sure your child is dewormed, has had all their age appropriate vaccinations, and is treated should it have a temperature/diarrhea, are all necessary for a happy healthy child. Each stage of your child's development will require different vaccinations which are indicated on their clinic card. These vaccinations will protect your child against life-threatening diseases such as measles, which they can pick up once they are going to school and exposed to other children. A very young child will lose water very quickly if they become ill with diarrhea which is why it is important to take them to the clinic and get help to settle their stomach. The parent can help by giving the child little sips of water from a clean cup to keep the child hydrated. A very high temperature can cause a child to have a seizure which can have serious side effects. For this reason if your child shows the symptoms of a high temperature (hot forehead, drowsy and not wanting to eat) they should be taken to the clinic as quickly as possible. The parent can help by wetting a face cloth and placing it on the child's head to cool them down.

By having regular check-ups the parent will know if their child is growing properly and will develop a relationship with their local clinic so that when their child is sick, there is a support system available.

The role of the school

Parents can request that the school set up an annual hearing and visual test. This will help to pick up learning difficulties that may be the result of a physical deficit and reduce the potential for a child to struggle and be punished for behavior they cannot help. Parents can urge the school to contact the district nurse to ensure vaccinations are applied and up to date together with a basic dental check which will prevent the child from getting ill or suffering pain or discomfort when eating.

In this way the school and the parents can work towards helping the child to develop healthy eating habits and keep them developmentally on track through annual check-ups

Healthy eating habits

Your child is relying on you the parent to make the kind of decisions that will help them prepare for a healthy future. Making sure your child eats a balanced diet will feed their growing brain and provide them with the tools to realize their potential. If you buy convenience foods or other foods that are packed (tinned, processed, bought bread or frozen foods) be sure to read the labels carefully to find out the ingredients. The label will tell you how much of a particular ingredient is present starting with the one that is used the most. Try to choose foods that have the least number of chemicals e.g artificial colours or flavourings. The more food has been processed the less food value and the greater the potential for the food to harm you. Rather make use of as many fresh or raw ingredients as possible e.g. apples, carrots, tomatoes, spinach etc.

Growing a small vegetable garden together is an opportunity to spend quality time together, for your child to learn about where their food comes from and to provide a healthy diet with limited costs involved. Let your child help to plant the seeds, water the plants and weed the garden. When time comes to harvest the produce do this together and use it as an opportunity to discuss shape, colour, texture and even number eg. count the number of beans on a plant/peas in a pod.

The role of the school

Parents can support the school by helping to establish and care for a school vegetable garden which can be used to provide food for less privileged families; as an educational resource or as a fund-raiser through the sale of produce. Parents can bring healthy snacks to school such as fruit and a sandwich on whole-wheat bread and provide water for their child to drink rather than fizzy drinks high in sugar and colourants. Parents can provide an extra piece of fruit once a week which can be cut up to make it possible for all children to get a piece of fruit irrespective of their circumstances. Parents can ensure that treats such as sweets and chips are limited to one day a week and request that the school enforce this.

OUTCOMES:

By the end of this workshop the parents should understand the following:

- Parents should understand how their body works;
- Parents should understand how important hygiene is and how to establish a routine for their child.
- Parents should understand that respect for the environment and one's body has to be actively taught.
- Parents should understand how they can promote a healthy environment through the school.
- Parents should understand the importance of having regular check-ups and why using their clinic is useful.

WORKSHOP 4



The Home as a Place for Learning

*“Education is the great engine of personal development.
It is through education that
the daughter of a peasant can become a doctor,
that a son of a mineworker can become the head of the mine,
that a child of farm workers can become
the President of a nation.”*

Nelson Mandela

The parent plays a vital role in helping the child to realize their potential by providing ongoing stimulation in the home environment. Parents are the first and only lifelong educators of their children. Combining a stimulating home environment with the stimulation given at school provides the child with opportunities to learn and grow. Learning is one of the most important activities in which humans engage and most of it occurs in the first few years of life. Fancy resources are not necessary in order to stimulate your child but rather the realization that the parent can do an enormous amount with a positive attitude. For the purposes of this material learning has been divided up into the following areas: reading and writing; numbers; the importance of listening and social and emotional development.

Reading and writing

Good readers have been shown to do better academically than those that struggle. For this reason it is imperative that the child be encouraged to read and develop a love of reading. The child should receive the message that reading is not only part of their school work but a fun activity too. The parent can develop this mind set in their child by joining a local library, reading to their child every day and modeling reading on a regular basis. With the help of the parent and teacher, a strong reader can take control of their own education.

The child is exposed to words all around them and will be curious about what they are. For example a stop sign or words on household products such as a samp packet. Taking the time to help your child to read those words will make them more aware of texts and what words look like. Begin by letting them guess what they think it might say, and then help them to sound out the word by starting with the initial sound. Playing games such

as 'I spy' help your child to begin to understand the initial sounds of words and how this helps them to learn how to decode.

Writing activities can begin with simply drawing in the sand and progress to writing words on scrap paper. The parent can help their child to write their name by first writing it for them and then letting them trace over the letters. The child can put sausages of play dough over the letters of their name in order to get a 3D sense of the shape of the letters that make up their name. In this way the parent helps the child to enjoy writing and to gain confidence in this developing skill.

TASKS FOR PARENTS TO DO AT HOME:

Make play dough (see resources for recipe on pg 47) with your child and use different objects to create patterns e.g. fork, lids, match sticks, back of a pen etc.

Collect empty boxes, toilet rolls, lids from juice cartons. Make a glue out of flour and water and then let your child construct something using the scrap materials. Suggest that they first arrange the materials before sticking them together.

Make a sand tray using a lid of a shoebox or ice-cream carton. Write alphabet letters and numbers in the sand. The child can use their fingers to write/draw or they can use a stick. See how sand changes if you add water.

The facilitator can demonstrate some/all of the above during the workshop.

Numbers and maths

Counting everything around you and helping your child sort will stimulate their interest in numbers. Allow your child to cook alongside you and when cutting up a potato show them how it is divided into quarters. When pouring ingredients into a cup or jug explain that this is a form of measurement. Provide them with old containers or empty containers to fill with sand and water as this will develop their sense of quantity.

ACTIVITY:

Parents will work in groups to build a 'story-telling dice' and then use it in groups to initiate a story.

Parents will make magazine/papier mache beads for their child to thread and count.

The importance of listening to one another

Listening is a skill that is developed through conscious interaction between the child and the parent. When the parent makes the space to listen to what the child is saying they are validating them and recognizing that they are important and worth listening to. Playing games with your child will help them to develop listening skills and this will be carried into the school environment where the expectations to listen are often high. The following are a list of listening games that can be played at home:

- Ask your child to close their eyes and listen to the sounds around them. The parent should close her eyes too and wait a few minutes before opening them and sharing what each person has heard.
- Ask your child to close his eyes whilst you as a parent make specific sounds using household objects such as a pot lid, teaspoons tapped against one another or tearing paper, then ask your child to open their eyes and guess what objects were making the sounds you made.
- Tell your child a story and then ask them questions about the story.
- Make a telephone using two tins and a length of string and then play together using the phone.
- Together with other family members, sit around the supper table and play broken down telephones. This involves whispering a rhyme/shopping list/sentence, in each person's ear as you go around the circle and the last person to receive the whispered message must say what the message was.
- Clap rhythms and ask your child to clap the identical rhythm back to you.

The importance of routine

By giving your child a daily routine you provide them with a sense of security because they can anticipate what is going to happen next. This is particularly important for preschoolers who do not yet have a sense of time and hook their sense of time into events. The daily routine also provides your child with opportunities to build self-esteem as they perform their daily tasks independently and well.

Self - Discipline

Part of the child's emotional and social well-being rests in their development as a self-disciplined individual. If a child learns discipline in the correct way at home he/she will be better able to cope at school. The parent needs to play an active role in helping the child to understand what is considered acceptable and what is considered unacceptable behavior. Both in the home and school environment the child needs to understand what the expectations are. The teacher does this by means of the class rules but in the home environment the parent needs to define what the expectations are and what consequences will follow if a rule is broken. Involving the child in the creation of the rules and appropriate consequences will give them more buy-in. When a child is well disciplined they understand the importance of following rules.

TASKS FOR PARENTS TO DO AT HOME:

Take the time to draw up a routine for your child and then implement it over the following week. Stick to the routine and show your child on a clock what happens at each stage of the routine. Be consistent and praise your child when they get it right. Allow for a five minute warning so that your child can make the transition between one task and another e.g. if it is pack up time and this is followed by bath time warn your child that they have five minutes left to pack up before they have to wash.

RESOURCES:

Play dough recipe: pg 47.

Sight words: pg 39, 41 and 43.

Story book dice: pg 35.

OUTCOMES:

At the end of this workshop the parent should know the following:

- Parents should understand that they play a vital role in their child's development.
- Parents should understand that they can guide their child's development in reading and writing.
- Parents should understand how to establish a routine for their child.
- Parents should understand the importance of developing listening skills.

NOTES

WORKSHOP 5



Rights, Responsibilities and Education

The child's rights and responsibilities

The child has a number of rights that have been identified in our constitution and the UNICEFF 2005 document 'Rights of the Child'. What then is the difference between a right and a responsibility? A right is a freedom that is protected, such as the right to free speech and religion. A responsibility is a duty or something you should do, such as recycling or doing your homework. The table below shows what these are and distinguishes between the child's rights and their responsibilities. The parent should discuss these with their child.

CHILDREN'S RIGHTS AND RESPONSIBILITIES	
Rights	Responsibilities
The right to all rights.	To respect the rights of others.
The right to be cared for.	To care for others.
The right to grow up with love and security.	To appreciate the love shown to you.
The right for decisions to be made in the child's best interests.	To accept decisions made in your best interests.
The right to a name and an identity.	To cherish your own culture, language and religion.
The right to health and health care.	To look after your own body.
The right to environmental education.	To care about the natural environment.
The right to freedom of expression.	To consider others before doing or saying something.
The right to privacy.	To respect the privacy of others.
The right to education for all including children with special needs.	To learn to the best of your ability.
The right to find out about the world.	To ask questions.
The right to play.	To develop hobbies, interests and sport.
The right to protection from adult neglect, cruel treatment, drug use and sexual abuse.	To help protect yourself and others.

Adapted from ELRU Chatelru, Issue 12, May 2008

The parents' rights and responsibilities

“One of the most powerful ways of children
and young adults acquiring values,
is to see individuals they admire and respect
exemplify those in their own being and conduct.”

*(Nelson Mandela, Saamtrek Conference, 2001.
Manifesto on Values, Education and Democracy.
Ministry of Education, 2001 P27)*

The parent has the right to expect their child to co-operate and to be respectful towards them and the people around them but must be sure to model the correct behavior in order for their child to know what is acceptable. In this way the child sees the adult treating others with respect and learns to do the same and will in turn treat the parent with respect. Equally so if they witness their parent screaming and shouting at someone or throwing a tantrum, they will determine that this is the way to behave. The parent must shoulder the responsibility of helping their child to realize their potential. This means not only providing for the basic needs such as food, shelter and clothing but the need for stimulation, love and respect. An environment of mutual respect will allow the child to realize their potential.

Context: The rights and responsibilities below, link with the rights of the child which were adopted at the UN Convention on the Rights of the Child, 1989.

RIGHTS AND RESPONSIBILITIES

1. Child has right to name, nationality, and, as far as possible, the right to know and be cared for by both his/her parents.

1. Parents have responsibility to register child at Department of Home Affairs. Father's details to be included on birth registration.

Mother and father should both be responsible for caring for the child (i.e. for health and development of child).

2. Child has right to freedom of expression, i.e. the right to say what she/he thinks. Parents have right to be treated with respect.

2. Parents have responsibility to listen to and respect children (even if their beliefs are different from their own).

Children have responsibility to respect parents/others rights and reputations.

RIGHTS AND RESPONSIBILITIES	
3. Child has right to freedom of association, i.e. children must have friends, and when older, children can choose their own friends.	3. Parents have responsibility to let children play/visit with other children (i.e. socialize). Parents have responsibility, when children are older, to allow them to choose their own friends.
4. Parent has right to know where child is at all times	4. Parents and children have responsibility to talk and agree on rules (i.e. boundaries) regarding friends / going out. (This must be done with respect and should take into account child's developmental stage. E.g. a teenager needs more freedom than a 10 year old.).
55. Child has right to be protected from abuse and neglect (physical, sexual and mental abuse and exploitation). Parent also has a right to NOT be abused.	5. Parents have responsibility to protect children. (Mentally and physically disabled children need to be both protected and be given a chance to develop fully.)
6. Child has right to standard of living adequate for his/her development . Parent has right to prioritize spending according to money available.	6. Parents have responsibility to provide for child's physical, mental, spiritual, moral and social development. Children have responsibility to understand that parents have budget limits so needs will have to be prioritized.

The teachers' rights and responsibilities

The teacher has the right to expect the child to attend school on a regular basis, respect the rules of the classroom/school and to participate fully in the daily activities. She can expect to be treated with respect but must be sure to model respect when engaging with the child or anyone else. The teacher has a responsibility towards the child and the parents of that child, to provide a safe learning environment which allows for the child to realize their potential through appropriate activities and guidance. The following table is taken from The Bill of Responsibilities for Teachers issued by the Department of Basic Education in 2011.

RIGHTS AND RESPONSIBILITIES

1. The teacher has the right to be treated with dignity.	1. The teacher has a responsibility to treat her learners with dignity and ensure they understand how to treat others with dignity.
2. The teacher has the right to express her religious beliefs.	2. The teacher has the responsibility to ensure the right to freedom of belief, religion and opinion.
3. The teacher has the right to feel safe in her teaching environment.	3. The teacher has the responsibility of ensuring a safe place of learning for her learners.
4. The teacher has the right to access knowledge in order to grow and become a more effective teacher. This can be done through further studies, workshops and training sessions.	4. The teacher has a responsibility to help her learners to access knowledge and to help them realize their potential.
5. The teacher has the right to expect her learners to co-operate in teaching time and to participate in all activities.	5. The teacher has a responsibility to ensure that her learners understand the rules of the classroom, are supported when they encounter difficulties and given the confidence to participate fully.
6. The teacher has the right to expect parents to support the process of teaching.	6. The teacher has a responsibility to keep parents informed as to the progress of their child and to help identify issues and support remediation.
7. The teacher has the right to be an active citizen working to promote learning.	7. The teacher has a responsibility to develop active citizens who can contribute to the empowerment of South African society.

ACTIVITY:

Parents to draw up a poster of 10 rules for the home. These must be clear and realistic. When the parent gets home they should discuss those rules with their child and see if they can be adjusted in any way after the discussion. Both the parent and the child must agree on the rules and what the consequences should be if they are not followed. Let the child decorate the border of the poster and put it in a place where the poster can be easily seen and referred to.

By the end of this workshop the parents should understand the following:

- ## NOTES



WRAP-UP

In this section we are addressing any issues that have come up that are specific to the group you are working with and that they may want to talk about. It is an opportunity to carry over conversations that have emerged from the four previous workshops or to address new issues that have been mutually identified. It is a time to establish specific steps to resolve problems that have cropped up. This workshop provides a valuable space for catching up and for getting feedback from parents on how effective they have found the sessions. Lastly it is a time in which any resources that have not yet been completed can be completed before ending the workshops. Please end the workshop with a questionnaire (see Resources) to the parents providing them with the opportunity to feedback on the effectiveness of the course. This will allow for a platform for further development should it be necessary.

Open source resources. These are www.wordworks.org.za and www.nalibali.org

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PARENT EDUCATION SATISFACTION SURVEY

Please place an 'X' in the block that most accurately reflects your opinion.
Please use the 'Comments' Row to provide suggestions about how we could improve these sessions in the future.

	Very Bad	Bad	Satisfactory	Good	Excellent
Could you relate to the topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Could you understand what was being said?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Will the things you have been given be useful to me at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Will you use what you have learnt in your home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

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SUPER STUDENT CHECK LIST



(Place a tick in each box for each day of the week)

Name:

1. I came to school on time every day this week.

Monday	Tuesday	Wednesday	Thursday	Friday
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2. I greeted my teacher and classmates each morning.

Monday	Tuesday	Wednesday	Thursday	Friday
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3. I remembered to bring notes from home and give them to my teacher.

Monday	Tuesday	Wednesday	Thursday	Friday
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4. I was friendly to someone I didn't know.

Monday	Tuesday	Wednesday	Thursday	Friday
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5. Today I put my name on all of school work.

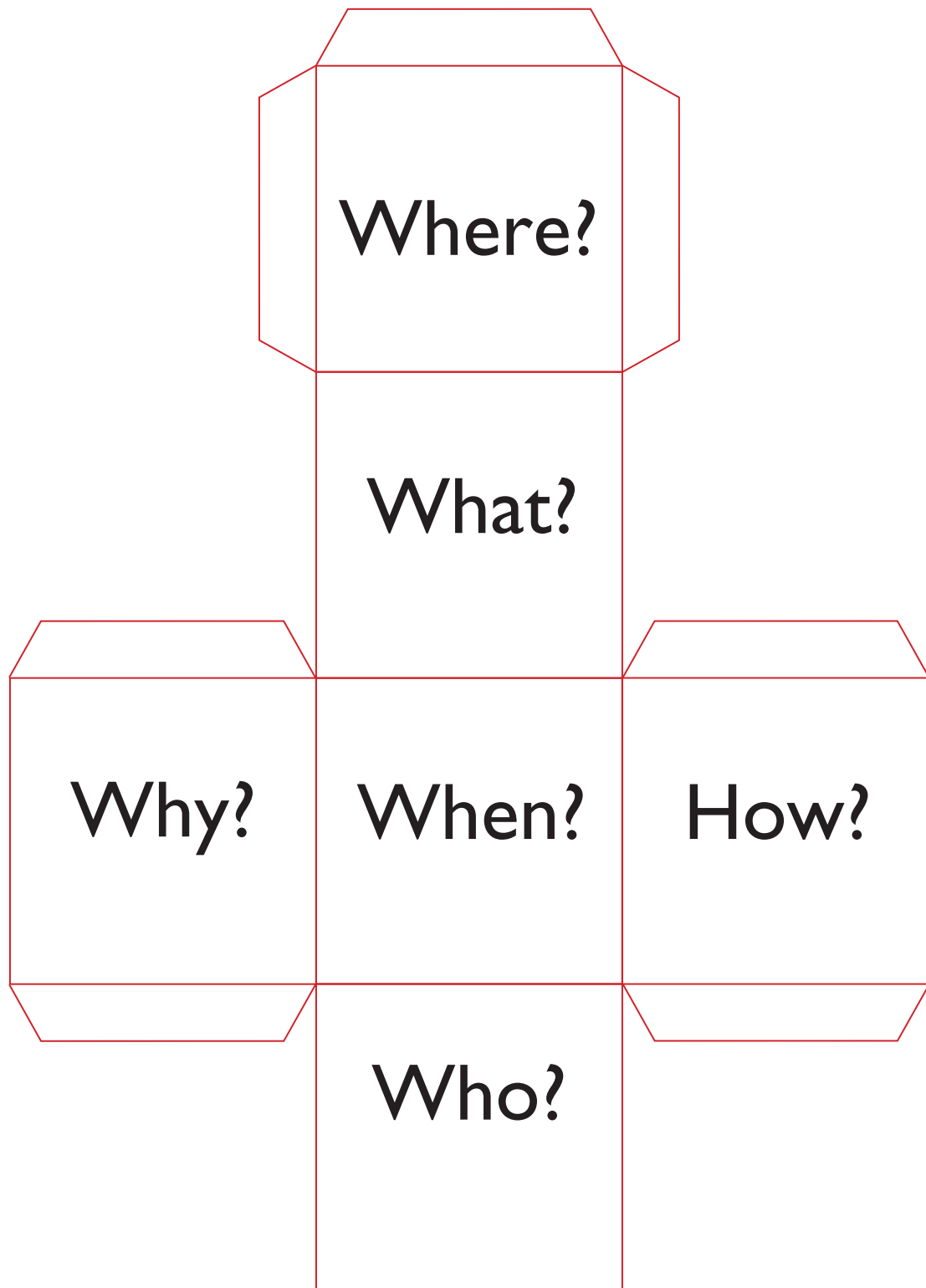
Monday	Tuesday	Wednesday	Thursday	Friday
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6. I remembered and followed the rules of the classroom.

Monday	Tuesday	Wednesday	Thursday	Friday
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The story telling game using the Word dice



HOW TO READ A STORY

OPTIONAL HANDOUT: How to read a story so children will **WANT** to listen! **And will learn more at the same time.**



- As far as possible, choose the story or book together – choose books that you think your children will relate to and understand.
- Introduce the book and talk about it. Look at the pictures and ask questions such as, "What do you think the story's about?"
- Read the title and help children relate it to their world. You could ask, "Have you seen anything like this before?"
- Sit comfortably together and make eye contact every now and then – this is good bonding time.
- Show you are interested and that story time is very special for you.
- Read with expression and change the tone of your voice – use actions too.
- Ask "checking and clarifying" questions to make sure the child is with you.
- Ask questions which encourage thinking and predicting. You may say, "I wonder why he did that? What would you have done? What do you think will happen next?"
- Listen carefully to children's responses to your questions. You may say, "Oh, is that what you think? That's a good idea. Now let's see what happens in this story."
- You may want to talk about the "moral" or "deeper meaning" of the story, by saying "Do you think we can learn anything from this story?" (Don't become too moralistic or make too much of an issue about the moral of the story)
- Children often love to hear the same story two or three times.

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Cut these out and tape them around the house!

look

me

said

no

see

she



Cut these out and tape them around the house!

so

find

from

give



Cut these out and tape them around the house!

funny

first

going

the



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My morning routine

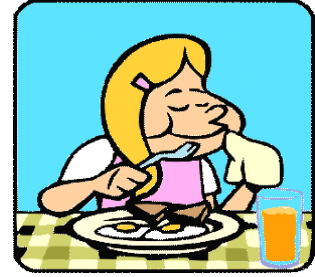
1

Wake
Up!



5

Eat your
breakfast.



2

Get
dressed.



6

Brush
your
teeth.



3

Brush
your
hair.



7

Pack your
bag.



4

Make
your
bed.



8

Go to
school.



PLAY DOUGH RECIPE

Ingredients:

1 cup plain flour
1 cup salt
1 teaspoon cream of tartar
25 ml cooking oil
1 cup boiling water
3/4 drops of food colouring
3/4 drops essence e.g. lemon/almond/peppermint

Method:

Mix all the dry ingredients together.

Add the oil

Boil the water and add immediately to dough along with the food colouring and essence.

Mix until dough consistency.

Leave to cool and then place in an airtight container.

This dough is safe for a child to eat, should they wish to, and last a long time even when not placed in a fridge.

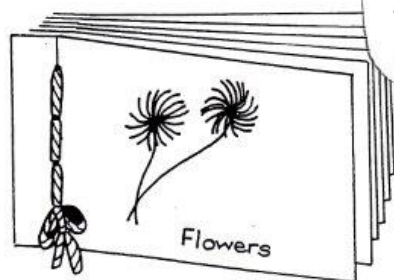
You can vary the colours and scent by using different coloured food colouring and essences.



HOME-MADE BOOKS

You can make different kinds of books for children :

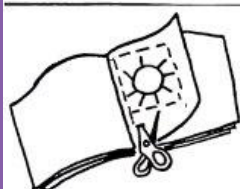
- books about real things, such as plants, people and transport (facts)
- books about pretend things (stories)



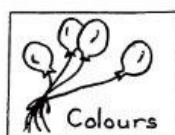
How To Make It

What You Need

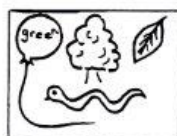
10 pieces of thick cardboard
(25 cm x 20 cm)
magazines, old Christmas cards
or postcards
paper punch
cord or string
clear contact
glue
koki pens
scissors



1. Select a theme or story, e.g. Colours. Cut out suitable pictures from the magazines or cards.



2. The cover of the book is made by pasting a suitable picture onto a piece of cardboard. Print the title with koki pen.

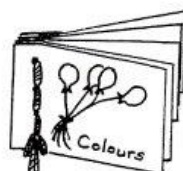
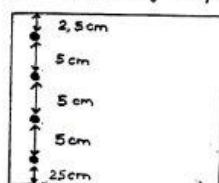


3. Paste the other pictures onto the remaining pieces of cardboard. (Words or sentences may be written.)



4. Cover the cover with clear contact.

5. Measure and punch holes in each piece of cardboard in the following way:

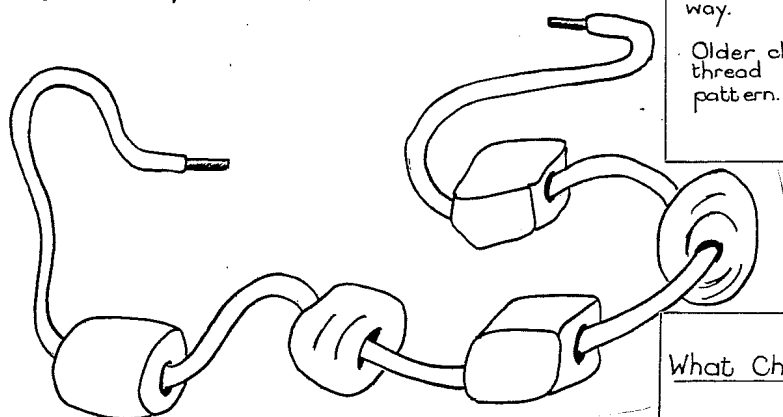


6. Thread the cord through the holes and fasten firmly.

PAPIER MÂCHÉ BEADS

Papier Mâché Beads

Age Group : 2-6 year olds



How Children Play

Younger children will thread the beads in any way.

Older children might thread according to a pattern.

What You Need

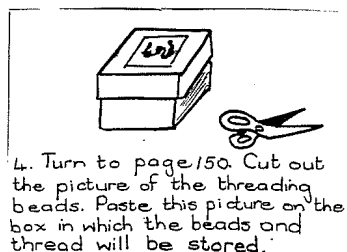
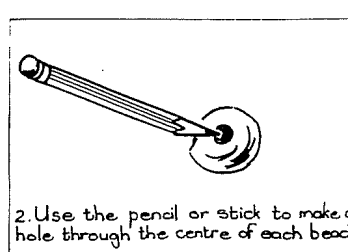
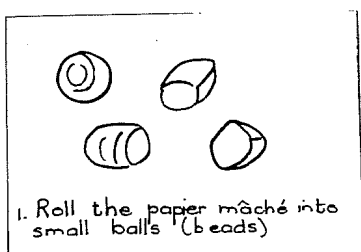
Papier Mâché (see "How to make Papier Mâché" on page)
pencil or stick
enamel paint in various colours
paint brushes
a box in which the beads will be stored
shoelaces or wool for threading

What Children Learn

Children practise their small muscle skills and develop eye-hand co-ordination.

Children learn about colours, numbers and making patterns.

How To Make It



GOOD HEALTH HABITS

Read the sentences below and give yourself a score out of 2

2 = always

1 = sometimes

0 = never

Those marked with a star have a reverse scoring.

Draw a cross next to the rating that you think is your most honest answer.

This activity is of no use to you if you are not honest with yourself.

QUESTIONS	RATING		
	Always	Sometimes	Never
1. I start the day with a good breakfast.			
2. I am relaxed when I eat, and I eat slowly and chew properly.			
3. I eat a healthy lunch and do not have crisps and fizzy cool drink instead.			
4. I eat fresh fruit every day.			
5. I eat fresh vegetables every day.			
6. I eat at least 5 portions of fruit or veg in a day.			
7. I plant a home vegetable garden every year.			
8. I eat bread 3 times a day*.			
9. I eat whole wheat bread.			
10. I eat lots fried food*.			
11. I drink 6 glasses of water a day.			
12. I exercise regularly (3 times a week) e.g. walking, jogging or sports.			
13. I do not eat sweets between meals.			
14. I brush my teeth twice a day.			
15. Once a day I eat a meal that has all 3 main food groups.			
16. I eat sweets, puddings or cakes every day*.			
17. I wash my hands before I eat.			
18. I wash my hands after I have been to the toilet even if it is only to pass urine.			
19. I pass urine in dams, rivers or other bodies of water*.			
20. I throw litter on the ground or out the window of the taxi/car*.			
21. When I eat a sweet I keep the wrapper with me till I find a rubbish bin I can put it in.			
SCORE			

continue to next page for scores...

What was your score?

32 - 42 = Well done you are health conscious – look at your answers and plan some new good habits.

21 - 42 = you are trying but must improve your habits. Look at what areas you need to work on the most (eating, hygiene or littering)

Less than 21 = you need to do something immediately to improve your habits.
Choose those areas you scored lowest in and make a pledge to improve on them.

NOTES

POSITIVE ACTIVITY CHECK LIST

Positive Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Make bed						
Brush teeth						
Wash your dish						
Draw a picture						
Read						
Do Homework						
Be happy						
Go to bed when told						

NOTES

