

The background of the cover features a young boy in the foreground wearing a large straw hat and a plaid shirt, playing an acoustic guitar. In the background, a girl is dancing in a dark dress with a large, colorful mask that has a wide smile and large eyes. The entire scene is rendered in a light, monochromatic style.

**N6 Educare Didactics
Lecturer's Guide**

A Marais

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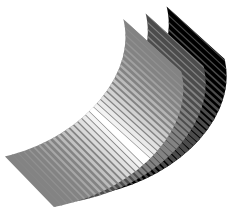
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Preface

This subject provides students with a theoretical framework with regard to the education and care of the pre-schooler (3 – 6 years), the activities that will promote development as well as personal enrichment in order to enable the students to apply this knowledge at home-based and centre-based care.

Evaluation

Internal evaluation

Evaluation takes place on a continuous basis by means of assignments, class tests and the compilation of a portfolio of evidence. There is also a component of practical in-service training.

Semester mark:

A semester mark of at least 40% must be obtained before a candidate will be allowed to sit for the examination.

The semester mark is calculated by adding the marks obtained for the theoretical component, 40%, and the practical component, 60%. An external examination will be conducted in May/June and November/December. Papers are set by external examiners appointed by the Department of Education. Mark allocation for these papers is 200 and the pass mark is 40%.

Weighting of modules

The weight value of each module is an indication of the percentage of the entire content of work, the time available for each module and the percentage of the total marks for the examination paper allocated for each module.

Observation (3 – 6 years)	15
Educational play	25
Environmental studies	25
History – South Africa	5
Movement activities	30
Total	100%

Syllabus Information

Module 1: Observation (3 – 6 years)

- 1.1 Terminology
- 1.2 Method of observation
- 1.3 Record keeping

Module 2: Educational play

- 2.1 Water, sand, mud and sawdust
- 2.2 Fantasy play
- 2.3 Block play
- 2.4 Educational games

Module 3: Environmental studies

- 3.1 Criteria for selection
- 3.2 Aids to promote scientific discoveries

Module 4: South Africa, our land and people

Module 5: Movement activities

- 5.1 Introduction
- 5.2 Movement development
- 5.3 Planning lessons
- 5.4 Written planning and presentation
- 5.5 Rainy day activities/indoor games

Module 6: Expressive studies: Art

- 6.1 Creativity
- 6.2 Development of children's art
- 6.3 Poster making and letter formation
- 6.4 Assessing creative activities
- 6.5 Outings
- 6.6 Art in the daily programme
- 6.7 Making teaching aids and art equipment
- 6.8 Aesthetic appreciation and balance in artistic expression

Module 7: Expressive studies: Music

- 7.1 Rhythmic movement activities
- 7.2 Singing
- 7.3 Instruments
- 7.4 Planning, presentation and evaluation of music activities
- 7.5 Parent involvement
- 7.6 Annual closing function

Module 1

Observation (3–6 years)

After completing this module, the student should be able to:

- Describe the term “observation”
- Discuss in detail the method of observation
- Name and discuss the different report forms
- Discuss how, where and when the development of the child should be discussed with the parents

Students should have a clear understanding of the process of observation and what the educator can do to ensure that this process is effective. Make sure to explain the terminology clearly:

- Evidence
- Observation
- Recording

Students should be able to distinguish between objective and subjective recording – use case studies and practical examples to indicate the differences to them and allow them to practise these skills.

The focus during observation should be on the strengths and weaknesses of the child. The aim is to empower the educator to get to know the child better and to make changes to the learning programme to help the child with possible problems.

The method of observation is clearly explained and the educator should be able to use the information gathered during observation to keep record and write reports. When discussing record keeping, ask students to bring examples from their centres or schools that they are currently using during observation. Compare and discuss these records to make sure they understand what the records should look like and which aspects can be covered in each of the different types of records.

Students should be able to compile and use the following records:

- Observation checklist
- Three-monthly observation report for 3–6 year olds.
- Quarterly report for toddlers and pre-schoolers
- Six-monthly progress report for 3–6 years

Make sure that they look at the templates in the student guide and that they understand all the different section in the records.

When discussing progress with parents, it is important to respect parents and children alike. Discuss the specific tips when communicating with parents and make sure that students have an anti-bias and culture-fair approach.



Activity 1.1

Make a pamphlet for Educare practitioners to explain the following concepts of observation:

- How to observe effectively
- How to keep records of observation
- How to report to parents

Module 2

Educational play

After completing this module, the student should be able to :

- Describe the terms water play, sand play, mud play and sawdust play; fantasy play; block play; educational games
- Discuss the value of each type of play with reference to the whole-child approach
- Discuss the criteria for selection of suitable activities
- Discuss and name examples of aids, apparatus and equipment
- Discuss the place, time and method of presentation
- Discuss the role of the educator
- Discuss parent involvement

2.1 Water, sand, mud and sawdust

It is important that students understand the different types of play. It is suggested that the lecturer ask students to help and set up these different types of play in the classroom. Allow students to use their own ideas and bring resources from home. They should get the opportunity to play in each of the different areas to experience first hand what the value of each is. When discussing the value of any type of play, it helps to remind the students of the **whole-child approach**.



Values of activities are usually linked to the different domains of the whole child approach. If the students have a clear understanding of this approach, they can identify the values more easily.

The criteria for choosing suitable activities are those factors which will determine the choice:

- Level of development
- Safety
- Suitable for age and stage
- Hygiene
- Supervision
- Open-ended media
- Rules and guidelines for use

When students get the chance to facilitate these activities at the centres, they should be encouraged to use recycled materials and everyday objects. In many communities, there are not enough resources, but items like empty bottles can be converted to be materials during play. Parents can also be encouraged to bring waste material to the centre for use by the children. The place, time and method of presentation is the practical aspect of presentation. The students should be able to distinguish between suitable places, times and methods for the different types of play.

For each of the types of play, the role of the practitioner is very important. Her attitude and abilities will often be the deciding factor to determine whether an activity was a success or not. With that in mind, the practitioner should provide the safe structure for activities.

Parents should also be involved in all the different types of play and students should be able to encourage the involvement in practical ways, e.g. putting up a parent poster.



Activity 2.1

1. Make a list of twenty suitable resources for pre-schoolers for sand, water and mud play.
2. Do research and find out what these toys will cost.

When completing this activity, it is important to make sure that there is a balance of bought and handmade material. When using recycled materials, students should ensure that the names/branding are removed or covered.

When doing the research, encourage students to use the Internet and to find suppliers within their area.

2.2 Fantasy play

Students must be able to give a definition of fantasy play. These definitions may be different, but should include the following terms:

- Imagination
- Imitation
- Make believe
- Own world

When discussing the value of fantasy play, refer back to the holistic approach. List the values according to the different domains, e.g:

Physical – spatial orientation, large muscles, coordination

Cognitive – solve problems, learn concepts, thinking skills

Emotional – express feelings, take other's feelings into account

Creativity – use own ideas, imagination

The stages of fantasy play are important and the lecturer should explain the natural progress.

STAGES OF DEVELOPMENT IN FANTASY PLAY

1. SENSOPATHIC PLAY

This is body play, which means the baby uses his whole body to express feelings and play. This can be seen if baby plays with his food, for example.

2. MANIPULATIVE PLAY

This refers to play where the child is handling objects or toys in an informal and spontaneous way. For example, picking up a toy car and making the brrrrm sound.

3. CONSTRUCTIVE OR CREATIVE PLAY

This usually gives a clear idea of the level of intellectual development of a young child. The child will only create play opportunities if he is confident within the situation. The child will often include element of fantasy or imagination.

4. IMAGINATIVE OR FANTASY PLAY

This is the highest form of play and can be characterised by the following:

- The child chooses a theme and names the game he is playing
- The theme develops into a story which is acted out by the child with the use of play materials
- There is a specific situation created which is often a reflection of what the child has seen around him. Others will be able to recognise this scene.

There is a suitable time and method of presentation and the focus here should be on open-ended and imaginative play. Children should be allowed to make their own choices and decisions. Fantasy play should be set up as part of the free-play activities and children should have the freedom to play.

The layout of the area should indicate that this is a noisy activity and therefore it should not be part of the quiet areas in the playroom. It should rather be close to areas such a block play. The fantasy area should have enough materials and resources. Parents can often supply some of the materials – just ensure that all are safe and clean.

There should be a poster in the area that shows the rules:

- 4 – 6 children
- May not carry items out of the area
- Use inside voices
- No rough playing
- Handle resources with respect
- Tidy up and clean up after use

This poster is part of the practitioner's responsibility and should be neat and easy to understand. The role of the practitioner will indicate how she will promote fantasy play and what she will do while children are in the area to promote development of the whole child.



Activity 2.2

Make a parent poster to explain the importance of fantasy play for young children.



2.3 Block play

The value of block play will again be linked to the whole child or holistic development with all the different domains.

When discussing the stages of block play, it is important for students to see the natural progression – as the child develops more skills, his block play skills will also improve and develop.

The educator should be able to determine which stage a child is at in order to be able to provide the correct materials and resources to promote meaningful development.

The students should be able to give an overview on the following factors:

- Place of presentation
- Time of presentation
- Method of presentation

The layout of the block corner and the choice of blocks play an important role in the success of the presentation. Please take note that students do not need to know the number of different blocks. These are highly individual and will differ from one centre to the next. It is also closely linked to the available finances of the centre and the availability of recycled materials.

The rules for the area should be explained clearly and children should be aware of the dangers if they do not respect the rules. The role of the practitioner is to facilitate the play and to encourage learning and development. When the area is well planned with suitable resources, children will engage with the material themselves without encouragement from adults.

Parents can be involved in different ways also, by just raising awareness of the value of block play.

STAGES OF BLOCK BUILDING (JOHNSON, 1996.)

All children progress through specific stages as they use blocks in play. This is also true for older children who have not previously experienced block play (except for stage one, which is omitted by older children), although older children progress through the stages much more quickly. Knowledge of these stages will help teachers better support children's block play.

Stage 1 Children under 2 years

Blocks are carried around but are not used for construction (very young children).

Stage 2 Children from 2–3 years

Building begins. Children mostly make rows, either horizontal (on the floor) or vertically (stacked). There is much repetition in this early building pattern, which is basic functional play with blocks.

Stage 3

Bridging: children create a bridge (or portal) by using two blocks to support a third. In architecture, this is known as the post-and-lintel system.

Stage 4

Enclosures: children place blocks in such a way that they enclose a space. Bridging and enclosures are among the earliest technical problems children have to solve when playing with blocks, and they occur soon after a child begins to use blocks regularly.

Stage 5 Children from 3–4 years

With age, children become steadily more imaginative in their block building. They use more blocks and create more elaborate designs, incorporating patterns and balance into their constructions.

Stage 6 Children from 4–5 years

Naming of structures for dramatic play begins. Before this stage, children may have named their structures, but not necessarily based on the function of the building. This stage of block building corresponds to the "realistic" stage in art development.

Stage 7

Children older than 5 years

Children use blocks to represent things they know, like cities, cars, airplanes, and houses. They also use blocks to stimulate dramatic play activities: zoos, farms, shopping centres, and other locations.

2.4 Educational games

Students should be able to distinguish between the different types of games and activities:

- Construction
- Manipulation
- Concept

If at all possible, the lecturer should have examples of games or even pictures of different games for students to get to know the games. Often, centres have expensive games, but children are not allowed to use them and staff may not know how to use them effectively. The value of educational games refers back to holistic development and covers the different domains.

The criteria for selection are important and should be kept in mind when new material is bought, or to evaluate current material and games.

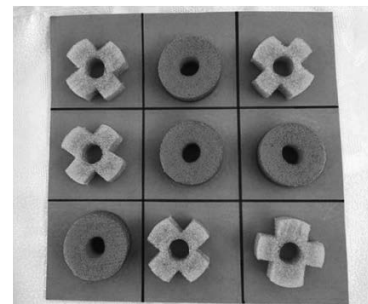
The place, time and method of presentation will depend on the specific game. Educational games are usually set out as part of the free-choice activities during the day. They should be rotated and the educator should keep record of specific children and which activities they are confident with and which ones they are struggling with. Often, children need some additional support and guidance if they play with a game for the first time, just to guide them in the right direction. The evaluation process during play forms an important part of the observation and assessment of young children.

Parents can also be involved in different ways. The educator should be aware of different situations and backgrounds and should treat all parents with respect. Parents can help to keep games neat and organised. If possible, the games used in the class should be on display for parents to see and interact with.



Activity 2.3

Make two suitable resources from recycled materials and bring them to class to demonstrate their use.



Module 3

Environmental studies

After completing this module, the student must be able to:

- Identify criteria for the selection of suitable content
- Name aids to promote scientific discoveries
- Discuss the preparation and process of making a garden
- Discuss the basic principles and practical aspects of science tables
- Discuss the place and presentation of science experiments
- Discuss simple record keeping
- Discuss the value and procedures of outings
- Discuss the value and procedures of visitors to the school
- Discuss the layout of the science area
- Discuss the planning of outdoor play
- Discuss and complete written planning

The criteria for selection are those aspects to keep in mind when choosing resources and activities. They will include safety, sensory stimulation, involvement of children, suitability for age and stage, and making discoveries. It is important that the educator guide children to make their own discoveries. She should not make the discoveries on their behalf.

The first important part of this discovery is the garden. Students should be able to explain the different types of plants in the garden, e.g. trees, shrubs, flowering plants, vegetables, and then distinguish between safe and poisonous plants. Part of the garden is the animal life. Birds – different types and how to attract them to the garden. Pets – how to care for indoor and outdoor pets. The selection of a suitable pet is important. Some pets may be visitors to the centre and others may be a permanent part of the playroom.

The garden patch is a section of the garden where each child has a tiny area that he is responsible for and where he will learn the basic science of growth and gardening. When planning these patches, safety should always be kept in mind. There are ways to make gardening safe and fun for young children.

The layout of the garden is important and there are practical considerations to keep in mind:

- Plants
- Pathways
- Availability of water
- Demarcation of areas
- Fencing
- Safety and security

With the current low levels of water in South Africa, focus should be on water-wise gardening and children should be made aware of the importance of saving water.

The student should be aware of possible dangers in and around the garden. Practical rules should be applied to ensure the safety of all people making use of the garden area.

Pot plants are often suitable alternatives and can be very effectively used to bring the garden indoors. Children can help to care for plants and they will learn valuable lessons in the process.



Activity 3.1 (small groups)

Plan a practical project for pre-schoolers to teach them about plants and the cycle of life. Present this project in class.

#1 Soda Bottle Greenhouse

Materials:

- 2 clear 2-litre bottles (soda)
- Sand
- Dirt
- Seeds

1. Cut one bottle so that the bottom is approximately 4” high – this creates the bottom and base of the greenhouse.
2. Next, cut the second bottle so it’s about 9” high: this will be the “lid” or top for your house.
3. Place a small amount of potting soil in the bottom of the 4” base.
4. Add soil and seeds. Water the seeds – then slip the top over it to create a “greenhouse”.
5. Put in a sunny place and plants will appear in 2-5 days, depending on the seeds you use.



#2 Soda Bottle Greenhouse

1. Thoroughly wash and dry a clear plastic bottle. A clear juice bottle or 2-litre soda bottle works. With the scissors, cut all the way around the bottle to carefully remove the top one-third of the bottle.
2. Place about 1 inch of loose gravel in the bottom of the bottle, then add about 3 inches of potting soil.
3. Make small holes in the dirt and plant the small plants or seedlings in the soil, just deep enough to cover the roots.
4. Add a few drops of water in the bottle, but do not soak the soil. As the bottle will be almost an enclosed garden, only a little bit of water is necessary.
5. Gently place the top part of the bottle back in place on top of the planted section. Use the wide clear tape to secure the 2 parts of the bottle together. (You may need an extra pair of hands for this part.) Once the sections are back together and in place, if you desire, you can decorate the bottle with sticky-backed ribbon to cover the joint where the bottle sections are taped together.
6. Place the greenhouse in a sunny warm location and water only when necessary. You do not need to keep the lid on the bottle as the air and condensation will give the plants all the nutrition they need to grow into healthy, thriving plants.

Source: eHow.com

The educator plays an important role to make children aware of the environment. When doing this, she should try to involve as many senses as possible, as children will remember better if all senses are involved. Children should be made aware of their role and responsibility to keep the environment clean and tidy. Parents and caregivers can also be involved in this and should be made aware of the positive effect their own example will have on young children.

When planning the environmental or science tables, students should be able to distinguish between the different tables:

- Interest
- Nature
- Science
- Discovery

It is a good idea for the lecturer to divide the class into four groups and ask each group to set up a different type of table to make the distinction clear. These tables form an important part of discovery and should not be neglected. They do take some planning and preparation, but the benefits outweigh the effort by far. Encourage students to use recycled items where possible and to bring items from home to make sure the four display tables are complete.

When doing experiments, try to include them as part of the daily programme and make sure that all the children get a chance to discover and play. The choice of experiments is explained and part of that will include important safety guidelines.

Simple, scientific record keeping is an important part of the learning process and helps children to keep track of discoveries. When using pictures and drawings, try to keep them as realistic as possible.

Outings should form part of these activities. They have a lot of value and are often neglected, as they take effort and planning. Some centres may also struggle to pay admission and transport fees. When students discuss the value, they will take the holistic approach into consideration.

Outings should be suitable for the specific group of children and the educator should be very sure to follow the correct procedures for:

- Before the outing
- During the outing
- After the outing

Often, the value of outings is not fully utilised. Make sure that there is enough preparation and enough follow-up activities for children to make sense of this experience.

When inviting visitors to the centre, the educator should keep the criteria in mind. This is also a perfect opportunity to promote anti-bias and culture-fair approaches. Make sure students understand the visitor procedure:

- Before the visit
- During the visit
- After the visit

The science area is usually in a corner of the playroom and children are encouraged to engage with material at leisure. When planning the science area, students should keep in mind :

- The inquiry skills to develop
- Different scientific activities
- Free-play discoveries

Written planning is an important part of success. It helps the educator to focus and to be specific about the value of activities.

The contents should be planned to include:

- An introduction to get the children involved and interested
- A body/core where they are guided to make discoveries
- A conclusion where they can share ideas and experiences



Activity 3.2

Plan two outings to venues close to your school/centre. Include the full planning for the outings:

- Cost
- Transport
- Indemnity forms
- Value of outing
- Preparation and follow-up activities
- A brochure or pamphlet of the venue

When marking these activities, the lecturer should ensure that all the different aspects are covered. You may also choose to let students do this activity in groups according to their geographical areas.

Outings planned should be realistic and within the budget of the average school or centre.

Module 4

South Africa, our land and people

After completing this module, the student should be able to:

- Discuss the aim of parliament
- Name where parliament is situated
- Mention how many members there are and their roles
- Recognise the National emblems
- Know the nine provinces and their capitals
- Name specific landmarks for each province

As indicated in the study guide, this section of the work is self-study and each student will compile a portfolio with information covering the following aspects:

- Parliament
- National emblems
- Names of provinces and capitals
- Ministers in the cabinet
- Historical landmarks in your province

This project should be given at the beginning of the training course to allow students enough time to complete. There will be two parts: written and oral presentation.

The written part must be 20 pages.

The presentation should be 20 minutes long.




There should be resources as part of the presentation.

Make sure information is current.

PEER ASSESSMENT RUBRIC FOR PRESENTATION OF INFORMATION TO CLASS

Name of student being assessed: _____

Name of student completing the assessment: _____

Criteria			
1. Ability to prepare and organise for the information to be presented e.g: • Use suitable resource	More thorough preparation was required for the presentation and performance to run smoothly	The preparation for the presentation was generally organised and the performance ran quite smoothly	The preparation for the presentation was very well organised and the performance ran smoothly
2. Relevance of the information to the chosen topic	Some of the information did not relate directly to the topic	Most of the information was accurate and related directly to the topic	All the information was highly accurate and relevant to the topic
3. Oral presentation • Eye contact	Speaker sometimes faced or maintained eye contact with the audience	Speaker face or maintain eye contact with the audience most of the time, but occasionally lost eye contact	Speaker faced and maintained eye contact with the audience
5. Oral presentation • Understandability	Student sometimes used confusing words and terms and needed to give examples to help explain the ideas	Student used understandable words and terms, but needed examples to clarify major ideas	Student used words, terms, and examples which the audience clearly understood
5. Oral presentation • Voice	Student spoke in a voice which was frequently difficult to understand due to poor tone, enunciation or pace, even after listener requested to repeat message	Student spoke in a voice which was generally understandable; sometimes tone, enunciation or pace interfered with message; adjusted delivery when listener did not understand	Speaker always spoke in an understandable voice, using clear tone, enunciation, and reasonable pace; message was clearly received

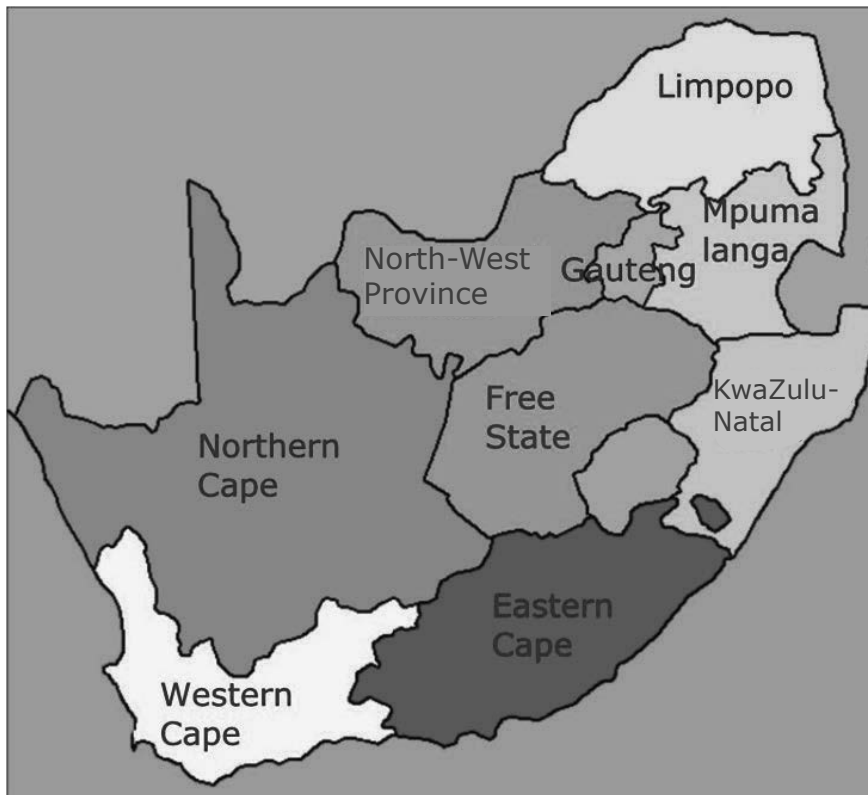
The best part of this presentation was:

The areas for improvement are:



Activity 4.1

Make a poster for pre-school children to show the nine provinces of South Africa.



Activity 4.2

Choose any 2 historical landmarks and make a pamphlet to introduce them to the public.

Free State

The outstretched landscape of the Free State epitomises the wild and free spirit of this land. The area is unspoilt, unpolluted and sparsely populated. The quaint, small towns are clean, and harbour the friendliest people, who are always ready to welcome visitors.

The towns are rich in history, and Bloemfontein, the capital city, offers the visitor a rich variety of historical sites.

Bloemfontein

In Bloemfontein, the past becomes part of the present through the unobtrusive and almost natural inclusion of an impressive architectural and historical heritage into the very life of a modern, developing city.

Harrismith

The town was founded in 1849 and named after Governor Harry Smith. An important crossroad in the land trade routes, it is still rich in the beauty of the surrounding mountains and rivers.

Jacobsdal

A town with a rich historical and cultural heritage. Famous Magersfontein battlefields and museum only 20 km north-west of town.

Jagersfontein

Founded in a diamond rush, the town still exudes the whiff of the pioneer diggertown.

Koffiefontein

Transport riders found this spring a convenient stop for coffee drinking, until a diamond was found and a town grew rapidly.

Philippolis

Founded in 1823 after the Toverberg mission station was closed in 1818, Dr John Philip, superintendent of South Africa, wanted a mission station in the area, making it the oldest town in the Free State.

Smithfield

Founded in 1848 for Sir Harry Smith, now an important cattle ranching area. Various places of interest, museums, monuments and memorials of bygone days, including Bersheeba Farm, an old French mission station with 1 m-thick walls.

Vredefort dome

The Vredefort dome is the oldest and largest meteorite impact site in the world. Formed an estimated 2000 million years ago when a gigantic meteorite (asteroid) hit the earth.

Winburg

One of the Free State towns with a rich historical and cultural heritage, as well as various historical buildings and monuments.

The Transgariep

An area with a vast historical heritage, with numerous historical sites and places of interest, as well as the Gariep dam.

Eastern Cape

During the 18th and 19th centuries, as colonialists tried to expand their empires, the Xhosa people provided the first determined resistance, and the Eastern Cape became the site of the first real colonial wars in Africa.

Nine border wars were fought between the Xhosa and the British for the control of the Eastern Cape. With the victory of British colonialism and then of Afrikaner nationalism, the Xhosa came under the control of the Cape. Today, the traditions of the early Xhosa, Dutch, British and German people live on in the people of the province.

The major apartheid resistance movements – the African National Congress, the Pan Africanist Congress, and the Black Consciousness Movement – were born in the Eastern Cape. Some of the province's more famous political heroes are Nelson Mandela, Robert Sobukwe, Steve Biko, and Thabo Mbeki.

The Nelson Mandela Museum near Umtata offers visitors an inspiring journey through the life of Nelson Rolihlahla Mandela.

Some other historical places include:

Burgersdorp

Burgersdorp, in the north-eastern Cape, has been a pivotal point in Afrikaner history, culture and religion.

Cradock

Founded in 1813 on the banks of the Great Fish River to cater for the migratory farmers who settled in this ruggedly beautiful area.

Graaff-Reinet

The oldest town, it is known as the ‘Athens’ of the Eastern Cape, with magnificent examples of Karoo architecture, fynbos and more monuments than any other town in South Africa.

Grahamstown

Today, the city is a commercial educational and industrial centre and is known as the ‘City of Saints’. It has a turbulent past, with more forts than the rest of the country combined.

Nieu-Bethesda

Old convenience stores bearing sweet jars welcome the visitor to the sleepy town of Nieu-Bethesda in a valley at the foot of the Compassberg Mountains in the Karoo – home to Helen Martin’s Owl House.

Port Elizabeth

Known as the Friendly City, a major seaport and tourist destination along the dazzling shores of Algoa Bay, with a diverse mix of historical sites and museums. One of the latest is the Red Location Museum of the People’s Struggle in New Brighton, Port Elizabeth – winner of three international awards.

It was designed to be both a monument to South Africa’s struggle against apartheid and an integral part of community life in a township that acted as a crucible for the struggle.

Somerset East

A charming town bathed in history, set among oak trees, white washed buildings, mountain streams and waterfalls at the foot of the Boschberg Mountain.

Gauteng

Meaning ‘Place of Gold’ in Sesotho, Gauteng’s extensive wealth comes mostly from mining. Since the discovery of gold in 1886 and of the world’s largest diamond in Cullinan in 1905, the province has developed into an economic powerhouse.

But Gauteng’s history dates back some four million years. The Cradle of Humankind World Heritage Site at Sterkfontein in north-west Gauteng has produced more fossils of our ancestors and their early relatives, the hominids, than any other site in the world.

Townships, battlefields and gravesites scattered throughout the province bear witness to the challenges faced by the the people of Gauteng.

Some of the important historical sites are:

Cradle of Humankind – Johannesburg

The Sterkfontein valley landscape comprises a band of important palaeo-anthropological sites, including Sterkfontein, Swartkrans, Kromdraai, Coopers B, Wonder Cave, and various others, which form the Cradle of Humankind.

Constitution Hill – Johannesburg

Constitution Hill in Braamfontein, Johannesburg, is home to South Africa’s Constitutional Court and also the site of the notorious Old Fort Prison Complex, known as ‘Number Four’. It was here that thousands of people were brutally punished before the onset of democracy in 1994.

Soweto – Johannesburg

To truly understand South Africa's turbulent past, one must visit Soweto. Here, you will be shown the bullets in the walls of the Regina Mundi Church, and the Freedom Charter will be explained to you. You can muse on the young life of Hector Peterson at the very spot where he was shot.

Nelson Mandela's humble little house in Orlando West, Soweto, now called the Mandela Family Museum, is an interesting stopover for those keen to experience a slice of authentic history on the world's most famous former prisoner.

Freedom Park – Pretoria/Tshwane

Freedom Park is a meeting place, a venue for the gathering of clans and nations; a place to listen to the voice of silence, a place to pray; a sacred place, a step to the heavens and to our humanity.

Tswaing Meteorite Crater – Pretoria/Tshwane

Some 220 000 years ago, a blazing stony meteorite the size of half a football field slammed into the earth's crust. The impact formed a huge crater, 1,4 km in diameter and 200 m deep. This crater, formerly known as the Pretoria Saltpan (or Zoutpan), is situated 40 km to the north-west of the city of Tshwane (Pretoria). It is one of the best-preserved meteorite impact craters anywhere in the world.

Union Buildings – Pretoria/Tshwane

Set in an attractive terraced garden with magnificent views of the city, the Union Buildings were designed by the British architect Sir Herbert Baker to accommodate the offices of the then Prime Minister, his ministers and departments, and were completed in 1913.

The Union Buildings are the administrative headquarters of the Government and still house the offices of the President. They are visible from many vantage points in the city and are visited by large numbers of visitors and tourists.

Gold Reef City – Johannesburg

Gold Reef City Theme Park offers the visitor fun, fantasy and historical fact.

KwaZulu-Natal

<p><u>Hluhluwe-Imfolozi Game Reserve</u></p> <p>Two of Africa's oldest game reserves (1895) and the linking Corridor Reserve make up a 96 000 ha park where the 'Big 5' and others, like the elusive cheetah, as well as an abundance of birdlife, are to be seen</p>	<p><u>Itala Game Reserve</u></p> <p>Overlooking the Pongola River valley in the rugged, mountainous thornveld of Northern KwaZulu-Natal, with diverse geological diversity, Itala offers a wildlife experience second to none.</p>	<p><u>Thendele – Drakensberg Park</u></p> <p>Thendele camp is situated in one of the most picturesque settings in the Royal Natal Park in the Drakensberg, with a view of the world-famous amphitheatre from every chalet.</p>
<p><u>Durban</u></p> <p>Africa's principal port and one of South Africa's principal holiday destinations, with miles of beautiful beaches and hundreds of other activities and attractions, this is definitely holiday country.</p>	<p><u>Ukhahlamba Drakensberg Park</u></p> <p>Great open spaces in a world of gigantic peaks and buttresses, a world of towering sandstone cliffs and hidden valleys, of priceless virgin forests and crystal clear rivers, of rolling hills and grasslands.</p>	<p><u>Beaches</u></p> <p>The warm Indian Ocean and wonderful beaches made KwaZulu-Natal into one of the most popular tourist destinations in South Africa.</p>

Limpopo

Limpopo is a region of contrasts, from true bushveld country to majestic mountains, primeval indigenous forests, unspoilt wilderness and patchworks of farmland.

Limpopo is rich in natural beauty, culture and wildlife. It's also home to the Mapungubwe Cultural Landscape, one of the country's seven World Heritage sites.

Mapungubwe

Mapungubwe – “place of the stone of wisdom” – was South Africa's first kingdom, and developed into the subcontinent's largest realm, lasting for 400 years before it was abandoned in the 14th century. Its highly sophisticated people traded gold and ivory with China, India and Egypt.

The site lies on the open savannah of the Mapungubwe National Park, at the confluence of the Limpopo and Shashe Rivers.

It abuts the northern border of South Africa and the borders of Zimbabwe and Botswana, a crossroads location that helps explain its prosperous past as an important trading centre, particularly at the height of its powers between about 1220 and 1300 AD.

Makapans Valley

The Makapans Valley near Mokopane in Limpopo contains a bountiful cluster of historical and cultural heritage sites that range in age as far back as three million years.

The Makapans Valley, with the Makapans Cave at its centre, is a fascinating area that continues to provide many clues to the way the ancient Africans once lived. The Makapans Cave is a National Heritage site and has provided an abundance and variety of study subjects.

To visit the Makapans Valley, contact Mogalakwena Bushveld Tourism Association on 015 491 8458. Coordinates: S24.151766, E29.179688

Modjadji Nature Reserve

Once the main diet of the prehistoric mammal-like reptiles that lived here, the Modjadji cycad (*Encephalartos transvenosus*) forms a unique natural forest which can be viewed in its prehistoric state thanks to its strict protection by succeeding generations of modjadji (‘rain queens’), the hereditary rulers in the area.

Modimolle (Nylstroom)

Named the Nile River that flows near the town, this North-flowing river owes its name to the historic Jerusalem pilgrims, who, on their journey to the north, thought that they had reached Egypt.

Soutpansberg

Discover the Soutpansberg Mountain and Limpopo Valley area with prehistoric and protohistoric period archeological sites, conservation areas, game and bird viewing, hiking, historic sites, safaris, scenic splendour and much more.

Venda

Venda is a small area in the North-eastern corner of Limpopo. It offers a great variety of landscapes, unspoilt natural beauty and the opportunity to explore the history, culture and life-style of a most fascinating people.

Lake Fundudzi

Lake Fundudzi is a sacred site for the vhaVenda tribe in the mountainous north of Limpopo. The vhaVenda remain true to their traditions and mythology and believe that you can hear their ancestors drumming under the waters of Lake Fundudzi.

Thathe Vondo Forest

From Lake Funduzi, you will drive along the very top of the Soutpansberg. The vegetation consists of afro-montane grasslands and small patches of afro-temperate forest.

Close to Lake Fundudzi, you'll find the Holy Forest – Thathe. Thathe is an indigenous forest which is sacred to the Venda people.

Coordinates: S22.915393, E30.322266

Mpumalanga

Mpumalanga is a province with spectacular scenic beauty and an abundance of wildlife, with a variety of popular hiking trails, myriad waterfalls, patches of indigenous forest and many nature reserves.

Mountains in the Barberton area of Mpumalanga have yielded minute fossils thought to be among the first signs of life on earth, dated to about 3 300 million years ago.

Pilgrim's Rest

The entire town has been declared a national monument. Visitors can relive the days of the old Transvaal gold rush.

Barberton

Some of the oldest sedimentary rock formations in the world are found here. A rich historical and cultural heritage makes it an ideal tourist destination.

Piet Retief

Voortrekker descendants were the founders of the original village, but settlers of all nationalities, among them Germans and Scots, soon found the tranquil grass- and timberlands setting attractive.

Botshabelo

Botshabelo provides a fair representation of the mission station of a century ago and also incorporates a Ndebele village – an open-air museum established to preserve the tribal culture.

Mpumalanga Eescarpment and lowveld

Land of the 'Big Five', with the Kruger National Park as the best known game reserve, but also various private game reserves in the area. Also hiking, eco-safaris, hunting, fishing, arts and crafts, ethnic villages, wonders of nature, green gold and much more.

Shangana Cultural Village

The residents of the traditional villages of Shangana invite guests to share in the way of life of the Shangaan people.

North-West

North-West is known as the Platinum Province for the wealth of the metal it has underground. North-West has a number of major tourist attractions, including the internationally famous Sun City, the Pilanesberg National Park, the Madikwe Game Reserve and the Rustenburg Nature Reserve.

Mafikeng is the capital, and best known for the famous siege during the Anglo-Boer War, which ended in a decisive victory for the British and made a hero of Robert Baden-Powell.

Potchefstroom

On the banks of the Mooi River, Potchefstroom combines a strong agricultural economy with a friendly, buzzing community life. Various attractions and activities.

Mafikeng

Mafikeng is situated next to Mmabatho, the vibrant provincial capital of the North-West Province, and has an interesting history, rich culture and wildlife variety.

Taung Heritage Site

The Taung Heritage Site is dedicated to the discovery of the skull belonging to an early hominid, named "*Australopithecus africanus*" meaning the "southern ape of Africa".

Vredefort dome

The Vredefort dome is the oldest and largest meteorite impact site in the world. Formed an estimated 2000 million years ago when a gigantic meteorite (asteroid) hit the earth.

Lesedi Cultural Village

A multicultural African village set among pristine bushveld and rocky hills – the Xhosa with their beautiful thatched homes and red blankets, the Zulu with their fighting shields, the Pedi courtyards and drums, and the straw hats and ponies of Basotho.

Rustenburg

Tranquil, jacaranda-lined streets make it difficult to realise that this is one of the most heavily mined areas in the world. Also a major agricultural centre and not far from the world-renowned Sun City complex.

Lichtenburg

Lichtenburg, with its unique historical background and special places of interest, coupled with its tranquility and moderate climate, is worth a stopover.

Northern Cape

The vast and arid Northern Cape is by far the largest province, slightly bigger than Germany and taking up nearly a third of South Africa's land area. Yet it has the country's smallest population, around 1-million people.

The Northern Cape is a land of many diverse cultures, of frontier history and brave missionaries. The San (Bushmen) were the original inhabitants of South Africa, but are now mainly confined to a small area of the Northern Cape – the Kalahari.

Anglo-Boer War Route – Kimberley

In 1899 Kimberley was besieged. The details of the siege can be relived at the Magersfontein and McGregor Museums. Included among these are the battles from Orange River Station, including Modder River, Magersfontein, Belmont, Graspan and the eventual relief by General French and his cavalry.

Kimberley

The Kimberley area has produced a number of personalities who became legends in their time. The major battles of the Western Campaign of the Anglo-Boer War took place within 120 kilometres of Kimberley.

Moffat Mission in Kuruman

The Kuruman mission has a long and interesting history. Because of the focus upon literacy, bible translation and the presence of the printing press, education became the primary task of the Mission.

Danielskuil

Part of a Griqua missionary and of historical importance, a geological phenomenon in the form of a deep cavity was formed in the dolomite limestone.

Khoisan rock art

Throughout the Karoo, one finds examples of engravings left by these nomadic people. Most of the images are found on low ridges of dolerite rock – the black boulder fields are ideal for engraving on. The area along the Orange and Vaal rivers is rich in San rock engravings.

Mafikeng

Mafikeng attracted the attention of the world during the Anglo-Boer War of 1899–1902 as the small British garrison under the command of Colonel Baden-Powell held out for 217 days against Boer forces.

Calvinia

Examples of lives of the early European settlers as well as the Hantam House.

Griekwastad

The London Missionary Society extended its mission north of the Orange River among members of the Chaguriqua tribe and local tribes like the Koranna and Tswana.

Fraserburg

Fraserburg is situated on a high plateau north of the Nuweveld Mountains and has a very rich historical heritage. Also a palaeosurface, on the farm Gansfontein outside town, of several trackways of large, four-footed, five-toed mammalian reptiles.

Western Cape

Centuries of trade and immigration have created a population with genetic and linguistic links to different parts of Europe, south-east Asia, India and Africa. The diverse cultural backgrounds give the province a cosmopolitan flavour with an interesting history dating back to the Khoisan people – the first inhabitants of the country.

Cape Town

Cape Town is the oldest city in South Africa and has a cultural heritage spanning more than 300 years. It is in Africa, and of Africa, but yet so different.

Robben Island

For nearly 400 years, this island was a place of banishment and isolation. During the apartheid years, Robben Island gained world-status as the 'home' of Nelson Mandela (and other political prisoners).

Afrikaans language

This unique language 'just grew' from the soil of South Africa in the human melting pot of the Cape. People such as the Khoikhoi and slaves from all parts needed to communicate and a modified version of Dutch, with many words from other languages, evolved. Monument and museum worth visiting.

Castle of Good Hope

Built by the Dutch in 1666 after arrival, the Castle was erected as a 5-pointed star on the foreshore of Cape Town. It is today surrounded by a variety of other monuments and places of historical interest.

West Coast Mission Village Route

The mission stations were established during the 1800s by missionaries from Europe to spread the Word among the indigenous people.

Historic towns

Franschhoek – fleeing Huguenots in 1688 established first vineyards.

Greyton – many of the present-day guesthouses, restaurants and shops were original homesteads.

Montagu – steeped in history and is famous for its awe-inspiring rock formations, orchards, vineyards and healing hot mineral springs.

Mossel Bay – rich history dates back to February 1488.

Paarl – historical sites, cultural museums, wine routes and historical buildings dating back to the 18th century.

Stellenbosch – of all the towns founded by the Dutch, Stellenbosch is the best preserved. Known as the town of oaks.

Swellendam – founded in 1745 at the foot of the Langeberg Mountain Range, a charming town, famous for its eclectic architecture.

Wupperthal – the oldest Rhenish Mission Station is an attractive little oasis in the very heart of the rugged wilderness of the Cedarberg.

Wellington – steeped in history and tradition, tucked away in the foothills of the Hawekwas Mountain Range.

Module 5**Movement activities**

After completing this module, the student should be able to:

- Describe the concept “movement activities”
- Discuss movement activities with reference to whole-child approach
- Name and describe the planning, presentation and evaluation of activities
- Identify the difference between aims and objectives
- Identify the difference between general and specific aims
- Explain the place, time, length of presentation
- Discuss safety aspects
- Discuss the role of the educator
- Explain the difference between verbal and non-verbal guidance
- Discuss the choice of apparatus
- Discuss typical developmental stages
- Name and discuss categories of movement
- Discuss the qualities of movement
- Discuss the different types of movement rings
- Discuss the value and aim of lesson planning
- Describe the ideal surface and immovable apparatus
- Discuss the different types of lessons, planning, presentation and evaluation
- Name the types of apparatus and how they are handled
- Explain the meaning and value of formal and informal education
- Discuss general rules for planning and presentation
- Do written planning
- Discuss the role of the educator
- Discuss the evaluation of movement activities
- Name the time, place, planning and presentation of rainy day activities
- Discuss parent involvement

Students should understand that movement activities are any activities that encourage the use of the body. They can encourage the use of large muscles, small muscles, balance, coordination, laterality and many other aspects of movement.

The value of movement should be explained with the holistic approach in mind – how the different domains of development will be influenced by the movement activities.

When explaining the aims and objectives, make sure to distinguish between the two concepts. Aims are usually more general and longer term while objectives are the steps we need to complete to reach the aim.

For example: the aim of a movement lesson can be physical development, while the objectives can be to use your legs to move, sit on your knees and throw the ball, balance a beanbag on your head and sit in a circle. We also call them learning outcomes – what knowledge, skills or attitudes would we like to develop.



Activity 5.1

Make a parent poster to show parents the importance of movement for young children.

The three phases of movement activities cover:

- Planning
- Presentation
- Evaluation

The success of the activity will depend on the three aspects working together as a unit to promote learning and development.

Movement activities can be subdivided into:

- Planned movement
- Free-play

The length of presentation will differ according to the age of the children – the younger the group, the shorter it will be, as they will not be able to pay attention for long periods of time. Sometimes, an educator will be guided by the group and will make an activity longer if they are enjoying it or shorter if they are not participating effectively. This is part of being a practitioner – to be able to think on your feet and make changes for individual circumstances.

The place of presentation will depend on the centre and the specific group. Activities can be presented indoors and outdoors if weather is good. There should be enough space for children to move around without touching each other. If the playroom is used, you will often need to move away all the tables and chairs to create an open space.

At all times, safety should be kept in mind and students should be aware of possible risks and dangers.

The role of the practitioner is to facilitate movement activities. She will often demonstrate, help, support and discipline. She should have clear planning and the area should be set up in advance. All materials and apparatus should be ready to use and in good working order. During the presentation, the educator will make use of verbal and non-verbal guidance. Make sure that students understand the difference between these two.

Read this article for some valuable ideas to discuss with students:

<http://www.positive-parenting-skills.net/verbal-and-nonverbal-communication.html>

Verbal and Non-verbal Communication

Tips for more positive parenting skills

Learn about the role of non-verbal cues in communication and types like body language. Find help to work on improving your verbal and non-verbal communication skills, tips and research articles.

Parents are usually aware of the importance of good communication skills. What's often forgotten is the fact that a great deal of what's said isn't said through words but instead non-verbally. Sometimes, 80-100% of a conversation can happen non-verbally. So if you want to learn how to talk to kids, you shouldn't miss improving both your verbal and non-verbal communication skills.

The role of "Non-Verbal" Cues in Communication

Improving your communication skills requires looking at the relationship between verbal and non-verbal communication. A non-verbal sign that's totally appropriate in one situation can make another situation feel awkward and stop any conversation. The key is to find out how the non-verbal cues relate to the spoken words used.



They can	complement each other or substitute each other
Non-verbal cues can	accentuate the spoken words or substitute them
But words and non-verbal messages can	contradict each other too

Whether you do that consciously or you don't realise it's happening, contradiction between verbal and non-verbal communication can lead to:

- Irritation or
- Confusion or even
- Mistrust

Paying attention to those contradictions is also a way to uncover lies.

Start improving your skills by having a good look at both your verbal and non-verbal communication, to uncover those contradicting messages. The following types will give you an idea where to look.

Types of Non-verbal Communication

Non-verbal communication can happen on many different levels. The main areas are:

Body language, which includes:

- posture or the way you stand, sit, hold your head, your shoulders, your arms
- gestures – those little movements you make with your arms and hands or even with your head; pointing at things, scratching your head, clapping your hands and opening them again to invite your child to come to you
- facial expressions – the inviting smile, a disapproving stern look, a tired blank stare
- eye contact – you know how annoying it can be to talk to someone who looks at everything but at you. You're never sure whether he actually listens to you or not.

Speech elements:

- loudness and pitch
- intonation (lively or monotone)
- tone of voice and inflection

Touch – the hug, tap on your shoulder, holding a hand. Is it done softly and gently? Or is it more forceful to hold you back?

Interpersonal space – How much space do you need to be around you to feel comfortable? Who can come closer? Signs for lacking space can include rocking, leg swinging, tapping and gaze aversion.

Objects: you communicate even through things like your clothing and hair style. What do they say about you?

Time: Do you spend a lot of time with your kids (doing activities together or having fun conversations) or does the day seem too short to actually have time for them? This tells them a lot about your interest and affection.

Knowing about those types often is enough to become aware of some unconscious non-verbal expressions that might confuse or turn off your listeners.

The selection and choice of apparatus will depend on the specific centre and the resources you have available. Students must be able to distinguish between suitable apparatus for indoors and outdoors.

The area should be divided into different activity zones and children should be exposed to a wide variety of different activities and resources in these areas. Safety is always a major concern and students should be made aware of the importance to check apparatus on a daily basis.

Playground safety self-inspection checklist:

- It is recommended that you use this checklist to complete periodic safety checks of the outdoor play area to reduce the potential for accidents and injuries. Other ways to make the playground safe include talking to the children about the rules of how to use the equipment; proper placement of equipment to allow traffic between the equipment; positioning the staff for maximum supervision of all children, and staff attentiveness to what children are doing; separate play areas for different age groups or varied schedules for outdoor play times; and limiting the number of children in different areas. Keep in mind that not all play equipment is manufactured with multiple children in mind or for multiple age groups.
- Check the equipment for cracks, bending, warps, rusting, or breakage of any component
- Check for tripping hazards, such as exposed footings, roots, rocks, etc. Check wooden slides for splintering wood where legs and hands touch
- Check for slipping hazards, such as sand on walkways or pavement
- Check metal slides that they do not become too hot when the sun shines down on them
- Check tyres for pooling water, beehives
- Check for any cracked toys that may pose a pinching hazard
- Check for broken supports/anchors
- Check for loose nuts, bolts, and caps or protruding bolts with sharp edges and no caps
- Check for lack of lubrication on moving parts
- Check for splintering wood on play equipment, picnic tables, and wooden fences
- Check for poor drainage areas
- Check for protruding nails on play equipment or fences
- Check for chipping or peeling paint on all toys, equipment, and buildings
- Check for rusty equipment and toys accessible to children
- Check for sharp edges and points on toys, fences, play equipment, etc
- Check the chains on swings to see that they are securely attached; monitor fences for thorny plants or bushes that may be accessible to children's reach
- Check for vandalism (broken glass, trash)
- Check to see that all gates on pool fences are latched monitor sand and play area for animal faeces, poisonous plants, mushrooms
- Check to see that all self-latching devices on gates are functioning properly
- Check the energy absorptive material under and around the play equipment, rake if necessary
- Check to see that there are no containers of standing water, which could pose a drowning hazard

These are just some ideas of items to add to a safety checklist.

Movement development

It should be explained very well that movement can be divided into three categories:

- stability/non-locomotor
- locomotor
- manipulative

Students should be able to identify skills for each of these categories. The lecturer should make this as practical as possible – do the different movements and allow students to decide whether they are non-locomotor, locomotor or manipulative skills.

The lecturer should explain the importance of perceptual and motor integration as well:

Only when a child has well-developed perceptual and motor skills does this task become simple.

Auditory perception is required for listening to directions and sequencing is required for following through.

Visual perception is needed to kick the soccer ball and making judgements about where to kick requires body awareness. Skills like these usually naturally develop when kids play popular activities and games.

Perceptual and motor skills are skills that are movement-related and are essential aspects of growth and human development. These skills work along with sensorimotor and cognitive development and are responsible largely for the ability of an individual to interact with the environment and to engage in athletic activities.

Students should know the stages of motor skills development which are indicated in the study guide. There are milestones of development for fine motor skills and gross motor skills.

Also, ensure a clear understanding of the six qualities of movement according to Laban:

SIX QUALITIES OF MOVEMENT:

SWINGING: a slight impulse, a giving away to gravity, an unchecked follow-through along the path of an arc, and a momentary pause before repetition.

SUSTAINING: smooth and even, the result of a steady equalised release of energy that excludes any perceptible accent, sharp initiation, or sudden cessation.

PERCUSSING: a sharp, aggressive movement in which the energy is applied with sudden force and then quickly checked.

SUSPENDING: when the full weight of two opposing forces is even ... the brief time when the energy has run out, the moment before the body succumbs to gravity.

VIBRATING: a quick recurring succession of small percussive movements. Energy is applied in brief intermittent spurts.

COLLAPSING: gravity is permitted to take over. The collapse may be gradual and controlled as in a slow fall, or it may be sudden, as in fainting.

Different types and formats of movement rings should be explained as they will be used in different situations by all educators:

- movement without apparatus
- movement with apparatus
- group activities
- unplanned movement activities

Lesson planning will follow the same pattern of all other lesson plans: an introduction to get children interested; a body or core section, covering a variety of different stations; a conclusion to get children to relax and unwind.

Lesson planning gives structure to the daily programme and ensures that the educator covers all the domains of development and that she creates ample opportunity for assessment and observation.

Students should be able to plan indoor and outdoor activities. The major difference is that the permanent apparatus outside will form part of the outdoor movement. Indoor movement will rely on portable apparatus that will usually be stored away after use.

When choosing suitable apparatus, encourage students to find a balance between commercial and homemade apparatus. In many centres, there are not enough resources and financially they may also struggle to make ends meet. It is therefore important to try and include apparatus made from recycled material. Parents should be encouraged to donate these items to the centre. Items should be cleaned and stored in order that will make them easy to use.

Make sure that storage facilities are neat and well organised. Children can help themselves to fetch and return apparatus if the storage area is carefully planned.



Activity 5.2

Use recycled materials to make two pieces of apparatus to be used in movement rings.

Apparatus should be set out before the start of the activity. Students should be able to explain the difference between a formal and informal approach to movement rings. If possible, these should be done with them in class.

Written planning and presentation form an important part of the movement activities. Lecturers can use the exemplar lessons in the study guide. Divide the class into different groups. Each group must prepare and present one of the exemplar lessons. Make sure they use enough apparatus and resources. Do not hesitate to interrupt the presentation to give advice and support.

The role of the practitioner is to ensure good planning, putting out apparatus and to ensure fair participation of all children. During the presentation, there will be ample opportunity to evaluate and observe children – focus on their abilities and note their weaknesses in order to adapt the programme to provide additional support.

Part of movement activities should include activities for rainy days. The activities in the study guide are only guidelines. Motivate students to do research and to find their own examples of suitable activities. Activities will be determined by what is available at the centre and physical space.



Activity 5.3

Make a booklet for parents with five ideas of activities for rainy days. Include pictures or drawings.



Practical project for student assessment

Compile a booklet for practitioners with 10 practical ideas for activities to do on rainy days with pre-school children. Include instructions or pictures of the completed projects.

Module 6

Expressive studies: Art

After completing this module, students should be able to:

- draw freely in response to music and produce a collage using different materials
- copy a picture which is turned upside down
- guide and provide setting and materials to promote creativity
- facilitate natural progression through different stages
- identify and select suitable material
- describe the purpose of poster making
- use the correct letter formation
- plan the layout of the room
- present creative activities
- evaluate creative activities
- plan effective outings
- explain the value of outings
- explain the importance of teaching according to themes
- explain the use of techniques, aids and equipment

Students should have a clear understanding of creativity and should know how to promote creativity in the playroom. Be sure to focus attention on the fact that creativity is much more than art activities and it includes a new way of thinking and doing. Students should understand the basic functioning of the brain and the difference between right-brain and left-brain functioning. The practitioner has to be open-minded and her own creativity will open the door for children to be more creative and to trust their own abilities. Part of this is to allow children to come up with their own ideas – when asking questions, the focus should be on open-ended questions where the children may give their own opinions and there is not a right or wrong answer.

During the day, it's important that we ask questions to children, about their activities and every-day encounters. Using open-ended questions can help a child to grow, as they begin to think about how they approach, plan, carry out and extend their own ideas. To encourage a child to think about their learning and to develop their language skills, the following open-ended questions can be asked:

- Tell me about what you're doing.
- Why do you think ...?
- How do you know ...?
- Why do you think this happened?
- What will happen next?
- How did this happen?
- What can you do about it?
- What do you think would work?
- How do you think it could work?
- Can you do it another way?
- How are these the same?
- How are these different?
- What do you think comes next?
- What else can you do?
- What does it remind you of?
- I wonder why ...
- Why did you ...?
- How did you do that?
- Show me how you ...
- Tell me about ...
- Is there another way to ...?
- Why do you say that?

While answering open-ended questions a child needs to have a particular level of verbal skills. This is because open-ended questions have a variety of different possible responses. You don't know what the response is going to be. A child would more eagerly answer if she is able to effectively communicate and know a range of vocabulary.

Students should be aware of the stages of art development:

- Scribble stage
- Preschematic stage
- Schematic stage

They should be able to analyse artwork and identify the relevant stage of development as explained.



Activity 6.1

Make a pamphlet for parents giving ideas for them to promote creativity in young children.



Activity 6.2

Collect examples of artwork/drawings by children and make a suitable poster to show the stages of art development using these examples.

Poster making and letter formation are important practical skills that the educator should master for classroom presentations and displays. She should understand the different ways of using posters in the playroom to encourage learning and development. Make sure that letter formation is correct and in line with the writing used in primary schools.



Activity 6.3

Use the correct letter formation to make any two resources to use in the pre-school class e.g. season chart, weather chart, name cards etc.

When assessing creative activities, make sure that there is a variety of activities presented at the same time. Children have a better chance of succeeding if they have a choice and can do something they feel confident about. The practitioner will compile a portfolio for each child with a choice of activities completed. Ensure that the child's name is clearly displayed as well as the date of the activity. It may be useful for the practitioner to write a short summary on the back of the artwork to explain what the outcomes were.



Activity 6.4 (small groups)

Plan and present a creative activity lesson.

Outings form an important part of the early childhood programme. Students must know the guidelines to ensure that outings are suitable and successful.



Activity 6.5

Make a list of five suitable venues for outings in your area. Include the name, contact details and a picture of each venue.

The value of outings refers to the holistic approach to development, and when explaining the value, students should focus on the whole-child approach.

Theme teaching forms the basis of the daily planning for pre-schools. There are many benefits to teaching according to themes and students should be able to brainstorm these benefits from their own experience.

The lecturer must ensure that students understand the KWL charts:

- Know (before activity)
- Wonder (before activity)
- Learned (after activity)



Activity 6.6

Make a poster for practitioners to show the importance of teaching according to themes.

When preparing teaching aids and art equipment, the students should know which guidelines to keep in mind. Let the students compile lists of the material they have at the pre-schools and let them add the material they need to have or add.



Activity 6.7

Make two pieces of equipment to be used during creative activities e.g. homemade brushes, paint holders, sponge brushes, stencils etc .

Aesthetic appreciation and balance are interesting topics and should be presented in a practical way to ensure that students have a clear understanding of these concepts. When explaining the colour wheel, make sure students understand the difference between primary colours, secondary colours and tertiary colours. It is also interesting to note the meaning of different colours, although there are many different opinions.

Lines are analysed according to nine aspects:

- Path
- Thickness
- Evenness
- Continuity
- Sharpness of the edge
- Contour of the edge
- Consistency
- Length
- Direction

Lines can be horizontal, vertical or diagonal.

Form includes the different geometric forms and shapes. Students should know the basic shapes and forms. These should also be displayed in the pre-school class.



Activity 6.8

Make a poster to explain the following five components of art:

- | | |
|---------------|----------|
| • Composition | • Colour |
| • Proportions | • Line |
| • Form | |

Module 7

Expressive studies: Music

After completing this module, the student should be able to :

- Identify rhythmical movement activities
- Formulate suitable aims and objectives
- Discuss the difference between rhythmical and other movement
- Describe natural movement for different age groups
- Discuss body percussion with examples and ideas for presentation
- Describe rhythmical speech patterns and ideas for presentation
- Discuss the presentation of action songs, dance and games
- Discuss free movement and the choice of suitable music
- Discuss planning and presentation
- Describe how to support an “unmusical” child
- Discuss the role of the educator
- Discuss the development of singing from birth to six years
- Discuss presentation of singing
- Discuss the role of educator to present singing
- Name the criteria for choosing suitable songs
- Discuss how and when to learn a new song
- Discuss different types of songs for pre-schoolers
- Discuss the role of accompaniment
- Discuss presentation of singing
- Select songs from different cultures
- Read basic solfa tones
- Name and describe different instruments
- Discuss the choice of percussion instruments
- Explain with examples the difference between melodic and non-melodic instruments
- Discuss how to handle instruments
- Discuss how to introduce instruments
- Explain how to use different instruments
- Describe storage and care of instruments
- Describe the correct use of tape recorder/CD player
- Discuss the role of educator
- Discuss the planning of music activities for different age groups

Students should have a clear understanding of the different elements of music. The lecturer should present these elements in a practical way to ensure a solid understanding.

These elements include:

- Rhythm
- Dynamics
- Melody
- Harmony
- Tone colour
- Texture
- Form

The difference between aims and objectives is explained again – the main difference is that aims are long term and objectives are short term outcomes.

Students should be able to distinguish between suitable rhythmic movement for the different age groups. Often, the same activity can be changed to suit different ages. Students should practise these skills and present music activities on a weekly basis at the centres.

An important aspect to focus on is the concept of body percussion – students need to understand that this is keeping the beat by using your body. The lecturer can present this section of the work very effectively in a practical lesson where students have to participate. When they feel confident, chances are better that they will present similar activities for the young children in their care.

Action songs, games and dances should be enjoyable activities and can get students involved in the learning process in creative ways. They should be able to distinguish between free movement and structured or planned movement.

The support and encouragement of the unmusical child is important and this child should be handled with care and support.

The lecturer should explain the development of singing according to different ages by referring to the milestones of development. It should be noted that there may be individual differences, but the stages will apply to the majority of children in the pre-school class. Singing can be teacher-directed or can be spontaneous – depending on the situation. When planning a daily programme, there should be enough opportunities during the day to use songs and singing to give structure and provide transitions between activities. The practitioner does not have to be a good singer – enthusiasm and a positive will go a long way. The selection of songs will depend on the age and level of development of the group of children. Often, well-known songs will be used and new words added to serve a specific theme or discussion. The process of learning a new song should be well understood. It is recommended that the lecturer teach the group a new song using this method – they need to experience it for themselves to see it can be effective.

Try to include different types of songs in planning:

- Action songs
- Dramatisation
- Games
- Folk songs and dances
- Finger games
- Lullabies
- Songs for special occasions



Activity 7.1

Collect ten suitable songs with words and notation that you can use for your specific age group.

Accompaniment means the use of instruments to support singing. This can also include the use of a CD or back-up music.

When presenting songs, make sure to start on the correct note. Children should be able to reach the notes without too much effort. When choosing songs, make sure you include a variety of songs and music from different backgrounds and cultures.

Students should be able to read basic solfa notes as indicated in the study guide.



Activity 7.2 (small groups)

Choose and plan to teach any new song to the rest of the class. Make a poster to display the words of the song.

Instruments can be divided into two groups:

- Percussion
- Melodic

Students should be able to describe the difference between these two groups and should be able to give examples of each group. When using instruments, practitioners should try and include homemade apparatus, as many centres cannot afford expensive instruments.

Instruments are expensive and should be handled with care and stored safely. The use, storage and care of instruments form an important part of this module and students should be clear on all of these aspects.

Using back-up music can be problematic if not planned carefully. The practitioner should make sure that the music is suitable and is ready for use. This is a good opportunity to include music from different cultural groups. Students can also give feedback on the types of instruments they grew up with and know. The practitioner will be the guide during music activities, but will allow children to express themselves and be creative. Rules should be made clear at the beginning of the presentation, and if children do not follow the rules, she should take action immediately.



Activity 7.3

Use recycled material and make three instruments to use in class when presenting music activities. Make sure these are safe and durable.



Activity 7.4 (small groups)

Use the instruments that you have made in the previous activity. Plan and present a music ring to a small group of your classmates and let them evaluate the presentation.

Students should be guided to do effective lesson planning. The lecturer should plan a lesson on the board with the help of students. In this way, they are part of the process and there is usually a better understanding of the different steps in the planning process. The music ring should have the elements of all the other planned activities:

- Introduction to warm up the group
- Body/core, which should include singing, movement, listening, instruments
- Conclusion to calm the group down

Suitable aids and apparatus must be used. The practitioner should be very sure about the outcomes she wants to reach and should plan accordingly.

Music rings should also form part of observation and evaluation – look at the different aspects of the presentation and decide what worked and what did not work well. Part of this reflection process is also to think of ideas to improve.

Parents can be involved in various ways, for example teaching songs, making instruments and teaching dances. Music rings should be fun and enjoyable.

Students should be able to explain different ways to get parents involved in the activities of the pre-school.



Activity 7.5

Make a pamphlet for Educare practitioners to explain at least eight different ways to get parents more involved.

When talking to students about the annual closing function, make sure to listen to their opinions and do not judge. If they understand the dangers of concerts, they will often opt for a more positive end-of-year function which will be a better experience for all involved.



Activity 7.6

Make a parent poster to explain the policy of your school/centre regarding the annual closing function.