

Raising Happy Kids

RAISING HAPPY KIDS

CHILD GUIDE COURSE



Montessori
Children's
Foundation

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COURSE OVERVIEW

Session 1: Course Introduction

Session 2: The Child's Special Mind

Session 3: How to Observe

Session 4: Supporting Social and Emotional Development

Session 5: Movement and Wellbeing

Session 6: Communication and Language Development

Session 7: The Environment for Babies (Activities)

Session 8: The Environment for Toddlers (Activities)

Session 9: The Environment for Young Children (Activities)

Session 10: Supporting the Path to Independence and Close

P R O C E S S

F O R E A C H S E S S I O N

1. Prepare handouts
2. Prepare study notes
3. Watch the presentation
4. Complete tasks
 - a. Watch videos
 - b. Complete the written task and upload
5. Ask for help!

COMPLETE SESSIONS IN ORDER

- The **Child Guide Course** is designed to be taken in order
- Please complete tasks before commencing a new session
 - each task is designed to help you understand the intention behind the theory.
- Watch videos as suggested
- Ask for help
- If literacy or understanding is difficult, please contact your trainer or mentor for help.
- Use your course Whatsapp group

SESSION 1

INTRODUCTION TO RAISING HAPPY KIDS:

CHILD GUIDE COURSE



BEING THE PREPARED ADULT

- This course prepares you to be with children in a Raising Happy Kids playgroup.
- Your preparation consists of the following:
 - Considering the development milestones of young children
 - Learning and practising to observe children
 - Learning ways to prepare an environment suitable for young children
 - Considering how you approach young children and present lessons in the playgroup.
 - A willingness to support each child's independence using specific principles

CREATING A PREPARED ENVIRONMENT

A prepared environment is:

- **Arranged with young children in mind**
 - their capacity (crawling, walking):
 - their height (furniture)
 - their dexterity (activities)
 - their need for movement (outside space, climbing frames etc)
- **Ordered**
 - Organised into specific domains of development
 - Aesthetically pleasing
 - Neat and clean
- **Relevant**
 - Culturally appropriate
 - Meeting the children's needs
 - Material rotated as needed

SESSION 2

THE CHILD'S SPECIAL MIND



SENSITIVE PERIOD CHARACTERISTICS

- They are universal to all children
- They are time-limited
- They do not reoccur
- They come gradually, peak, and then disappear
- Different Sensitive Periods overlap
- They are observable
- Any acquisition that the child makes is effortless

ABSORBENT MIND CHARACTERISTICS

- It is a universal characteristic of children
- It is different from the adult mind
- It is effortless
- It is unlimited
- It functions 24/7
- It is creative by nature
- It takes everything in, without discrimination

SESSION 3

HOW TO OBSERVE



QUALITIES OF A GOOD OBSERVER

- Silence the mind
- Practice being present in the moment
- Alert and awake
- Remain objective (just writing what we actually see)
- Able to sit for a period of time (30 mins, building up to an hour)
- We have and develop humility - no expectations
- Develop an eye for detail
- Knowledge and understanding of the natural path of development
- Have faith in the child that they will reveal themselves
- Be willing to practice regularly
- Share information respectfully

OBSERVATION GAMES

LIST THE ITEMS ON A SHEET: PART 1

Sitting in a circle:

1. Each participant needs to bring with them a pencil & paper and place them under their chair
2. Ask them to close their eyes
3. In the centre of the circle place a large piece of white fabric
4. On the cloth place some objects: I.e. Stapler, Glue stick, Scissors, Note pad, Pen, Ruler, Paper clip, White pen, Computer (White) cord, Jump drive, Large bulk-paper stapler, A staple
5. Ask participants to open their eyes
6. Ask them to study what they see in front of them (Leave them for at least 10 mins)
7. Ask them to close their eyes again
8. Cover all objects with another cloth
9. Ask them to open their eyes
10. Ask a few general questions

"How long did we do that? Did anyone peek at their watch?"

How hard did you find it to keep your body still, and your mind on task?"

It's hard to remain "present" when you are observing something you aren't interested in

- Now, ask them to take their notebook and pen and write down all of the objects they saw.
- Give them time to complete their list without asking questions. Then you can ask - "How many objects were there?" "What techniques did you use to remember?"
- The answers might sound like this:

1. Making rows of objects
2. Clockwise: going around in my head
3. The function of each object: cutting, writing, etc.
4. Size & colour
5. Categories
6. Details vs. whole picture
7. # Of each item in groups (4 cutting, 3 sticky, etc.)

- The important thing in this exercise is to allow participants to share the different ways they completed this task.

The interesting conclusion is that we all use very different ways to remember things!

OBSERVATION GAMES

THE BLACK JACKET

Sitting in a circle:

1. Each participant needs to bring with them a pencil and paper and place them under their chair
2. Ask them to close their eyes
3. In the centre of the circle place a large black jacket so that you can see the lining and the outer fabric
4. Ask them to open their eyes
5. Ask them to study what they see in front of them. (Leave them for at least 10 mins)
6. Ask them to close their eyes again.
7. Cover all objects with another cloth
8. Ask them to open their eyes
9. Take your notebook and pen and write what you saw in front of you.
10. Ask if anyone would like to share.

REMEMBER

- Many participants will describe in great detail.
- Allow different people to share what they wrote down.
- The purpose of this exercise is to demonstrate that when we observe we need only write what we see. This will allow our observations to be objective! Otherwise, we are interpreting what we are seeing.
- All of us bring in past experiences to try to describe what we are seeing.
- We must focus on what we are seeing now; in the moment; here and now.
- We learn how to refine our ability to write what we see with practice!

OBSERVATION GAMES

SWITCHING PLACES

Switching Places

1. Depending on the number of participants ask for 2-3 people to volunteer to leave the room.
2. 3 people leave the room out of ear-shot
3. 6 participants switch places
4. Participants return.
5. Announce " We've made some changes. Can you tell us what?"
6. The 3 re-arrange so that they are satisfied
7. When satisfied, sit down

Shoes

1. Next: 3 more volunteers leave the room
2. Everyone puts their shoes in the middle of the room - and the 3 return
3. Ask them to match people and shoes!

OBSERVATION AND PLANNING OUTLINE

USE THESE OBSERVATIONS TOOLS IN ORDER OF COMFORT
(I.E. BEGIN PRACTISING NO. 1, BEFORE PRACTISING NO.2)

Observation Tool	When to use	How to Use
1. Anecdotal Book (Large scrapbook)	Every session	Book open for each lesson <ul style="list-style-type: none"> Write in any notes you don't want to forget Invite parents to do this.
2. Observation Template (Clipboard)	Every session	<p>Whole Class Observation</p> <ul style="list-style-type: none"> Write down every lesson that is given and the work that is observed. (use CODES) <p>Observe an Individual Child Per Class</p> <ul style="list-style-type: none"> Stage 1 - identify any lesson the child does (L) Stage 2 - Adult directed (AD) or child-directed (CD) Stage 3 - Begin planning (2.5-year-old is planned for explicitly, younger than this - suggestions only). Begin rotating materials.
3. Fortnightly Planning (Clipboard)	Fortnightly	<p>Use the above documents</p> <ul style="list-style-type: none"> Look at each child's interest, the presentation given (including comments) and any anecdotal notes
4. Lesson Checklist	Updated Fortnightly	Keep in a folder for each child in a filing cabinet

ACTIVITIES

L (Lesson)

Name	Activity (include code)	Notes		
Jim (12 mths)	Large shape puzzle (L)	Loved this activity. Repeated.		
Annie (18 mths)	Flower arranging (only pouring water)			

INDIVIDUAL CHILD

1. Date and time: 22/02/22	3. Name of child: Alex (2)
2. Observer: Wendy	4. What am I observing in the child? Social development

Example:
Alex is not leaving his Mother’s side.
Shows some interest in manipulatives.
Mum takes them from the shelf and puts them on a table – a simple puzzle
Alex is letting Mum do the puzzle, pulling her shirt if it looks like she is backing away.
Not happy when _____ (Child Guide) is inviting him to see the keys and locks.
Puts his head in Mum’s lap.
Self Observation– I notice that I am a little irritated with Alex’s Mum for not giving Alex the opportunity to be uncomfortable. I am remembering when my own Son did the same thing for a few weeks!

ACTIVITIES

L (Lesson)

Name	<div>- Activity (include (L) if giving a lesson) Any notes</div>			

INDIVIDUAL CHILD OBSERVATION

1.Date and time:	3. Name of child:
2. Observer:	4. What am I observing in the child?

OBSERVATION PROMPTS

Sensitive periods - Can you see a heightened S.P. within a child?

Movement - what type of gross motor development or fine motor is the child doing? Which fingers do they use to hold an object? Are they balanced?

Communication - What sounds or words do they use? What forms of non-verbal communication do they use? Do they talk in sentences?

Signs of Independence - What is the child able to do by themselves? How are they making choices?

Social development - Do they seek to make connections with others? Adults or peers? How do they interact with others?

Emotional development - Are they able to self-soothe themselves? How are they when something goes wrong?

Cognitive development - Do you see the child making connections? Do they remember things that they have learnt? (this is pulling it all together)

Others - Eating, toileting, their ability to make choices, repetition, concentration (and different levels of concentration), any challenges?

Self-Observation - what comes up for me as a result of this observation or event?

SESSION 4

SOCIAL AND EMOTIONAL DEVELOPMENT



SOCIAL MILESTONES

Birth to 1 year

- Birth
- Read and respond to adult cues and signals
- Use simple gestures to start or reciprocate interactions
- Seek and develop relationships with one adult
- Demonstrate interest in others
- Influence the reactions and behaviours of others

1 to 2 years

- Engage with others through complex back-and-forth interactions
- Begin to take turns with support from adults
- May exhibit antisocial behaviour
- Begin to move from parallel to more interactive play as the child nears 24 months.

2 to 3 years

- Become more aware of gender differences
- Enjoy wider range of relationships; eager to meet new people
- Able to work cooperatively with peers
- Communicate about experiences and other's thoughts and feelings
- Share their own ideas
- Share and exchange materials and objects with others

3 to 5 years

- Become more aware of gender differences
- Enjoy a wider range of relationships; eager to meet new people
- Able to work cooperatively with peers
- Communicate about experiences and other's thoughts and feelings
- Share their own ideas
- Share and exchange materials and objects with others

EMOTIONAL MILESTONES

Birth to 1 year

- Show awareness of signals from caregivers
- Shows some control over display of emotions
- Begin expressing their needs

1 to 3 years

- Expressing a variety of emotions and noticing emotions in self
- Begins to self-regulate when experiencing big emotions
- Begins social referencing

3 to 6 Years

- Tantrums decrease - experience guilt feelings for 'losing control'.
- Language/cognitive processing skills give more skills to self-regulate
- Social expectations help with self-regulation
- Emotions become 'socialised' and can be faked.

SUPPORTING HEALTHY SOCIAL DEVELOPMENT

- Provide a **secure base** (attachment)
- **Be responsive**: seek to learn each child's cues to connect
- Facilitate and **encourage peer interaction** based on children's abilities (small group lessons, play outside with others)
- **Help children learn to resolve conflict** in healthy, appropriate ways (e.g. play turn-taking games).
- **Model healthy social relationships** through respectful interactions (e.g. eye contact, smiling, nodding the head demonstrating that we are listening).

SUPPORTING HEALTHY EMOTIONAL DEVELOPMENT

- Offer a nurturing environment
- Be responsive to a child's needs
- Emotion Coaching - Help your child understand their feelings and show that you have confidence they can cope. I.e “You are feeling sad that Toby got the red truck with the horn on it that you wanted. I know that’s hard, but now you can choose the blue truck or the green truck.”
- Teaching children the words for emotions is important because, over time, it gives children the ability to talk about their feelings instead of acting.
- Help your child see other points of view, which encourages empathy. Help your child express his feelings in age-appropriate ways. Offer acceptable ways to share strong feelings. For example, toddlers can rip paper, stomp their feet, or throw a foam ball when they are very mad. Help your little one understand that there are many healthy, non-hurtful ways of expressing feelings.
- Develop an attuned relationship with the child. *See Dr Daniel Siegel/* Demonstrate supportive and reliable relationships
- Offer opportunities to exercise their developing skills in emotion regulation. I.e. self-soothing, verbalizing emotions, disengaging from negative stimuli, behaving in a socially responsible manner.
- Remove obstacles by supporting, communicating, and accepting differences in feelings and expression.
- Learn how to be comfortable in creating a safe space for toddlers to express big emotions.

HELP YOUR CHILD EXPRESS HIS FEELINGS IN AGE-APPROPRIATE WAYS

- “PAUSE” button - teach a child to use their "PAUSE" button by breathing in for four counts through the nose, and then out for eight through the mouth. Squishing a squishy ball.
- Doing 'an angry dance'.
- Clapping hands around their bodies - to keep from hitting, children can clap their arms around their bodies (so each hand ends up on the opposite shoulder or side) and yell something like "NO!" Stomping feet!
- Rip paper and scrunch it into balls.
- An older child (5 and above) may draw or write on paper what she is angry about, and then fiercely rip it into tiny pieces.

***NOTE:** What's really important for a child is that he gets to show you just how upset he is and that he feels accepted, heard and understood.*

SESSION 5

PHYSICAL DEVELOPMENT AND WELLBEING



GROSS MOTOR MILESTONES

Newborn to 4 months

- Turns head to both sides while on back
- Lifts head and is able to turn to both sides while on belly
- Head lag with pull to sit
- Kicking both legs and moving both arms equally while on back
- Performs tummy time on floor regularly
- Raises head in line with trunk when pulled to sit by 4 months
- Pushes up on forearms and turn head side to side while on belly
- Tolerates tummy time well by 4 months
- Rolls from belly to back

GROSS MOTOR MILESTONES

4 - 8 months

- Rolls from back to belly
- Brings feet to mouth laying on back
- Pushes up on hands with arms extended while on belly
- Pivots in a circle while on the belly to each side
- Sits alone
- Reaches for toys to play with when sitting
- Catches self with loss of balance in sitting
- Crawls on belly

GROSS MOTOR MILESTONES

8 - 12 months

- Moves between laying down and sitting upright without help
- Crawls on hands and knees
- Pulls to a standing position with one foot leading
- Cruises around furniture
- Stands alone for a few seconds

GROSS MOTOR MILESTONES

1 - 2 years

- Crawls up stairs
- Stands up from the floor without support
- Walks alone well
- Squats and stands back up without holding onto support
- Walks upstairs with hands or rails to help
- Crawls down the stairs (on the belly, feet first)
- Can run, though falls easily
- Kicks a ball forward

GROSS MOTOR MILESTONES

2 - 3 years

- Walks and runs well
- Jumps in place with both feet off the ground
- Walks up and down stairs alone
- Kicks a ball with either foot
- Rides a tricycle/balance bike

GROSS MOTOR MILESTONES

3 - 4 Years

- Balance on one foot for a few seconds
- Jump forward 10 - 24 inches
- Catches a large ball
- Rides a balance bike well
- Can run, jump and climb well and is beginning to skip
- Hops proficiently on one foot
- Catches a ball reliably
- Begins somersaults

GROSS MOTOR MILESTONES

4 - 5 Years

- Skips on alternate feet and jump rope
- Begins to skate and swim
- Can pedal: rides bicycle with/without training wheels
- Climbs well

FINE MOTOR MILESTONES

0 - 4 months

- Brings hands to mouth
- Moves arms
- May swing arms at toys
- Hands start to open more
- Starts to track a slow-moving object

FINE MOTOR MILESTONES

4 - 8 months

- Holds small object in hand (without thumb tucked in hand)
- Holds hands together
- Reaches for toys with both arms
- Pushes up on arms when on tummy
- Follows objects with eyes in all directions
- Shakes and bangs rattles
- Brings toys to mouth
- Uses a raking grasp
- Begins to transfer objects from one hand to the other
- Keeps hands open and relaxed most of the time by 8 months

FINE MOTOR MILESTONES

8 - 12 months

- Able to release an object voluntarily
- Gives toy to a caregiver when asked
- Bangs two toys together
- Turns pages of a book a few pages at a time
- Begins to put objects into a container
- Points to objects
- Stacks 2 blocks

FINE MOTOR MILESTONES

1 - 2 years

- Able to pick up small objects between the thumb and first finger
- Claps hands together
- Puts objects and toys into containers
- Waves goodbye
- Uses both hands to play
- Can isolate index finger with other fingers closed
- Scribbles with a crayon
- Beginning to use a spoon and cup
- Can build a block tower using 3-4 blocks
- Puts rings on a ring stacker
- Turns pages of a book one at a time
- Begins holding crayons with fingers

FINE MOTOR MILESTONES

2 - 3 years

- Holds crayon with fingertips and thumb
- Able to make a circle or a cross when drawing
- Has hand control to build block towers
- Can string beads on a shoelace
- Able to do simple puzzles

FINE MOTOR MILESTONES

3 - 5 years

- Begins to develop scissor skills – cuts in a line
- Able to do more complex puzzles (6-10 pieces)
- Able to hold a pencil
- Scissor skills show improvement by 4 - able to cut simple shapes

HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

3 - 5 years

Refining Gross and Fine Motor skills

Practical life activities



Refining Gross and Fine Motor skills

Outdoor activities



HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

**Prepare an environment that allows
for the following:**

- Freedom of Movement
- Activities to develop and then refine both fine and gross motor movements

HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

Birth - 4 months

- Low mirror and movement mat
- Clothing that allows the baby to move freely.
- No containers (prams and other constraints) (or only used occasionally)
- Placing baby on their back to begin to develop body awareness
- Tummy time (on the mother and adults from birth and on a flat surface after the baby can lift their head)
- Visual Mobiles - Montessori mobiles to help with visual tracking. Great for eye development from birth
- Tactile/Auditory mobiles, once they can reach out and bat at objects in front of them.: for example, bell on ribbon, kicking ball /clutch ball.
- Toys that stimulate auditory experience for example small rattles and music box
- An environment that has only a few items, so the baby is not overwhelmed with objects – create order in the physical environment as well as the routine. Remember less is more!
- Adults that respond to the babies needs

HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

Birth - 4 months



For equilibrium (Gross motor)
Movement mat and mirror

Munari Mobile



Octahedron Mobile



The Dancers



Gobbi Mobile



To help develop the eyes / visual tracking
Montessori Mobiles



Fine motor development
Batting and reaching

HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

4 - 8 months

- Activities to promote the development of equilibrium when baby is ready to pull up. For example, heavy low furniture, and a long bar attached to the wall.
- Outdoor, nature experiences
- Objects for grasping that are slow moving. For example, slow rolling balls and cylinders to promote moving forward.
- Auditory objects: rattles, clacker, bells
- Objects with different sensorial qualities such as different textured balls
- Objects that a child can manipulate with hands: interlocking circles; interlocking rings; gourds, drop boxes etc

The adult

- Prepare an environment that supports weaning: finger food, weaning table and chair, tablecloth, small utensils, variety of food. Make sure the child can sit at family meals and experience family interaction.
- Adults who offer opportunity and incentive for movement. For example, putting a rattle slightly away from the baby when they begin to reach out.

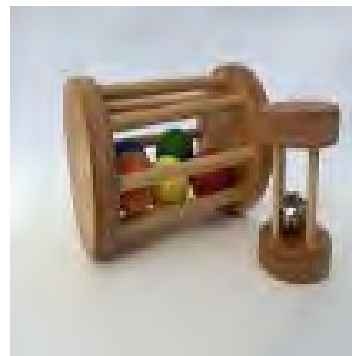
The adult should trust and have faith in the baby to move by himself.

HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

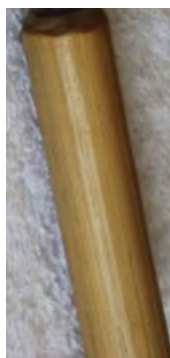
4 - 8 months

All the following toys encourage the baby to move and allow the hand to have different experiences.

*For both equilibrium and the hands
(Gross and Fine motor)*



For the hands (Fine motor)



HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

8 - 12 months

- Movement bar, walker (pushcart), shelf to put activities on, and other suitable stable furniture for pulling up and cruising along
- Stairs with railing – to practice supported movement
- Toys that roll and encourage movement
- Clothing for movement
- Remove obstacles from the environment and keep it very safe, ensuring everything is stable.
- Bare feet as much as possible to aid healthy development of the feet and movement.
- Balls and spinning tops
- Development of hand-eye: drop boxes, furniture with key; opening and closing containers
- Rings and pegs; locks and keys; nuts and bolts
- Adult who does not force the child to walk prematurely
- Outdoor sensorial experiences
- Freedom of movement – minimize time strapped in car seats and strollers

HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

8 - 12 months

**For both equilibrium and the hands
(Gross and Fine motor)**



For the hands (Fine motor)



HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

1 -3 years

- Bars and furniture for pull-up to stands
- Climbing structures
- Step stools (kitchen and bathroom)
- Pull and push equipment to practice walking, control and balance e.g., wheelbarrow and wagon
- Opportunities and space for running, climbing and jumping
- Role modelling ---including grace and courtesy
- Practical life activities and involve child in daily life
- Interactive games requiring balance
- Nuts and bolts: inserting opening and closing
- Dimensional gradation
- Rings and pegs, disks on dowels, bead stringing, mailbox, slotted box, sorting, puzzles Freedom of movement – minimize time strapped in car seat, strollers etc.
- Allow a degree of struggle in the course of achieving objectives

HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

1 - 3 years

For equilibrium (Gross motor)

Give experiences with:

Climbing, Pushing, Pulling, Brachiation, Jumping, Running, Riding



HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

1 - 3 years

For the hands (Fine motor)



HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

3 -5 years

- At this stage the child has gained equilibrium and fine motor skills.
- They will begin to refine what has already been developed
- Parents should be encouraged to allow their child to test their bodies further – push themselves to further refine development
- They will do this naturally if allowed to explore the capacities of their bodies fully
- They will do this through outdoor activities and through practical life
- Activities and being engaged in everyday living tasks

HOW TO SUPPORT PHYSICAL DEVELOPMENT AND WELLBEING

3 -5 years

Refining Gross and Fine Motor skills

Practical life activities



Refining Gross and Fine Motor skills

Outdoor activities



SESSION 6

COMMUNICATION AND LANGUAGE DEVELOPMENT



COMMUNICATION AND LANGUAGE MILESTONES

Pre - linguistic

The time from birth until the baby's first intentional word.

There are four main phases:

1. 0-2 months - natural sounds (crying, random vocalisations, burping, wind-related sounds).
2. 2-5 months - cooing and laughter.
3. 4 - 8 months - experimentation, stringing sounds together.
4. 6 - 13 months - babbling. Soon they will use intentional sounds to signal their needs.

NOTE:

In general, the more responsive parents are to their babies' vocalisations, the larger babies' vocabularies are at 15 months. It may take some time before the adult identifies an intentional word.

COMMUNICATION AND LANGUAGE MILESTONES

Linguistic Stage

1. **Begins** with the child's first intentional word.
2. **One Word Phase** (between 12 - 19 months)
 - a. New words, one at a time.
 - b. May take 12 - 24 months for toddlers to realise that everything has a name.
3. **Two Words** phase (between 20 - 30 months)
4. **Three-word** phase (between 28 and 42 months)
 - a. Adding pronouns (e.g., 'me' ---- see below) and prepositions (e.g., 'on' floor, ('in' go bath.)
 - b. *The variations between children during this period can be very wide.*
5. **Language Explosion** (around 30 months)
 - a. Learning the structure and rules of language
 - b. An exciting time for the child
 - c. Building her self-esteem, self-concept and her feeling of becoming a member of her family.

COMMUNICATION AND LANGUAGE MILESTONES

BIRTH TO 4 MONTHS

- Communicates
 - sounds
 - body movements
 - facial expressions
- Cooing
- Able to wait their turn in back-and-forth interactions with adult
- Social smile

COMMUNICATION
AND LANGUAGE MILESTONES

4 - 8 MONTHS

- Begins to laugh
- Babbling develops
- Understand that their cries and sounds get a response from adult!
- Looks up when they hear their name
- Understands words for familiar objects or people
- Able to follow an adult's gaze (look at the same thing as the adult)

COMMUNICATION AND LANGUAGE MILESTONES

8 - 12 MONTHS

- Joint attention is mastered
- Able to communicate with intention, e.g: pointing at an object they want, nodding to say yes, waving to say goodbye.
- String together a variety of babbles together to sound like words
- Understands simple requests, for example; “Can Mummy have a cracker?”

COMMUNICATION AND LANGUAGE MILESTONES

1 - 2 YEARS

- First word is spoken
- Can point to familiar objects when asked
- Says “No” with meaning
- Repeats the last word in our sentence, for example; If we say “Get me your shoes” they will say “shoes”
- Uses own name when asked, “Who ate the banana?”
Imitates sounds in the environment, for example; “Woof woof, beep beep etc”
- Uses 2 or 3-word sentences
- Can name 3 common objects in books
- Understands when you are speaking about different rooms in a home, for example ‘Your shoes are in your bedroom’
- Can identify more than 6 body parts
- Understands two-part sentences such as, ‘First we will put your shoes on and then we will go to the park’
- Can follow a direction that includes 2 separate and distinct requests
- Answers a simple question with more than a yes or no!
Uses 50+ words

COMMUNICATION AND LANGUAGE MILESTONES

2 - 3 YEARS

- Uses two to three sentences
- Names eight common items in books
- Recites nursery rhymes and familiar songs
- Understands
 - all common verbs (such as “jump”),
 - most common adjectives (such as “big”)
 - some prepositions (such as “in”)
- Regularly engages in conversations, using short sentences to share their experiences
- Asks “what,” “where,” and “when” questions
- Can understand “how” and “when” questions Uses 300–1,000 words.

COMMUNICATION AND LANGUAGE MILESTONES

3 - 5 YEARS

- Has an understanding of opposites
 - Has an understanding of time concepts such as “before” and “after” or “yesterday” and “today”
 - Can identify primary colours and shapes
 - Able to respond to “What happens if . . .” questions.
 - Asks “when,” “why,” and “how” questions
 - Uses regular past tense, such as adding “-ed” to make “fix” “fixed”; and
 - Uses irregular past-tense verbs correctly, such as “fell” or “broke.”
 - Describes how to do something, such as play a simple game
 - Can give a description of a past experience in sequence Able to produce simple rhyming words
 - Can ask questions about how another person feels
 - Answers questions about a story
 - Able to produce longer, more complex, and grammatically correct sentences
 - Uses relational words such as “first,” “then,” and “next.”
- Understands approximately 13,000 words

SUPPORTING EARLY COMMUNICATIONS SKILLS

Some strategies for supporting early communication skills:

- The most important part of creating a rich language environment is the adult!
- **Conversations** - Make time to have conversations each day with each baby and toddler and child
- Respect the child as an individual
- Be present
- Tune in to the child
- Engage in back-and-forth interactions
- Take turns
- Talk more
- Label the object of interest for the child
- Expansions
- Recasts
- Sing to and sing with children
- Read to children of all ages



SESSION 7

THE ENVIRONMENT FOR BABIES (ACTIVITIES)



THE PHYSICAL ENVIRONMENT

- Space
- Furniture and Material

HUMAN ENVIRONMENT

- Relationships between people
- Emotional environment



CHOOSING A SPACE

Entrance space

Learning Space

- Outdoor
- Indoor - is separated into two developmental stages



ENTRANCE SPACE

A place for prams

A place for **parent's** shoes and personal things

A place for **baby's** shoes and personal things

A sign in form



OUTDOOR SPACE

- Some time in nature
- Different places for crawling and pulling up
- Sensory rich environment



OUTDOOR SPACE

EXAMPLES



INDOOR LEARNING SPACE

FOUR AREAS IN THE LEARNING SPACE

Sleeping
Nappy Changing
Feeding/ Eating
Working



SLEEPING SPACE



- Separate mats for sleeping
- Away from other moving babies
- Clean plain sheet

NAPPY CHANGING

- Change table
- Closed bin
- All things close at hand
- Access to water
- Cleaning spray
- Low drawers for storage



FEEDING & EATING

- A comfortable chair for breastfeeding or bottle feeding
- A communal table
- Chairs with arms

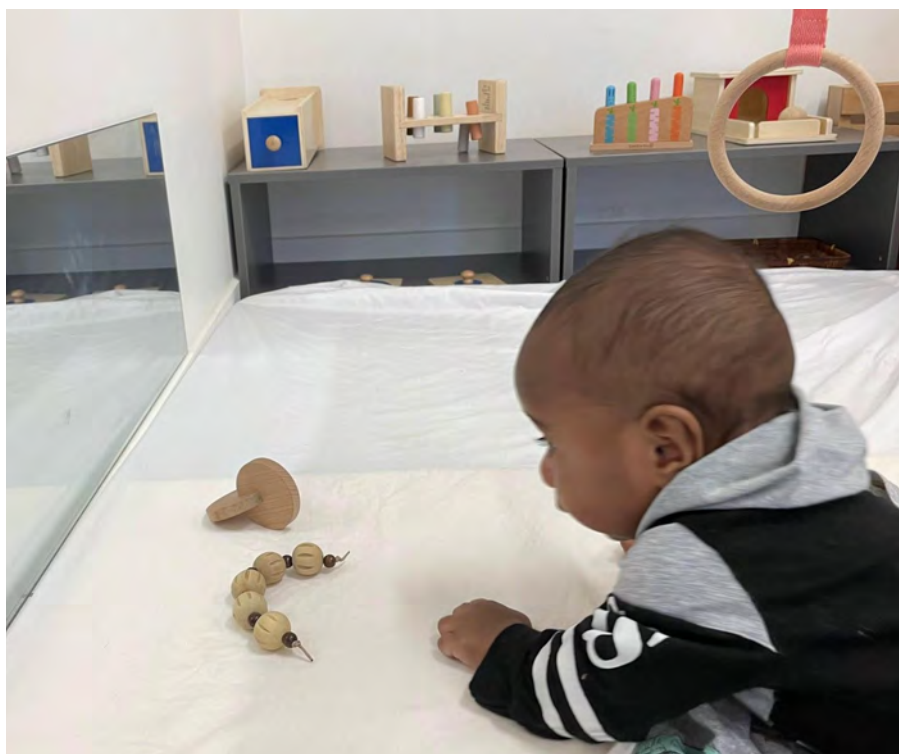


WORKING AREA PHASE ONE

NEWBORN TO CRAWLING

(Approx 7 months)

- Mat
- Mirror
- Shelf
- Selection of mobiles
- Selection of rattles & toys

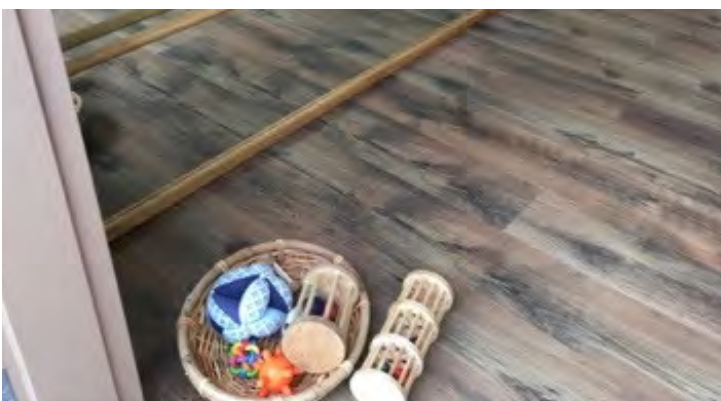


WORKING AREA PHASE TWO

CRAWLING TO WALKING

(Approx 7 months to walking)

- A bar
- Heavy furniture
- Stairs
- Tracker
- Selection of balls
- Rolling toys
- Activities to extend their gross motor development



LANGUAGE DEVELOPMENT

- Label objects
- Use clear, precise language
- Tune in to your child's cues and follow their lead
- Stop and gaze into the baby's eyes.
- Model the 'Dance of Communication
- Share action songs, lullabies, and poetry
- Read books



THE HUMAN ENVIRONMENT

Educators will:

- Be emotionally available
- Slow down
- Be comfortable with crying
- Be able to communicate with parents, respectfully
- Be able to model clear, precise language
- Be present with the children
- Be a good observer
- Be able to model precise movements
- Be accepting
- Be comfortable with toileting



THE HUMAN ENVIRONMENT

"When you speak to a baby [...] he will look directly at your mouth. If little children are so thrilled to see a mouth moving, it is because they have already noticed this strange music that is the human voice."

Maria Montessori, the 1946 London Lectures, p.61



TASKS

1. Draw a map of a baby's environment and label it
2. Watch the video on Babies and answer the given questions

SESSION 8

THE ENVIRONMENT FOR TODDLERS (ACTIVITIES)



ENTRANCE SPACE

- A place for prams
- A place for parent's shoes and clothes
- A place for toddler's shoes and clothes
- Sign in form
- A chair or bench



OUTDOOR SPACE

- A place where the toddlers can be taken to be in nature
- They can further develop gross motor development and give them opportunities to use maximum effort
- They can contribute to taking care of the outdoor environment.



OUTDOOR SPACE

PRACTICAL LIFE

CARING FOR THE ENVIRONMENT



The child is a sensory learner who needs to learn about their world through experience. It should be a place to fulfill the child's curiosity and his need to explore as a sensory learner.

The other benefit of being in nature is the effect it has on their nervous system. It is one of the best places to be with a child who is struggling with big emotions.

Some examples of activities for the outdoors:

Bird feeders or birdbaths

Ant-farms

Butterfly garden

Tadpoles

Bug boxes

Germination seeds – sunflowers are wonderful for them to watch, but also edible foods

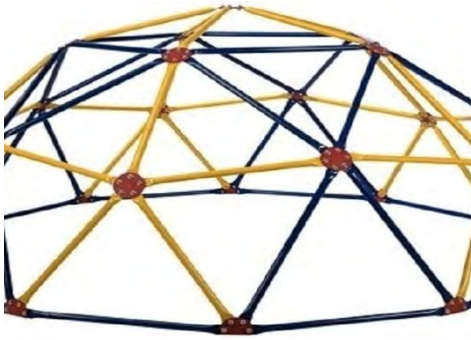
Rock garden

Sensory garden with strong fragrances to smell, etc.

OUTDOORS

MOVEMENT

Climbing



Climbing dome

At home, it is ok to have a plastic one but in an outdoor environment, it is best to have a sturdy metal one. The child can pull up and climb. The child can go over, under and through the holes. The Dome can be used for brachiation as well.

Ladder

To begin with, use a fixed ladder progressing onto a rope ladder. By the age of three you can also progress to a knotted rope and poles. They can climb up and down. Indoor climbing walls are good also.

Boulders / Large Rocks/ Steep inclines

In the home, children can climb on and off a sofa, up and down a quality highchair (e.g. Tripp Trapp) and stairs between floors.

One of the reasons climbing is so important is because the child is having to stretch. Stretching is great for us because it increases and maintains flexibility.

Pulling up with hands and arms while climbing builds upper body strength particularly the arms and shoulders and also strengthens the handgrip.

OUTDOORS

MOVEMENT

Sliding



Give children experience with a variety of slides – wooden, metal and plastic.

To begin with, they slide with collaboration. The child slides down, and the adult might offer some support to the child to begin with, making sure they feel safe.

Climbing up the slide is good for them if they have a slide to themselves.

To begin with, the child might lie down, feet first – then headfirst.

Once they sit on the slide, they must keep their torso balanced while feeling the pull of gravity.

OUTDOORS

MOVEMENT



Pushing and Pulling

Pushing - Wagons and Wheelbarrows.

Pulling – Wagon.

Children at this age need to use maximum effort and have experiences of pushing and pulling.

Children go through a developmental phase where we see them pushing; *they may start pushing other children and objects in the indoor environment.*

This tells us that their body needs to push. We need to observe what their movement is telling us and use these activities to redirect them. Give their bodies something purposeful to do.

The children can push these wagons around the outdoor environment and collect objects.

We should incorporate a real purpose within this activity, such as collecting stones to put in plant pots, taking weeds or mown grass to the compost area, or hay to the animal enclosure.

Pulling a wagon is a very different movement from pushing.

Children can also enjoy pulling their friends in the wagon if it has high sides.

Pulling offers a different type of equilibrium development.

OUTDOORS

MOVEMENT - BRACHIATION



Swinging

If you observe children, you will see them seek out opportunities to do this with their bodies!

For example, in shopping centres, we often see young children swinging on a railing!

Brachiation requires the child to breathe deeply, and this means that it develops lung capacity.

The hands, wrists, arms, shoulders, and upper body strength are all being challenged.

OUTDOORS

MOVEMENT - JUMPING



Jumping

The age of jumping depends on when the child has learnt to walk and how stable they are - usually, this happens around 18 months.

You can use a line on the ground. Hula hoop, rope, a plank of wood that they jump over, a broom/mop handle, and rubber dots that are placed on the ground.

Offer opportunities for them to jump. The adult needs to role model jumping.

It is a skill to learn to land on your feet together.

Jumping takes coordination, strength, and courage.

This develops bilateral coordination is the ability to use both sides of your body to do something. They are jumping into the unknown!

OUTDOORS

MOVEMENT - RUNNING



- Once a toddler walks, they will very quickly speed up! We can give them a safe space to run.

Many Toddlers will start to run in the indoor learning space – this is because their bodies need to! Our job is to re-direct them!

You should have a space where they can do some gross motor movements; this will help their body.

Running is very good for these children. They breathe deeper when they run, and this brings oxygen to their muscles.

It also increases the child's heartbeat and places a greater challenge on balance.

Help parents understand the benefits so that they find time each day to run and explore.

OUTDOORS

MOVEMENT - RIDING



Riding

Children have an interest in tricycles/bicycles. Give them various vehicles to sit on and push with their feet.

We recommend no pedals first. This allows the child to push themselves along and experience short moments of balancing on their own.

Once the body gets used to this, they will very soon be able to go down an incline. Once you see them manage this with their feet off the ground you can give them pedals!

This is a different experience of balance and again challenges the toddler.

SLEEPING SPACE



- 2 or 3 mats
- Bring out only if a child needs to sleep
- Allocate a clear space

TOILETING SPACE



- Wipeable mat
- Closed bin - wet/ soiled nappies
- Low bench
- Access to washing hands
- Items close at hand
- Cleaning fluids
- A place to keep clean nappies/underpants

EATING SPACE



A low communal dining table

A chair for each toddler

A place to store:

- placemat
- plates
- glasses
- forks
- spoons
- knives

INDOOR LEARNING

PHASE THREE

(5 MONTHS - 2.5/3 YEARS)

Using a Mat
Manipulatives
Practical Life

- Looking after yourself
- Looking after the indoor environment
- Moving objects & furniture
- Role modelling social norms

Language
Art
Music
Food

MANIPULATIVES

USING A MAT



We use a mat for several reasons.

It helps children know and understand his or her physical space on the floor for work.

Having a space helps children mentally arrange their environment and practice working within a particular space.

It also shows other children where someone is working.

We ask all children and adults to walk around mats instead of over or on them. This is shown through social lessons.

If children need more room for large projects, they simply take another mat and expand the space, or work off the mat.

MANIPULATIVES

POSTING



We know toddlers love to explore what their hands can do!

These activities challenge hand-eye coordination.

Each activity offers different opportunities for the hand to move in different ways!

This first set of manipulatives satisfies the toddler's need to put objects into holes!

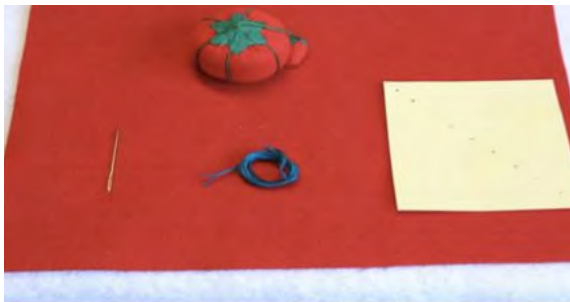
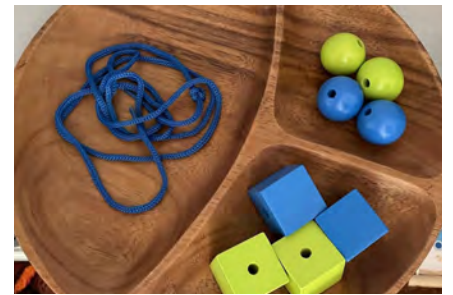
Children of this age love to post objects into holes – big or small.

We want to start with simpler ones and move to more challenging ones.

Please be on the lookout for the progression of difficulty.

MANIPULATIVES

THREADING



These manipulatives satisfy the toddler's need to thread objects.

Again starting from very simple threading with a post on a stable base, progressing to sewing and all of the stages in between!

QUESTION: what sort of threading activities could toddlers do?

MANIPULATIVES

SORTING



Start with 2 very different objects

Increase challenge - with fewer differences

Then offer 3 objects as the toddler becomes more experienced

Toddlers always do this activity with their visual sense

Rotate every 2 weeks

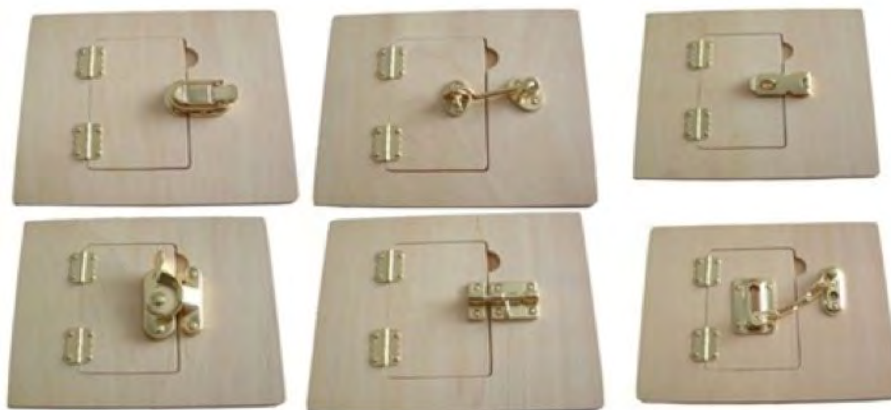
QUESTION: what items could a parent use for sorting at home?

MANIPULATIVES PUZZLES



Offer a range of puzzles starting from simple to more challenging.

MANIPULATIVES LATCHES



This gives the hands and fingers further challenge.

It is great to think of ways these can be part of your environment.

You can find boxes with latches that you keep an activity in – you can attach a couple of these to the wall – they can be attached to a piece of furniture etc.

MANIPULATIVES

OPENING & CLOSING



Collect some containers that are a good size for the toddlers' hands and place them in a basket.

6-8 different kinds will be enough.

This gives their hands different experiences and practice in opening and closing small containers.

It is good to rotate these, making them more challenging as the program moves through the year.

It also creates interest when toddlers realise that objects are changed.

PRACTICAL LIFE

CARE OF SELF



Children will:

- Develop independence and take care of themselves
- Children develop their fine and gross motor skills
- Develop confidence and self-esteem
- Become able to participate in their community

PRACTICAL LIFE

CARE OF SELF



Care of Self

We want to create experiences for toddlers to master the skills to take care of themselves.

These activities allow the child to be in control of their own bodies.

They have a sense of pride which boosts confidence and self-esteem.

It is far more dignified and respectful to show a child how to wipe their nose instead of invading her personal space by wiping it for them!

PRACTICAL LIFE

CARE OF SELF



Care of Self Examples:

- Hand washing
- Nose blowing
- Mouth wiping
- Putting on shoes
- Button frame
- Brushing hair
- Putting on and taking off a shirt

PRACTICAL LIFE

LOOKING AFTER OUR (INDOOR) ENVIRONMENT



Children learn to take care of the space they are in.

Children develop their fine and gross motor skills.

As their skills grow, so do their independence, self confidence and self-esteem.

When creating the activities in your program, you should look at the physical space. The activities should directly relate to taking care of the space the program is running.

These activities allow the toddler to work alongside the adults to complete daily living tasks! As their skills develop, they become a member of the group and eventually can contribute to the group.

For example, they may do the flower arranging activity and place it on the snack table for all to enjoy. They may see some water on the floor and go to get the mop to mop the spill!

As the toddler's skill level develops, so does the child's independence. We start to see them do these activities spontaneously.

PRACTICAL LIFE

LOOKING AFTER OUR (INDOOR) ENVIRONMENT



Care of (indoor) Environment Examples:

- Washing a Table
- Dusting
- Sweeping
- Mopping
- Cleaning Glass
- Polishing Wood
- Hanging up clothes
- Polishing Mirror
- Watering Plants
- Washing Leaves
- Dusting Plants
- Flower Arranging
- Washing Cloths
- Dustpan and brush

PRACTICAL LIFE CARRYING FURNITURE

It is important for us to show toddlers how to carry and move furniture for the following reasons:

- We want them to use maximum effort.
- It supports the development of controlled movement
- To show respect to the furniture /objects in the environment
- To show respect for each other and the space around them
- To help maintain order
- To help ensure safety

The toddler takes in this information in two ways -

- Individual Presentations
- Adults re-enforcing by modelling it in the classroom



When we show a toddler how to carry objects like baskets/trays it is important that we hold them against the body.

PRACTICAL LIFE

ROLE - MODELLING SOCIAL NORMS



- Helps children understand how things are done in their community!
- They must see it happen in daily life.
- Under 3
 - must follow inner impulses
 - acceptable behaviour comes from role models *only*

PRACTICAL LIFE

ROLE - MODELLING SOCIAL NORMS



We model 3 social expectations:

- How we live safely with others
- How we respect others
- The social norms which are acceptable within our culture (*see the section on Social Norms*)

TEACHING SOCIAL NORMS

Lesson Outline

A group of 2-4 children (2.5 - 5 years)

1. Introduce the topic - e.g. *“I am going to show you how we observe another person’s work”*
2. Walk up to another child working and stand quietly with your hands behind your back. Observe silently. Make sure your group is watching you.
3. Invite the children in your group to practice. E.g. *“You may observe another person’s work, Charlie”*
4. All watch *Charlie* observing someone working.
Tell your group,

“Now you know how to observe someone while they are working. You may practice this whenever you like.”

If you are working with just one child, the two of you can act out the scenario. E.g. “You may practice watching someone else’s work.”

TEACHING SOCIAL NORMS

More Lessons (the list is endless!)

#1 Greeting Others

People you know -

"Hello. It is nice to see you."

"Good morning. How was your weekend?"

People you are meeting for the first time

"Hello. It is nice to meet you. My name is ____."

#2 Interrupting a Conversation

1. Stand quietly for a moment, wait for a lull in the conversation or until someone pauses the conversation and looks at you.

2. Then ask, "Excuse me" and wait until the person looks at you.

a. Some teachers tell children to put a hand on the adult's shoulder to alert them to a pending question, but other teachers find this annoying, so it depends on how you feel about it.

b. If you teach your child to put his or her hand on your shoulder, make sure that you discuss the need to wait (not tap) for the person to acknowledge him or her.

#3 Thank You

Introduce "thank you/eso" and "you are welcome" in a simple role-playing situation. If you use this language with your child in a normal context, he or she will naturally adopt it.

#4 Sneezing and Coughing

Cough into the crook of your arm or into a tissue. Demonstrate how to fold the handkerchief with the sneezed on side, inside.

#5 Yawning

Cover your mouth with your hand and turn your head down and to the side. Say, "excuse me" if you yawn while talking with someone.

As other occasions arise, use the structure of these simple presentations to introduce other skills.

SUPPORTING EARLY COMMUNICATIONS SKILLS

Language Materials

Real objects

Replicas

Objects and Cards

Identical

Similar

Cards

2-period lesson

Books

Conversations

SUPPORTING EARLY COMMUNICATIONS SKILLS

Language Materials

Real Objects

- We know that small children are sensorial learners. Giving them real objects allows them to gain information about the world around them through more than the visual sense!
- Choose objects the child knows then move towards things that are out of their experience
- Start with 3-4 objects and build up to 7-8 depending on the child and/or group of children
- Items must be classified
- You should have at least 4 different sets for the toddlers to explore
- Examples: shells, seed pods, items from nature, fruits, vegetables, flowers, clothing, items for hair care etc.

Replicas

- Objects you physically can't bring into the environment
- Start with 3-4 objects and build up to 7-8 depending on the child and/or group of children
- Items must be classified
- You could have 3 different sets for the toddlers to explore – these are not easily found in many communities. If you do not have access to these, put more Real Object sets



SUPPORTING EARLY COMMUNICATIONS SKILLS

Language Materials

Objects and Cards - Identical

- 1 to 1 correspondence
- Placing an object directly on a card with the same image.
- The picture/image is 2D but exactly the same as the 3D object.
You can have between 4-6 objects/cards in the set.
- 3 different activities on the shelf.



Objects and Cards - Similar

- Picture of the object that is not exactly the same as the object
- The child develops the ability to recognise the essential characteristics of the object and see that even though the picture is different it is still that object!
- You can have between 4-6 objects / cards in the set.



SUPPORTING EARLY COMMUNICATIONS SKILLS

Language Materials

Cards

- With cards, we can introduce the names of so many objects in their world!
- Start with familiar
- At least 6 different sets of activities on the shelf



When choosing objects and making cards please be aware of the comparative size of the picture. They need to be in proportion, for example, you cannot have a goat bigger than a horse!

SUPPORTING EARLY COMMUNICATIONS SKILLS

TWO PERIOD LESSONS

TWO PERIOD LESSONS (TODDLERS)

- First period = *naming* period
 - Name the object clearly.
 - Repeat the name several times at the time that the exploring or looking at the object.
- Second period = *identifying* period
 - The child has the opportunity to point to the object and pick up the object
 - Then we ask them to
 - I.e., "Give me the pear", "Place the lemon here", "Smell the apple", "Put the pear in the basket", etc.
 - This is a long period - this is when the child gains experience in identifying the objects and hearing the names repeated many times.

SUPPORTING EARLY COMMUNICATIONS SKILLS

A DESIGNATED READING AREA

Have a comfortable place for children to sit in a designated reading area.

Children can sit on a small chair or on a cushion and hold a book in their lap. Sometimes it is good to use a table and chair in the reading area (or the child can carry the table and chair into another area).

Toddlers may need to experience the following:

- How to hold a book
- How to carry a book
- How to turn a page
- How to put the book back on the shelf or in a basket

When buying books for babies/toddlers and young children there are some things to remember:

- Books need to be small to medium in size
- Books should be as realistic as possible – based on reality
- First books should be a picture and only one per page
- Then you can have books with one word
- Then basic storyline (e.g., I went walking)
- Then you can introduce a story that has more information and detail and is, therefore, longer (e.g., Ten Seeds)
- Remove any damaged books as this shows respect for the book Place books neatly on the shelf, all facing in the correct position

Read as early as possible to the child. We choose reality-based books with beautiful illustrations; this helps develop the child's understanding of new words. We also ensure the books are appropriate to the child's level and understanding. Reading engages children and captures their interest differently than regular speech. It is also important to read poetry and rhythmic language. You can create a basket of laminated poems and songs.

SUPPORTING EARLY COMMUNICATIONS SKILLS

A DESIGNATED READING AREA (CONTINUED)



LANGUAGE BOOKS



When choosing books:

- Small to medium in size.
- Books should be based on reality
- Books change with the development of the children
- **The first** book should have only a picture and only one per page.
- **Then** you can have books with one word.
- **Then** a basic storyline (e.g., I went walking)
- **Then** you can introduce a story that has more information and detail and is therefore longer

KEEP IN MIND!

Read as early as possible to the child.

Choose reality-based books with beautiful illustrations

Make sure the books are appropriate to the child's level and understanding.

Reading engages the child and captures their interest in a different way to regular speech.

Read poetry and rhythmic language.



LANGUAGE

CONVERSATIONS



Remember:

The most important part of creating a rich language environment is the adult!

Make time to have conversations each day with each baby and toddler and child

LANGUAGE

STRATEGIES FOR SUPPORTING EARLY COMMUNICATION SKILLS



- Respect the child as an individual
- Be present
- Tune in to the child
- Engage in back-and-forth interactions
- Take turns
- Talk more
- Engage in the activities they enjoy
- Take turns
- Talk more
- Engage in the activities they enjoy
- Label the object of interest for the child Expansions
- Recasts

ART

WHAT IS ART IN A MONTESSORI ENVIRONMENT?



"To confer the gift of drawing we must create an eye that sees, a hand that obeys, a soul that feels; and in this task the whole life must cooperate. In this sense life itself is the only preparation for drawing. Once we have lived, the inner spark of vision does the rest."

Montessori. The Advanced Montessori Method Vol. II (p.289)

- Montessori believed that to prepare the eyes to see, they must have experienced the beauty in nature and around them in the lives they live.
- Many of us take time to create our class taking care of the details.
- It can be as simple as seeing a rock or a shell and placing it in our home for others to admire! The children will also stop to look!
- As they explore this new world, they will experience different feelings and emotions, which we welcome.
- They should also see us delight in the beauty around us in the world.
- All this preparation and the work the child is doing in living daily life (Practical life) helps the toddler's mind and body to work in harmony.
- This is when we see the hand that can draw what the eye sees!

ART



WHY INCLUDE ART?

- To encourage self-expression
- To satisfy children's need to explore with the sense of touch.
- To help develop fine motor skills.
- To help with gross motor skills.
- To develop an eye that sees the details in the world around them.
- Encourage and develop an appreciation for art.

ART

WHAT ART ACTIVITIES CAN WE INCLUDE?



1. Activities that are **always** available to the toddler and young child.

AND

2. Weekly/Fortnightly Activities

AND

3. Seasonal or Special Occasions

AND

4. Artwork in the Environment

ART ART SHELF



Activities always available: The child can choose any of these:

- Scribbling
 - Painting at easel
 - Chalk (at the table)
 - Chalk (standing up)
 - Clay
- There should be some rotation (colours, brushes)
 - All these activities are set up so that a child can choose these activities during their time in the program.
 - They should be organised on individual trays.

It is important to have a place where you can store a range of different brushes, crayons etc so that you can rotate them to add interest.

ART REPLENISHING



Keep spare supplies for replenishing away from toddlers
These may be accessible to parents if you choose



Create a tray for children to replenish their own pieces of paper to 'make marks' on.

ART SCRIBBLING



Notice the shape of the crayons.

Some are big enough for the young toddler to get her hand around them.

Egg shaped ones are good too.

ART

CHALK ON A SMALL BOARD (SITTING)



CHALK ON A LARGE BOARD (STANDING)



ART

PAINTING ON AN EASEL



- Liquid colour in a paint pot
 - Begin with one colour
 - move on to two colours once children are confident using the paintbrush etc
- Brush
 - thick handle
- Apron
 - children can easily put it on themselves (i.e. velcro)
- Sponge
 - children can clean any spill themselves (once they have been shown!)
- Spare paper ready to hang
 - this encourages independence
 - find strong (large) magnets children can use to hold paper onto the easel.

ART Y



Clay is great for small hands

It is natural, and more difficult to manipulate than playdough.

Clay can be covered in a damp cloth, inside a box, over night

Natural clay can go back into the ground when it is too hard for working hands.

ART

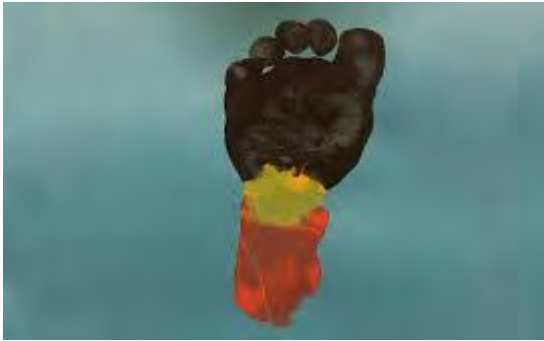
FORTNIGHTLY ACTIVITIES



- These can be changed each week/fortnight
- It is good to keep a scrapbook of ideas noting the week – the activity and interest of the children.
- Keep these simple! Children will need more skills to do a particular activity.
- Here are some ideas:
 - Collage
 - this might remain out but have the collage pieces rotated
 - use only the tiniest pot of glue!
 - Sponge Painting
 - Drawing with pencils (these might stay out for the older child)
 - Finger Painting
 - Using leaves in Art
 - Bubble wrap painting
 - Butterfly painting
 - Flag painting
 - Culturally significant practices

ART

SEASONAL OR SPECIAL OCCASIONS



In a Montessori environment for the young child it is important to keep the classroom consistent.

We know they have a sensitive period for order and change can be challenging.

We can however incorporate special events in an appropriate way, for example in the gluing box – if your group of families are Christians - you could put Christmas Tree shapes to stick.

Think of some other ways you could incorporate special occasions.

Question: Which activities/cultural celebrations would be appropriate for your Community?

ART

ARTWORK IN THE ENVIRONMENT



- Place artwork at eye-level
- Use local artists where possible
- Local flora/fauna
- Limit artwork
 - rotate twice a year
 - if there are too many things on the wall children stop seeing them
- Follow the child's interests.

ART

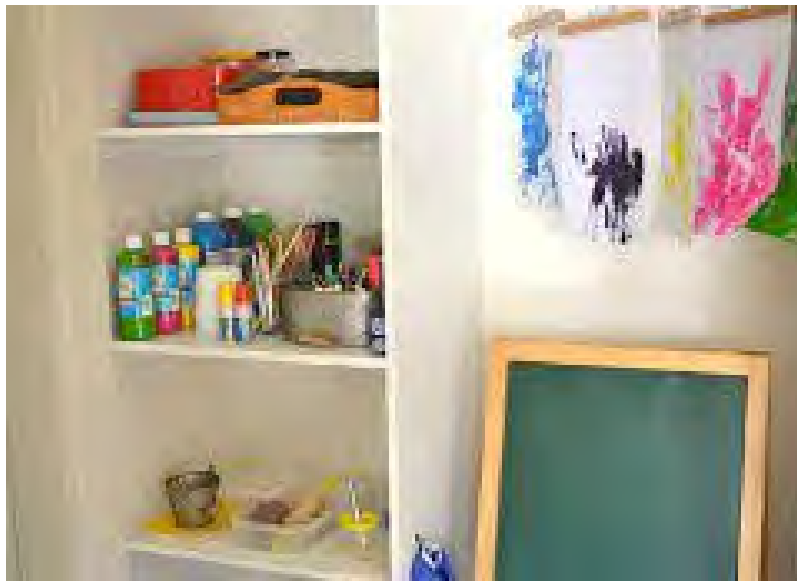
USING THE RIGHT LANGUAGE



- Stand back and watch
- Refrain from praise
 - Try to refrain from praising the child when they have been exploring art materials.
- State only what you see. E.g.
 - “You have drawn blue lines”
 - “I can see circles. Let’s count them”
 - “I can see you have used blue and red paint today”
- Let them follow their interest
 - This allows the child to follow his own interest and not be doing the activity to please us. Remember the children who choose this work want to explore with this
- Each child will work differently
 - Each child will work in a different way. We show respect by not interrupting.

ART

STORING ART



- Have a place in the classroom to store art
- Parents can take the artwork home
- Emphasis - process not product
- Toddlers will not know which one is theirs. This will come!

MUSIC



“Music can touch us in a way that nothing else can. No better gift can we give to the children than to open this door with them.”

Montessori, Advanced Montessori Method vol.II, part VI. Ch. 1-5

WHAT IS MUSIC?

- Music is a universal language
- We will always respond to it
- Music is communication
- The environment can be prepared to immerse children in a rich musical experience
- Sounds in everyday life can be music too.
- Perception of music - the environment can help broaden our minds to music from diverse cultures and environments.

MUSIC

WHY MUSIC OPPORTUNITIES FOR TODDLERS?



- To encourage self-expression
- To satisfy their need to explore with their senses
- To share the culture of their community
- To reduce stress
- To assist all areas of development, including social and emotional development

MUSIC

WHAT KIND OF MUSIC OPPORTUNITIES
CAN WE CREATE?



- Prenatal experiences
- Singing
- Recorded music
- Instruments
- Dance /Movement

MUSIC

PRENATAL EXPERIENCES



- The baby in utero is able to hear something, but it is slightly muted by the embryonic fluid.
- They can hear the mother's voice and her body sounds - the mother's heartbeat, breathing rhythm and her digestive system.
- There are many studies that show the benefits of playing soothing music to the baby in utero and singing to your baby in utero.
- The baby's nervous system responds to the stimuli of sound.
- These musical sounds stimulate the brain and once the baby is born these sounds become the links between prenatal life and the new life outside of the womb.

MUSIC

RECORDED MUSIC



- Provide opportunities for listening to musical instruments and musical pieces.
- Have a CD player or device set up on a table where the child can sit and listen.
- Put a green dot for PLAY and a red dot for STOP
- Devise a simple way to control volume.

MUSIC

INTRODUCING INSTRUMENTS



- Incorporate a Musical Shelf
- Have some percussion instruments available in a basket
- Have an older child/parent introduce their instrument



MUSIC

DANCING

Most children move in some way to music

Babies move in response to sound in-utero.

Dancing is expression

Dancing is a form of communication

Every culture has a particular dance of its culture



Garma toddler Juevhan
Burarrwanga at the Garma
Festival in Arnhem Land



The Gimuy Wallaburra Aboriginal Dancers, with
their little star performer, from the Yidinyji people
of the Cairns area doing the Fire Bird Dance.

DANCING IN THE CLASSROOM

Give children the freedom to dance

It can become chaotic

Find a safe space with parents close by

The more opportunities toddlers have to dance together, the
more skill they develop in moving with others around them.

MUSIC

SETTING UP MUSIC IN THE CLASSROOM

- Music area can be indoors or outdoors.
- Rotation can be based on your observations.
- Music activities can be chosen by an individual or done by a group.
- GROUP SINGING - You may sing alone at first - children may want to observe for a while. Modelling encourages the child to join and provides a basis that all humans express themselves through music.

PREPARATION

- Learn songs
- Practice instruments
- Discover new dances
- Find a variety of music to share with the children.



FOOD PREPARATION



Food preparation is a busy area in the Toddler environment.

This area, as with all practical life, is an extension of home.

In this area, there is a long table (or mat outside!) where children learn to sit together, serve each other and eat gracefully with one another.

There is also a large water dispenser for drinking water and another, for washing up.

There is a place for everything a child needs to prepare food, clean their utensils and eat.

Modelling is offered by an adult and, sometimes, more expert children.

FOOD PREPARATION

BENEFITS OF FOOD PREPARATION



Toddlers benefit from food preparation activities for many reasons:

- Encourages independence and builds confidence.
- A critical life skill that can begin once a child is walking.
- It helps develop fine motor skills
- It encourages concentration

FOOD PREPARATION

FOOD PREPARATION IDEAS



Grating



Kneading and rolling



Mixing



Pouring



Spreading



Shelling



Banana slicing



Orange/Mandarine Squeezing

FOOD PREPARATION

FOOD PREPARATION AREA

- *Long table for eating*
- *Chairs for various child heights.*
- *Shelf with utensils, glasses, crockery, water dispenser and jug*
- *Low table/bench for food prep*
- *Shelf with the trays prepared for the session*
- *Washing up bench*
- *Bins - compost and regular*



THE HUMAN ENVIRONMENT



Montessori said:

"The adult himself is part of the child's environment; the adult must adjust himself to the child's needs if he is not to be a hindrance to him and if he is not to substitute himself for the child in the activities essential to growth and development."

- Dr. Maria Montessori, 'The Secret of Childhood', Orient Longman Limited, p. 106

THE HUMAN ENVIRONMENT

Educators will:

- Be emotionally available
- Slow down
- Be comfortable with emotional outbursts
- Be able to communicate with parents, respectfully Be able to model clear, precise language
- Be present with the children
- Be a good observer
- Be able to model precise movements
- Be accepting
- Be comfortable with mess from spilled work.



TASKS

1. Draw a map of the toddler's area and label it
2. Watch the provided videos of a toddler's environment and answer questions

SESSION 9

THE ENVIRONMENT FOR YOUNG CHILDREN (ACTIVITIES)



THE PHYSICAL ENVIRONMENT

Space

Furniture

Material

THE HUMAN ENVIRONMENT

Relationships between people



PHYSICAL ENVIRONMENT

Learning Space

- Outdoor
- Indoor
 - Phase four - 2.5 - 4+ years



OUTDOOR SPACE

A place where children can:

- Be taken to be in nature
- Further develop gross motor development and give them opportunities to categorise known information from nature
- Contribute to taking care of the outdoor environment
- Explore sustainability
- Experience nature as a tool for relaxation
- Foster a love of nature



OUTDOOR SPACE

Practical life - Caring for the Environment



Movement - Climbing, Hanging, Running, Jumping, Riding, Balancing



RESTING/RELAXATION SPACE



EATING SPACE



INDOOR LEARNING

PHASE FOUR

(2.5/3 YEARS - 5 YEARS)

A selection of:

- Practical Life materials
- Language materials
- Fine Motor Materials
- *Mathematics materials*



GIVING A LESSON

STEPS TO GIVING A LESSON TO CHILDREN OVER 2.5

- A child older than 2.5 can watch a lesson from beginning to end.
- This Young Child will absorb the steps of the lesson.

DO

Present a lesson with SLOW, CLEAR, SINGULAR MOVEMENTS

DON'T

Please do not talk during the lesson UNLESS you are still.

The rule of thumb is “When Moving, Not Talking”.



GIVING A LESSON!

Steps

1. Introduce a lesson. Use few words

“I would like to show you how to scrub a table. Watch!”

2. Bring material to a table (if it can be moved).

“This is how we carry the table scrubbing work. You try!”

3. Now, show the child in slow, clear steps. Not talking. Let the child watch you until the end.

4. Invite the child to have a turn. Have faith that they will remember the steps.

“Now, you may scrub a table.”

5. Fade away, but observe from a distance.

6. When the child is finished, come back to them and show them how to clean up.

“This is how we clean up this work.”

7. Complete the lesson

“Now you know how to scrub a table.. You can do this whenever you like.”

GIVING A LESSON!

Steps

1. Introduce a lesson. Use few words

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“Now you know how to scrub a table.. You can do this whenever you like.”

PRACTICAL LIFE

PHASE FOUR

Carrying Furniture and Material



PRACTICAL LIFE

PHASE FOUR

Teaching Social Norms

- Teaching social norms to young children:
 - Make sure the child can sit in a group
 - Roleplay using slow, analysed movements.
 - Provide children with an opportunity to roleplay themselves.



PRACTICAL LIFE

TEACHING SOCIAL NORMS

EXAMPLES:

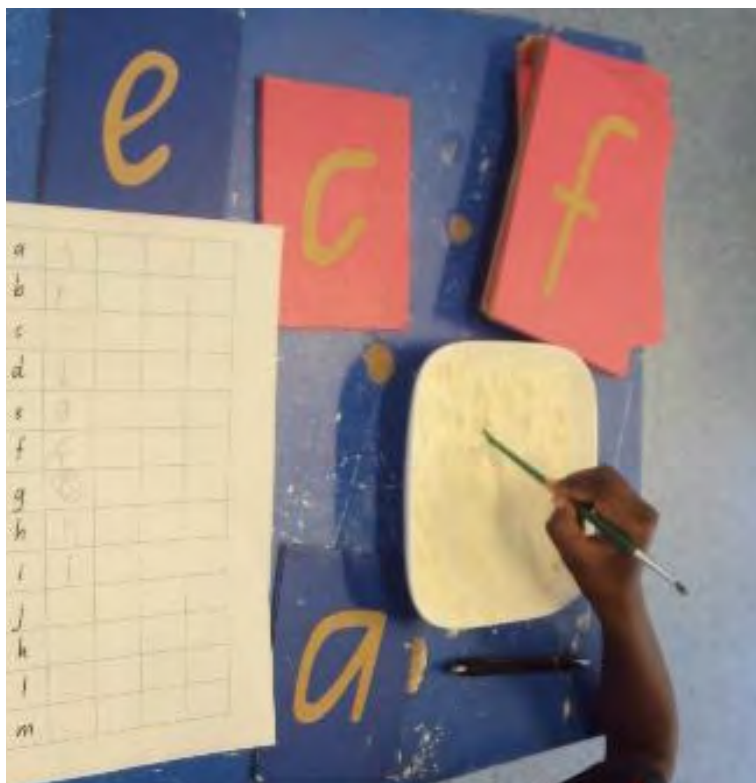
- How to greet each other
- How to 'be' in the classroom. ie walk around a mat, quiet voice etc
- How we eat together
- How to offer someone something; for example, water



LANGUAGE

PHASE FOUR

- In Raising Happy Kids we encourage language development in all areas of the room
- Standard Australian English could be introduced as well as the child's home language.



LANGUAGE

PHASE FOUR

- There are two categories of language lessons:
 - Spoken Language Material/lessons:
 - Enrichment of language
 - Oral language practice and
 - Listening Games
 - Writing Lessons:
 - Physical
 - Cognitive



LANGUAGE

PHASE FOUR

Spoken Language

Enrichment of Language

- Objects in the environment
- Qualities of environment (comparative, superlative etc)
- Classified picture cards
- Spoken preparation for writing and reading
- The *Three Period Lesson*

LANGUAGE

THREE PERIOD LESSONS

(FOR CHILDREN OVER 3 YEARS)

THREE-PERIOD LESSONS

- When teaching the names of objects or cards we use what is known as the 'Three Period Lesson'
- Maria Montessori created the three-period lesson
- We call it the three-period lesson because it has three periods.
- Two Periods - under 3 years
- Three Periods - 3 + years

TWO PERIOD LESSONS (TODDLERS)

- First period = *naming* period
 - Name the object clearly.
 - Repeat the name several times at the time that the exploring or looking at the object.
- Second period = *identifying* period
 - The child has the opportunity to point to the object, and pick up the object
 - Then we ask them to
 - I.e., "give me the pear", "place the lemon here", "smell the apple", "put the pear in the basket" etc.
 - This is the longest period - this is when the child gains experience in identifying the objects and hearing the names repeated many times.

THREE PERIOD LESSONS (OVER 3 YEARS)

- First period = naming period (as above)
- Second period = identifying period (as above)
- Third Period = *recalling* period
 - The third period is the recalling period (NOT TO BE USED WITH TODDLERS).
 - Only when a child is ready.
 - Point to one of the objects, "What is this?"

LANGUAGE

PHASE FOUR

Spoken Language

Oral Language Practice

- True Stories
- Conversations
- Questions



LANGUAGE

PHASE FOUR

Spoken Language

Appreciation

- Poems, Rhymes and Songs
- Quality Books



LANGUAGE

PHASE FOUR

Spoken Language

Listening games

- “I spy”
- Bring me



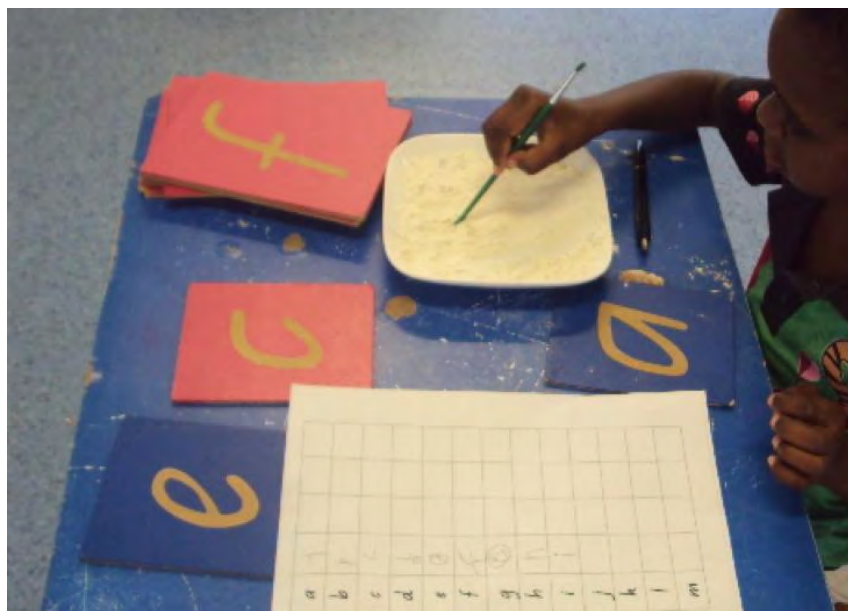
LANGUAGE

PHASE FOUR

Written Language

Physical

- Metal insets
- Sandpaper letters
- Chalkboard
- Paper



LANGUAGE

PHASE FOUR

Written Language

Cognitive

- Sandpaper letters
- Movable letters



FINE MOTOR DEVELOPMENT

Preparation for school

- *Cutting - advanced*
- *Tracing insets*
- *Clay*
- *Writing name*



FINE MOTOR DEVELOPMENT

Preparation for school

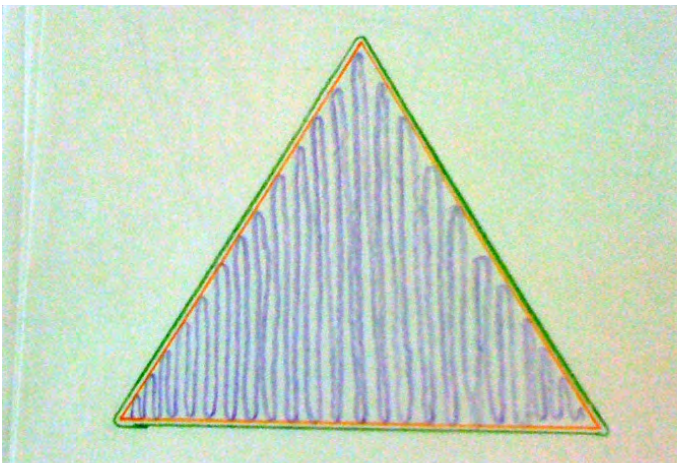
- *Cutting - advanced*



FINE MOTOR DEVELOPMENT

Preparation for school

- *Tracing insets*



FINE MOTOR DEVELOPMENT

Preparation for school

- *Clay modelling*



FINE MOTOR DEVELOPMENT

Preparation for school

- *Writing Name*



THE HUMAN ENVIRONMENT

Educators will:

- Follow the child
- Be reliable
- Be a link to the materials
 - Slow moving, few words, clear actions, low voice
- Maintain a prepared classroom
- Have a positive attitude
- Practice acceptance
- Emphasise peace
- Communicate and listen well
- Protect concentration
- Set limits



TASKS

Task 1 - Watch the provided lessons with a Young child

Task 2 - Video yourself 'Giving a Lesson'

- Practical Life
- Language

Task 3 - Draw a map of the young children's area and label

SESSION 10

SUPPORTING THE GROWTH OF INDEPENDENCE



WHAT IS INDEPENDENCE?

Some independence definitions:

“Not subject to control by others”

“Not requiring or relying on others”

“The state of wanting or being able to do things for yourself and make your own decisions, without help or influence from other people.”



WHAT IS INDEPENDENCE FOR YOUNG CHILDREN?

- Doing for themselves by themselves
- Doing for their community, by themselves
- Making decisions based on their knowledge
- Using and trusting their own judgement



INDEPENDENCE NEEDS SUPPORT

- Skills may need to be role-modeled or presented as lessons
- Skills will need to be practiced - some abilities do not appear overnight
 - i.e. eating, drinking, toileting, dressing, movement.



SUPPORTING INDEPENDENCE

MORE ABOUT INDEPENDENCE

- People have a basic need for autonomy
- Children are born with a drive for independence
- Being able to make choices fulfills this need
- Independence allows people to flourish



SUPPORTING INDEPENDENCE

- Help the child do things for themselves by:
 - Offering lessons - we show rather than tell!
 - By setting up the environment to support functional independence which is naturally driven by the child.
 - This environment includes many practical life activities.
- Don't force children to do anything
- Don't correct them when they make mistakes. We show them the right way when the time's right.
- Treat children seriously when they are making decisions. Respect their point of view.
- Refrain from laughing at children's attempts at independence (patience!)

LIMITS

- Offer choices! E.g would you like to brush your teeth now or in one minute.
- Be Kind and Firm when offering children choices (usually just two!)
- Don't ask children if they want to do something when it is not a choice.
 - E.g. would you like to brush your teeth?



MORE ABOUT INDEPENDENCE

- People have a basic need for autonomy
- Children are born with a drive for independence
- Being able to make choices fulfills this need
- Independence allows people to flourish



CONCLUSION

Supporting children's independence begins at birth.

By providing opportunities to be independent we are helping children build **confidence** and a **healthy self esteem**.

Children with healthy self esteem become adults who **believe in themselves** and are **confident in their decisions**.

Children and adults with these attributes will **experience fulfillment**, and will work to make the world a better place for everyone.



TASKS

1. Watch Edison's Day
2. Answer Questions