

Early Childhood Development Kit



Guideline for Caregivers

ECD Unit / ECD Emergency Task Force
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Introduction

Young children are in their most important developmental stage of life. What they learn now and what happens to them now will influence them for the rest of their life and earlier years are the most determinant of the child's psychosocial and cognitive development. The greatest risk for young children is a repressive environment that hinders creativity and lacks conditions for healthy physical and mental development. During the situations of crisis, instability and violence, young children are the most vulnerable and they need special attention.

As one of the responses to the special needs of younger children, UNICEF assists in developing Early Childhood Development (ECD) Centers or equivalent settings in temporary settlements. Responding to the special needs of

younger children together with their caregivers leads to a faster recovery and rehabilitation¹. Helping young children in organised learning/ECD centres also help mothers/caregivers to overcome their own depression and distress.



1. Reaching the Vulnerable

This Guideline is prepared for the caregivers who will organize activities with children, using the ECD Kit in such Centers. Caregivers can be parents, teachers and other professionals who can provide opportunities for young children to play, learn and gain self-esteem.

This Guideline outlines essential aspects that caregivers should know in order to take care of children. Part 1 introduces what caregivers should take into account in dealing with children in emergency situations. It describes how play and art could help children in coping with psychological difficulties and how to assist such process. Part 2 summarizes some general points that caregivers should consider in organizing activities with children. Part 3 provides rough ideas of how to make toys with locally available materials. Since the items included in the ECD Kit may have limitation in terms of

number and durability, caregivers are strongly encouraged to create play materials locally as much as possible.



2. Sports equipment and other games from UNICEF

¹ For example a study from Bosnia and Herzegovina during the war showed that "children whose mothers were offered regular health support, education about methods to stimulate normal child development and counselling showed significantly higher increase in body weight, height and improved cognitive functioning than did children whose mothers only received standard health care" (Annual Report - 1999 UNICEF Turkey para. 114).

Part 1: What Children Need: Essential Information for Caregivers in Emergency Situation

1. Therapeutic Language: Talking with Children Exposed to Trauma

A fundamental need of psychologically distressed and traumatized children is to help them connect emotionally with available adults. Communication has three main goals;

- to help children express their memories, feelings and thoughts,
- to help children gain a realistic understanding of what has happened,
- to enable children to cope better with activities of every day.

Some suggested ways language can help children and caregivers develop trusting relationships are described below. (Evans, J., 1996)

Help the child understand the event. Children need an explanation about past and present events. They need to know that there is a reason for the chaos and violence--that world has not gone insane, with people doing things in totally unpredictable and erratic ways. By giving child a political awareness of what is going on, children can be helped to frame the event in an important way and to feel more in control.

Provide the correct information. The impact of traumatic experiences is exacerbated when the child's perception of reality is based on vague impression and fantasies about the causes and consequences of the event. A credibility gap develops when children feel that secrets are kept and that they are not properly informed. Honest, direct and tactful information is needed to enhance trust and understanding between children and adults. Follow the child's lead and signals regarding his or her need for information. For young children, usually only a small amount of information is sufficient. Present it simply and in small amounts. Answer questions directly using words the child can understand. It is important to repeat the information as many times as the child wants to hear it. The child is likely to want the story repeated many times before she/he is really able to understand events.

Do not minimize the event; give children an understanding of the normality of their experience. When children experience strong emotional reactions, and when images and thoughts continually return with intensity, children may fear they are going crazy and that they are not normal. It is important for adults to accept a child's feelings without judgment, impatience, ridicule or teasing. To trivialize the event is

not calming for the child, nor will it help lighten or relieve the trauma. Because young children think concretely, teasing or the ridiculing of feelings will lead to the belief that what they experienced was not real. If adults are respectful of the child's feelings the child will be assured that what he/she experienced was real. It is helpful for children to know that their reactions are normal given the abnormal conditions.

Adults need to share their feelings with children. While adults may want to try to hide their feelings, their reactions are frequently visible through their body language which children are able to read. Adults need to put their own reactions into words and make them explicit for the children. Adults also have to let children know that they are not responsible for what the adult is feeling. Children have a tendency to see themselves as responsible for the negative and strong reactions of adults they love. This produces anxiety and guilt within the child. In addition to talking about their feelings, adults need to let the child know that he/she is not responsible.

Encourage children to express their feelings. If adults are willing to share their feelings then children can be encouraged to do so as well. It is important for children to express their feelings about what has happened. Young children experience a full range of emotions. However, few children especially young children are able to talk directly about their experiences or their feelings; they express their feelings through actions.

Give children words for their feelings. While it is important for children to express their feelings through actions, to understand their feelings and to learn to feel in control of them, children also need to learn the words for their feelings. Children do not talk about their feelings, not because they do not have them, but because they do not have the vocabulary to recognize and distinguish feelings. As adults teach children to recognize their feelings, the next step is for the adult to offer the child words to express his/her feelings. The ability to use words to describe their feelings helps children work through their emotions. It allows children to communicate with the people around them and helps adults know what children feel. Using words to describe emotions takes the power out of negative feelings and enhances positive feelings.

2. The Healing Role of Play and Art

Across cultures, children's play involves the same themes--nurturing, family relationships, and roles of people. Children seek to understand reality through play--there are no expected outcomes and children are free from failure. Through play

children can explore, invent, and test possibilities. Children develop physical, social and mathematical knowledge in play. They find out how things work, experiment with numbers, and construct ideas about the relationships between objects. Children at play are constantly at work--adding new observations, asking and responding to questions, and making choices. The insight gained provides children with problem solving tools. Thus play in and of itself is self-healing.



3. UNICEF toys help tsunami survivors play again

Children are able to deal with complex psychological difficulties through play. It helps them to integrate the experience of pain, fear, and loss. They wrestle with concepts of good and evil and express ideas for which they have no meaning. Children who live in dangerous environments play "the dangerous environment." The child can take control of an event by playing different roles and altering the outcome. In symbolic play children bridge the gap between reality and fantasy.

Drawing and Painting. Like play, children's drawing and painting is a spontaneous and deeply rooted activity. Drawings represent the child's mental pictures and perceptions of the world. When given the opportunity, children all over the world enjoy drawing. Along with drawings of real events, children draw fantasies. But, for young children, the line between fantasy and reality is flexible. That flexibility may enable children to use play for emotional release, but it may also cloud their perception of environmental



4. Tsunami in Children's art



5. Some of the artwork reflects the violence

risk. Adults understand that there are no monsters under the bed or in the closet at night, but children do not. Keeping real and imagined fears in perspective is a difficult task for young children. In their drawings, children give the adult a door to open. The door leads to conversations about experiences. Through these conversations, the adult can help the children find meaning that enable them to cope.

Although drawing and painting are beneficial for children of all ages, they are particularly useful for children whose language skills cannot yet convey the subtleties

and intensities of their feelings. Children can obtain tremendous relief from drawing their fears and wishes. Children's drawings can be used to elicit feelings and concerns on a one-to-one basis as well as in group settings.

Storytelling. For most children, healing childhood stress and trauma depends on the strength of the adult-child relationships. Adults must be prepared to listen to children telling their stories on their own terms. The acceptance of the child's reality is the starting point for the process of healing. It is the permissiveness to be themselves, the understanding, the acceptance, and the recognition of feeling, the clarification of what they think and feel that helps children retain their self-respect.

A variety of storytelling techniques can increase children's opportunities to develop language and expressive skills. This method, relies on verbal rather than visual images, and allows a child's imagination to create scenes of punishment and reward, anger and love. The storytelling format may use props such as dolls. Sentence completion exercises also provide children with an outlet for expressing, in story form, their responses to violence and armed conflict.

Part 2: Organizing activities with children

1. Play as the foundation of learning

Play is children's work and play is powerful for children because it is linked to learning, growth, and development. Play can influence the development of social competence, intelligence, language development and creativity. Play is a natural, universal experience that is grounded in everyday life processes. Throughout the world, children play alone and in groups, actively creating meaning and exploring their environment. Play serves to sustain the authenticity of culture, as play themes incorporate folktales, celebrations, special festivals, and other traditions. Play is central to children's learning, regardless of the actual content. The process of play is a powerful, multifaceted learning experience.



6. Simple games can help bring back children's missing smiles

2. What to Do

Some activities are suggested in the Annex 1. To begin with, it is recommended that caregivers introduce the suggested activities. However, you can be always creative to facilitate any kinds of activities with children with consideration of their developmental stages and capacities.

The newborn is eager to explore the world with the senses. Looking at the child, talking and singing to the child, making facial expressions, and cuddling the child close help them come alive to the world during their wakeful period.

The first year of life centres on play through movement, listening to and making sounds, mimicking adults' facial expressions and gestures, and manipulating objects. Caregivers, simple items to hold, touch, taste, and explore are their favourite playthings.

One and two years old children like to sort things and try movement tasks like rolling a ball over an over. They still love to play with caregivers, and they like playing next to other children and imitating them.

Three to four years old children play most in the realm of the imagination. They love to make up stories and act them out with other children, using props, or to hear stories told or read by an older child or adult. They ask questions, love to draw and play with clay and crafts materials, sing, and dance. All these activities are better for them than formally structured learning at this age.

Five to six years old children can begin to learn formal reading, writing and number skills, but the foundation still needs to be play through interesting activities to explore and discover in order to preserve love and learning and maximize brain development.

3. Create the Environment

Make sure the environment is "baby/children proof," to encourage free exploration. Remove any glass jars or items, cleaning fluids, cover electric wires (or tape them up), cover hard edges and corners of furniture, cover electric plugs, sweep the floor and make sure there are no small objects around, and make sure any medicine or toxic materials are out of children's reach. For outdoor play, be careful to secure a safe, clean space with adequate supervision. All climbing equipment should be sturdy, with space for running. Provide a space with shade and water for drinking, if possible. Be sure that all children can be seen and not hidden by trees, etc., so that supervision can be effective. Bring a medical kit, or plan for any medical problems in advance.



7. Caring for Sri Lankan children who have lost parents

Play spaces should be designed to serve all children, with several different play activities so that a limited number of children can play in each play activity during playtime. Essential for children's learning and growth, play should be the daily work of children. Areas for dramatic play, art, constructions (blocks) and manipulative games should be filled with age-appropriate play materials. Additionally, an outdoor play space should provide ample room for climbing, running, swings and other outdoor play activities.

4. Create the daily programme for children

Children are more secure in a place that has a consistent schedule; where they can tell what comes next and count on it. This way, they are free to move, explore, and learn without hesitation or fear of being interrupted.

Try to create the daily schedule that has:

- Time for routines (e.g. to eat, rest, wash, toilet)
- Time for transition from one activity to another
- Time for free play
- Time for group activity
- Opportunities for both inside and outside play

5. Practicing Discipline -Avoiding Punishment

Direct the child toward the actions to be encouraged and help the child learn to think situations through and make wise choice.

Below is the lists outline the differences between discipline and punishment.

Discipline	Punishment
Emphasizes what the child should do	Emphasizes what the child should not do
Is an on-going process	Is a one-time occurrence
Sets an example to follow	Insists on obedience
Leads to self control	Undermines independence
Helps children change	Is an adult release
Is positive	Is negative
Accepts child's self assertion	Forces children to behave
Fosters child's ability to think	Thinks for the child
Enhances self-esteem	Defeats self-esteem
Shapes behavior	Condemns misbehavior

Discipline forms the behaviors that adults want children to have, teaching by example and offering both limits and choices. It helps children learn control by showing as well as telling the child what is expected. As the child matures, caregivers can give the child more responsibility, praising their self-control successes. When bad behavior occurs, a disciplinary approach stops the behavior by removing the child firmly from the situation, tells what went wrong, sets a firm limit or consequence, and suggests better options for the future.

Part 3: How to make play materials with locally available resources

1. Squeezy Toy

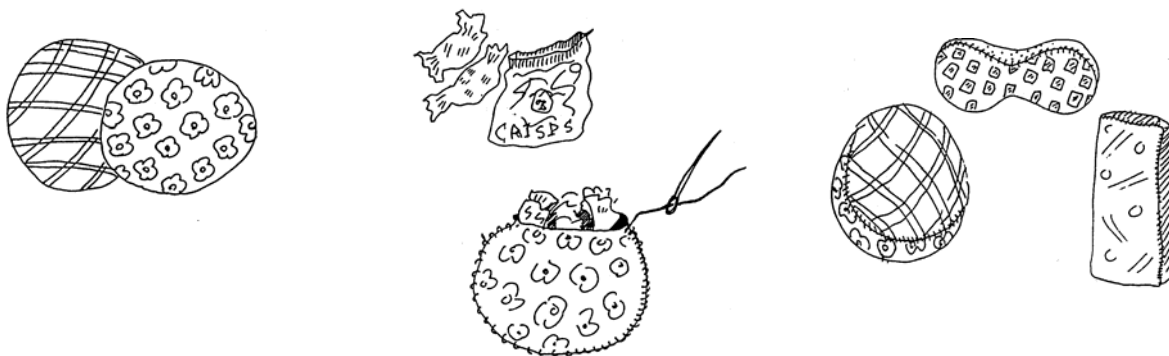
Trace and enlarge the various patterns on a fabric.

Cut out two pieces for each pattern.

Sew the edges and stuff with wool, beans or sweets wrappings.

Sew the ends.

Note: When you cut in the figure of a doll, you can create a stuffed doll.



2. Seed Sacking (For safety, for children 4 years old or older.)

Get a wide piece of timber and a stick.

(For safety, make sure the stick is not sharp or thin.)

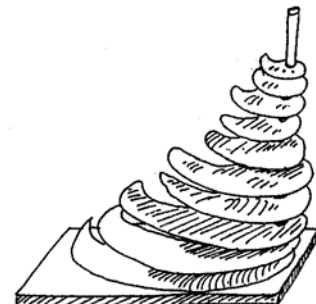
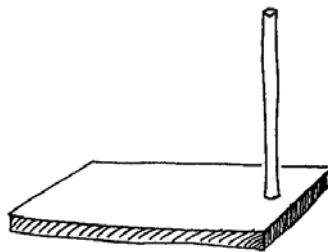
Glue a stick on it.

Collect 5 to 10 different length seeds.

Pole a hole on one end.

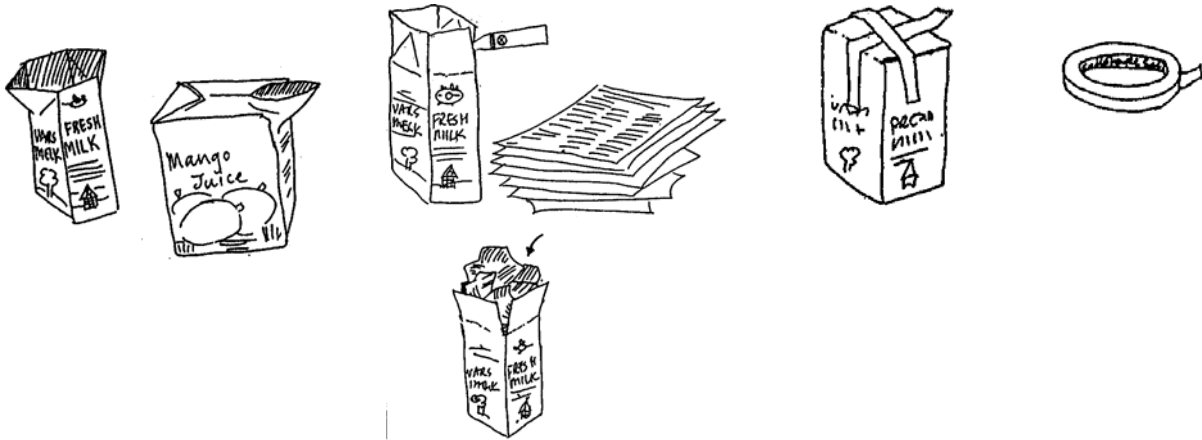
Paint each differently

Have children assemble in any way they want.



3. Box Blocks

Collect several empty milk and juice containers.
Open the tops.
Cut the edges and fill in with crumbled newspaper.
Tape securely.



4. Picture Puzzle

On a piece of cardboard, paste or draw a picture.
Vanish and allow drying.
With a sharp knife, cut it into pieces.
(For safety, make sure the pieces are big enough.)
Have a child put the pieces together and form the picture.



5. Object threading

Use a few strings, or fishing line or a thin soft wire (not too long).

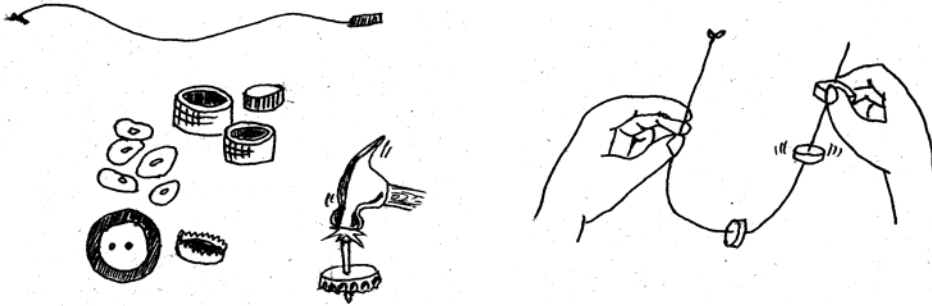
Tie the end and tape the other end.

Collect several objects like seeds, bottle tops, corncobs, buttons, bones, etc.

(To prevent children from swallowing the objects, make sure they are big enough.)

Make holes in the objects that need it.

Have a child thread the object.



6. Hand puppets

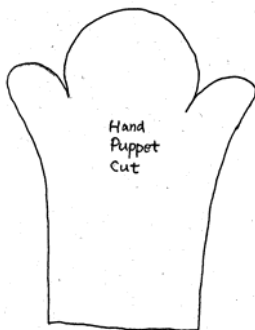
Trace and enlarge the pattern below on a fabric.

Cut out two pieces of the pattern.

On one piece, draw a face with a marker or use buttons or seeds for eyes.

(For safety, make sure all pieces are securely attached to the puppet.)

Sew two pieces together, leaving the bottom open, so that you can insert your hand.



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List of Photographs:

Cover Page: ECD Resource Pack. Pictures

1. Reaching the vulnerable. <http://www.unicef.org/emerg/index.html>
2. Sports equipment and other games from a UNICEF. http://www.unicef.org/emerg/disasterinasia/24615_25100.html
3. INDIA: UNICEF toys help tsunami survivors play again. http://www.unicef.org/emerg/disasterinasia/24615_25263.html
4. Tsunami in children's art. http://www.unicef.org/emerg/darfur/index_27526.html
5. Some of the artwork reflects the violence witnessed by countless numbers of young people in Darfur. http://www.unicef.org/emerg/darfur/index_27526.html
6. Simple games can help bring back children's missing smiles. http://www.unicef.org/emerg/disasterinasia/24615_25045.html
7. Caring for Sri Lankan children who have lost parents. http://www.unicef.org/emerg/disasterinasia/24615_25100.html

Annex 1 Suggested Activities

1. Hold the Object

Activity for 6 months

For Physical Health and Motor Development

Item used: **Stacking Rings and Rattles, Cubes or local materials etc.**

1. Make sure that the objects are large enough for children not to place them in the mouth and swallow.

2. Place safe objects such as cubes and a rattle in front of the child.

3. Let a child pick up, hold and examine and shake the objects.

Extension For 12 months - Put the object in a cup.

2. Ring Count

Activity for 12 months

For Physical Health and Motor Development

Material needed: **Stacking Rings**

1. Place rings on a low shelf for the toddler.

2. Count the rings as the child puts them on and takes them off. e.g. "You put the red one on. That's one. There's another. That's two. Oh, You took one off. Now there is only one."

3. Take things in and out of a container

Activity for 12 months

For Physical Health and Motor Development

Material needed: a container, different safe objects (Cube, Rattle, and any objects from the environment or the home)

1. Make sure that the objects are large enough for children not to place them in the mouth and swallow.
2. Give a child a container and different safe objects.
3. Let a child put the objects inside of the container and put them out from the container.

Extension: For 6 months - Hold a cube. For 24 months - Count cubes.

4. Color and shape of the block

Activity for 3-6 years

For Cognitive Development

Material needed: Colorful blocks

1. Put a set of colorful shape blocks where children can play with them freely.
2. As the child picks up a block, talk to the color or shape. e.g. "You have a red circle. See it is round."

Extension: Ask all children pick up a red block (or other color); Let children select blocks by shape or color and count.

5. Size of the block

Activity for 3-6 years

For Cognitive Development

Material needed: Blocks (different sizes), containers

1. Put a small box full of small-size blocks and a large box full of same-size large blocks.
 2. Let the children dump all the blocks in a pile and play with them.
 3. Talk about which blocks are big and which are small.
- Extension: Ask children to put blocks by size.

6. Rolling Ball

Activity for 12-18 months child

For Physical Health and Motor Development

Material needed: Ball (Bigger ball, 150-200 diam)

1. Roll a ball to the child. See if the child will bend over to pick up and bring it back to you.
2. Send the child back to get the ball again. Laugh together and hug as the child does so.

7. Play with a Ball

Activity for 3-6 years old children

For Physical Health and Motor Development

Material Needed: Ball (smaller, 80-100mm diam)

1. Let children kick, throw and catch balls. (For children 4-5 years old, let them bounce balls.)
2. Encourage children to play together and caregivers should get involved in the activities.
3. Encourage equal participation of boys and girls in all activities.
4. Set rules and limits of where kicking ball is allowed to take place. (Be careful that children are not kicking balls near or into the road.)

8. Hop and Skip with a Skipping Rope

Activity for 3-6 years old children

For Physical Health and Motor Development

Material needed: Skipping rope

1. Show the child how to hop and skip with the rope.
2. Ask children to hop and skip on two feet and on one foot. (The caregiver should demonstrate and lead the children to skip and hop.)
3. (Optional) Use music and dancing to practice hopping and skipping.

9. Creative work with Clay

Activity for 3-6 years old children

For Creativity

Material needed: Modeling Clay or mud, nature items such as leaves, berries, feathers, nuts.

1. Encourage children to experiment with combining nature items and clay. Emphasise the process not the product.

2. At the end of the session ask children about their work and offer an opportunity for them to show their creations if they want to.

10. Creative work with clay using tools

Activity for 3-6 years old children

For Creativity, Emotional Development

Material needed: Clay or mud, small tools such as toothpicks, matchsticks, plastic knives etc.

1. Children will enjoy playing with clay several times a week.

2. Offer different accessories at the clay centre such as toothpicks, matchsticks, plastic knives, empty tin cans, small plastic dishes and cylinders.

Extension: Suggest that children create something with clay by working with a partner.

Note: Play with clay: The possibility of doing and undoing implicit in the medium of clay makes it useful for symbolic acting out of aggressive impulses and identification with the aggressor. It offers the child a fantasy means of controlling the outcome.

11. Colors

Activity for 3-6 years old children

For Creativity, Cognitive Skills

Material needed: Crayons, paper

1. Cover a table with paper and put several crayons out for each child to use as the child colours on the paper.
2. Talk to the children about the color of their crayon and they scribble.

12. Drawing

Activity for 3-6 years old children

For Creativity

Material needed: Paper Pad, Crayons

1. Ask children to draw pictures of what they like and do not like.
2. Let children describe their likes and dislikes in turn.
3. Help children to listen to others while one of them presents their pictures.

13. Tracing shapes

Activity for 3-6 years old children

For Creativity, Fine Motor Skills

Material needed: Markers, crayons, blocks, local resources such as pebbles and leaves.

1. Provide children with a piece of paper, markers/crayons, and blocks or other objects.
2. Show children how to trace the shape.
3. Let children do by themselves.

14. Squiggle Game

Activity for 3-6 years old children

For Creativity

Material needed: Paper, marker, crayon

1. Make a squiggle mark on a piece of paper and give it to a child.
2. Ask a child to make a picture from the squiggle.
3. Upon completion, ask the child to tell a story about the drawing.

Note: From the child's story, we can learn the theme of the child's thought and can identify the affect attached to the story.

Extension: Ask a child to draw a squiggle mark on a piece of paper and a caregiver completes. In creating the story, the caregiver can offer alternative outcomes to the child's story in an effort to help the child understand his/her feelings. (Landers, 1998)

15. Paper Chains

Activity for 3-6 years old children

For Creativity, Fine Motor Skills

Material needed: Construction paper (different colors), scissors, glue.

1. Show children how to make paper chains. (a. Cut strips of paper, b. Make one ring by pasting ends together. c. Loop a strip through the ring and paste ends.)
2. Let children make their own paper chain.

16. Making Birds

Activity for 3-6 years old children

For Creativity, Fine Motor Skills

Material needed: Paper, scissors, glue, marker/crayon

1. Prepare strips of paper.
2. Prepare a drawing of an outline of a bird on paper.
3. Show children how to make fringes with paper. (Cut strips of paper to make a fringe)
4. Show how to paste pieces of the fringe on the bird outline, so that the fringe represents the feathers of the bird.
5. Let children do by themselves.

17. Stringing

Activity for 3-6 years old children

For Cognitive Skills, Fine Motor Skills

Material Needed: String, Beads or nuts, leaves

1. Sort by stringing beads by shape or by colour.
2. Put each shape or colour into a different container.
3. (Optional) Collect local resources such as nuts or leaves that children to put on the strings.
4. Put all the containers out with string for the children.
5. As they choose beads, talk about the shape and colour of each.

Extension: String beads by shape or colour.

18. Doll Play

Activity for 3-6 years old children

For Social and Emotional Development

Material Needed: Stuffed doll

1. Let a children play with a doll.
2. As the children play, ask the child what she/he is doing with the doll.
3. Listen to the child.

Note: The young child who fears danger may try to master this fear through doll play that enacts scenes of comfort and nurturance. The child identifies with the doll that is comforted, thus simultaneously permitting expressions of the fear and its resolution.

19. Story Telling by the Puppet

Activity for 3-6 years old children

For Social and Emotional Development

Material needed: Puppet

1. Introduce the character (Puppet) to children.
2. Let the puppet start tell the story.
3. After the story, let children ask questions to the puppet.
4. Answer the questions.

Note: Puppet play offers an ideal opportunity to play out difficult themes and issues. Puppets provide children with an outlet for feelings of helplessness while at the same time providing the possibility of problem-solving.

20. Naming things in the picture book

Activity for 0-3 years old children

For Cognitive Development, General Knowledge/Logic and Reasoning

Material Needed: Picture Book

1. Look at a picture book with a child.
2. Name one thing you see on the page.
3. Ask the child to point to the pictures. (If the child cannot show you, try to find the picture together.)
4. Point to the picture and say the word together.

Extension: Talk about colour, count the object in the book, favorite things etc.

21. Shape Sorter

Activity for 0-3 years old children

For Cognitive Development, General Knowledge/Logic and Reasoning

Material Needed: Treasure Basket (shape sorter box)

1. As children play with and dump out puzzle pieces, show them how each piece fits in its own hole.
2. Help the children turn their hands and writes as they try to put a piece back in themselves.
3. Leave the puzzles out on a low shelf for the children to use on their own.

22. Puzzle in a group

Activity for 3-6 years old children (ideal for a group of less than 10 children)

For Cognitive Development, General Knowledge/Logic and Reasoning

Material needed: Wooden Puzzle

1. Remove pieces of the puzzle with leaving some of them.
2. Let children hold one or two pieces each.
3. Let children match the pieces one by one, with discussing together.

23. Book reading

Activity for 3-6 years old children

For Cognitive Development, General Knowledge/Logic and Reasoning

Material needed: Picture book

1. Sit in a group.
2. Show a book in front of children.
3. Ask children what they can find in the picture.

24. Follow the Leader

Activity for 3-6 years old children

Cooperative-play and Building Trust / Conflict Resolution

Activity without material

1. The objective of this activity is to give each child a chance to express himself, to have a feeling of being important and to have an opportunity to lead other children in an activity.
2. Choose one child to be a leader. The leader gets up and the other children follow him, imitating him as he walks around the room making movements such as hopping, clapping hands, nodding head, waving, jumping, etc.
3. Choose a new leader and the game continues. This game should be played over several days until every child has had a turn to be leader.

Extension: Select children to be leaders in other activities, such as helper, to pass out, or collect, materials, when greeting guests, etc.

25. Friends Together

Activity for 3-6 years old children

Cooperative-play and Building Trust / Conflict Resolution

Activity without material

1. Ask children to choose a friend to be their partner.
2. Suggest that the children hold hands and take turns selecting and then doing a physical activity together such as running, jumping, hopping or walking backwards.

Extension: Ask the children to sit closely together in a circle so that their shoulders touch. Begin swaying and forth to a song. Talk about how much fun it is to play together.

26. One toy, two children

Activity for 3-6 years old children

Cooperative-play and Building Trust / Conflict Resolution

Activity without material

1. Tell the children a story about a quarrel between two children who hit each other because they both wanted the same toy. The children are asked to help solve the problem of the quarrel. Ask questions. What would you do if you were one of those children
2. Two children are chosen to act out the situation of the quarrelling children.
3. You and the other children encourage them to try to solve the problem through conversation and agreement. The children applaud a positive solution of the quarrel.

Extension: The teacher needs to be alert to children's disagreements in the group and encourage them to use problem-solving skills. The teacher needs to avoid solving their problems for them.

27. Helping Partners

Activity for 3-6 years old children

Cooperative-play and Building Trust / Conflict Resolution

Activity without material

1. The children form pairs and sit back to back with their arms interlocked with their partner. In this position they work together to stand up.

2. Next, ask the children to face each other with their legs slightly bent and their feet touching. They hold hands and work together to stand up from this position.

Extension: The same type of activity sometimes works with groups of three or four children. Talk with the children about the importance of working together.

Annex 2 ECD Kit - Contents

Items for Caregivers

UNICEF T-shirts (Cyan Blue)	2
Metal or plastic box with padlocks	1
Guideline for Caregivers	1
Activity Cards	1
A4 Notebook	2
Soap (bar)	5
Cotton Blanket for babies	5
Plastic Cup	5
Plastic Bucket	2

Items for Children 0-3 years old

Picture Book	2
Stacking Rings	2
Sponge ball	5
Wooden or Plastic Cubes	2
Treasure basket (shape sorter box)	1
Stuffed dolls	1

Items for Children 3-6 years old

Rubber ball	2
Block (50 pieces)	1
Picture Book	1
Wooden Puzzle (10pieces)	2
Wooden Beads	1
Modelling Clay	5
Hand Puppet (set of 6)	1
Skipping Rope	2
Scissors	5
Adhesive Tape	3
Glue	1
Flipchart Marker	10
Paper Pad	10
Construction Paper	1

