



Mother and Child English Language Program

a program of the
Supporting Parents–Developing Children Project

Funded by



Australian Government



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Acknowledgements

The Mother and Child English Language Program is one of the four programs which formed the Supporting Parents-Developing Children (SPDC) project in the City of Hume. This project offered a suite of complementary programs designed to engage culturally and linguistically diverse mothers and their Preschool children in the southern area of Hume.

The Mother and Child English Language Program was a partnership between Northern Melbourne Institute of TAFE (NMIT), VICSEG New Futures and the City of Hume. It provided a learning program for mothers and their children that included an accredited English class for mothers, and a joint mother and child playgroup.

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- Victorian Multicultural Commission

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SECTION 1

Mother and Child English Language Program (MCELP)

The Mother and Child English Language Program (MCELP) is an innovative model of delivering English language tuition to mothers with Preschool children. The model combines an accredited English class for mothers, followed by a playgroup where mothers and children engage in a shared learning program. Mother and Child programs are community-based and located in early years school /community hubs and other community settings. From 2011-2014 the program ran as one of the four interconnected programs of the Supporting Parents Developing children project in the City of Hume.

During this period Mother and Child programs were offered at the following school/community locations in Hume:

- Broadmeadows Leisure Centre
- Holy Child Primary School
- Campbellfield Heights Primary School
- Bethal Primary School
- Banksia Gardens Community Centre
- Ilim College
- Broadmeadows Community Hub

119 women and 159 children participated in the program: some attended for one or two terms whilst others continued to attend for two years or more.

MCELP Structure

The MCELP program is a weekly 3-hour session, divided into three discrete components. The program features:

- i. a two hour English as an Additional Language (EAL) class for mothers with a focus on early childhood development
- ii. accredited, on-site child care for the children whilst mothers are in class
- iii. one hour Playgroup where mothers and children jointly engage in songs, stories and activities.

The MCELP program is offered as a 10 week program during school terms. It is usually offered on one day each week at a time that fits in with school hours, as many of the mothers need to pick up other children from school.

Accredited English as an Additional Language Class

The English class is based on the Certificates in Spoken and Written English (CSWE), a nationally-accredited curriculum which is suitable for all English levels. The English class has been customised to focus on early childhood development. It is ideal for women studying in the Adult Migrant English Program (AMEP) as it allows them to become familiar with early childhood services in Australia whilst developing their language skills and achieving a formal qualification in EAL.

The English class is structured around themes that:

- support an understanding of early childhood development
- build mothers' knowledge of and ability to access local early years' services
- promote school readiness in children.

Joint Mother and Child Playgroup

The joint mother and child playgroup is a one hour session where mothers join their children in the child care space which is fully equipped with toys, books and resources. During this session mothers and children jointly participate in a range of activities that strengthens their engagement, builds their language skills and addresses child development issues. The playgroup is a semi-structured session that always includes a story, a song and an activity, facilitated by the playgroup leaders. The playgroup session has a theme that matches that of the preceding English class, so language development and vocabulary is reinforced. Mothers are actively engaged in the play with their children and playgroup leaders model a range of interactive behaviours and activities that mothers can 'take home' and use with their children in the home environment.

Catering for Difference – Mothers and Children

Participants in MCELP may be very newly-arrived in Australia or may have lived here for a number of years. They come from many different language and cultural backgrounds including Iraqi, Turkish, Afghani, Vietnamese, Bhutanese, Pakistani, Assyrian, Lebanese and Indonesian. They also have varied educational backgrounds: some have little or no education prior to arrival in Australia and very limited literacy whilst others are highly educated.

The English class is mixed ability and can cater for different levels: this requires flexibility and innovation from the teacher. Participants are enrolled in a certificate level suitable to their assessed level of English proficiency (i.e. CSWE 1, CSWE 2) and can achieve learning outcomes and modules at a pace that suits them. Class activities and resources are carefully chosen and matched to the language and literacy level of participants: in many cases additional teaching resources are developed or modified by the teacher.

Children in the program range in age from less than a year old to 5 year olds. The playgroup program and activities also need to cater to this wide range and require careful planning. Children are also from different cultural backgrounds and do not speak a common language; although MCELP has bilingual child care/playgroup leaders they do not always match the languages of the children in the group.

The class is an ideal experience of multicultural Australian society for participants - they are drawn from multiple language and cultural backgrounds. The common theme that unites the group is their shared focus on understanding how children develop and learn, and how they can assist this and give them the best start possible in their new country.

MCELP Themes and Topics

In planning the structure of MCELP, a framework of four overarching *Themes* was devised, under which are slotted various *topics*.

The four Themes are:

- i. Child Development
- ii. Preschool Learning
- iii. Raising Healthy Children
- iv. Raising Children in a Multicultural Society

Each English class addresses one or more of the Themes through that particular week's topic i.e. Nutrition, Water Safety, Immunisation etc.

As many of the participants in the class were undertaking the Adult Migrant English Program, all elements of the class needed to comply with AMEP requirements and its focus on settlement. The content needed to be flexible enough to enable women to undertake assessment tasks, achieve learning outcomes, and complete modules of the certificate in which they were enrolled.

New women joined the MCELP program each term which required careful choice of modules to avoid duplication or repetition for existing students. This meant that teachers needed to be highly-skilled and flexible in their design and delivery of the English class.



Staffing the MCELP program

The programs are staffed at each community location with an EAL teacher and either two or three child care workers/playgroup leaders, depending on numbers of children. Teachers are fully-qualified and compliant with the requirements to teach the Certificates in Spoken and Written English in the Adult Migrant English Program. Child care workers/playgroup leaders are all bilingual and drawn from the local CALD communities, and all hold a Certificate III in Children's Services as a minimum. The child care workers are all trained as playgroup leaders. During the child care session they undertake the role of child care worker, during the playgroup they are 'playgroup leaders' and in the MCELP program generally are referred to as 'playgroup leaders'.

During the sessions where mothers and children are separate (ESL class and childcare) the content of the respective session is determined by whoever is responsible i.e. either teacher or child care worker. The playgroup, which is the final hour of the session, is when mothers and children come together for a joint learning session. Over the 3 years of the project the responsibility for the content of the playgroup session has evolved to become jointly determined by everybody in the MCELP staff team at the site.

An occupational therapist was a key staff member of the MCELP program and provided support and assistance to all participants including the playgroup leaders, the EAL teachers, the attending parents and their children. This assistance was flexible and responsive to emerging needs and included:

- developing resources, information, activities and professional development to enhance the developmental quality of the program
- enhancing the understanding of age appropriate playgroup activities to complement and enhance the EAL program and activities
- assisting parents to understand early childhood development, especially play, cognitive, social and emotional development, in readiness for school
- consulting and providing advice to teachers, playgroup leaders and families as required regarding early detection of developmental delays
- providing professional development to teachers and playgroup leaders regarding early child development
- to bring an early childhood developmental focus into the development of the curriculum documentation

Planning the Program – Practitioner Workshops and Planning Tools

When the MCELP program began, content for both EAL class and Playgroup was generally initiated by the teacher - the English class topic determined what the Playgroup activity would be. As the project progressed and the model was further developed, we reviewed this and moved to a more collaborative approach to planning the playgroup session. The content is now jointly developed by site teams of *practitioners* (teacher and playgroup leaders) at a planning day held during the school term holidays prior to the program delivery. These planning days have evolved to include a professional development component and are now referred to as ‘*Practitioner Workshops*’. The professional development component is delivered by the Allied Health worker (Occupational Therapist) working across all four Supporting Parents, Developing Children programs (of which MCELP is one).

Practitioner Workshops are the key opportunity for planning the overall program, but particularly the mother and child playgroup session, for the coming term/10 weeks. Prior to the workshop, the teacher maps the planned 10 week teaching program onto a *Planning Grid* (see *Appendix 1a*) and forwards it to



the playgroup leaders to assist with their pre-planning. The Planning Grid provides a draft outline of the ten English as an Additional Language weekly topics and themes, and is a useful framework to help ensure that the term EAL program is a structured and cohesive study program for the participants. The Occupational Therapist provides pre-workshop professional development and tailored assistance to the playgroup leaders to help them with initial identification of a

range of suitable resources (books, activities, songs) for each week’s session. These initial ideas are then further developed by the site practitioner teams during the workshop.

During the workshops the teacher and playgroup leader teams further develop these themes and topics and plan complementary resources and activities that can be used during the mother and child playgroup sessions. This process is guided by a *Brainstorm Planning Sheet* (see *Appendix 1b*), a planning tool

structured to explore and record the key concepts and language related to each week's topic. The practitioner teams brainstorm key words, phrases and any technical (e.g. medical) language related to the topic. The Brainstorm Planning sheet also contains a section to record a wide range of complementary books, songs and activities. The document becomes an essential reference tool and repository for the playgroup leaders when they are selecting the specific activities and resources for each weekly playgroup session throughout the term.

The planning document for the English as an Additional Language (EAL) session is the teacher's *Weekly Work Plan* (see Appendix 1c). This is a detailed record of the English class and includes information about the CSWE for each of the ten planned sessions. It includes the CSWE modules in which participants are enrolled, the AMEP settlement topic, MCELP topic and theme, language activities and resources.

Whilst many of the resources used in the EAL teaching program were drawn from websites, books etc., teachers always develop their own resources to meet the specific needs and interests of their class members. The Weekly Work Plans contain references to materials developed by teachers in this manner during the project; other teachers using these work plans as a model will generally develop their own customised resources that will match the needs of their particular group of learners.

Sample 10 Week Curriculum

The ten session outlines contained in this report are an example of a program that could be delivered during a 10 week school term. The topics have been chosen to provide a structured and coherent program that will engage mothers and children. The content of the English as an Additional Language classes are consistent with the aims and requirements of the Adult Migrant English Program. This program, funded by the Australian Government Department of Industry, provides up to 510 hours of free English language tuition to eligible migrants to help them learn basic English to assist with their settlement in Australia.

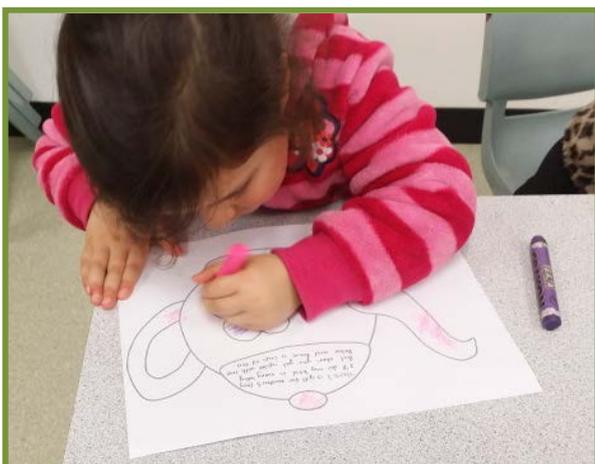
In the Mother and Child English Language Program (MCELP) this tuition has been customised to focus on early childhood development and support mother and child engagement.

Child Development Induction for Teachers

The Practitioner Workshops have also been a valuable opportunity for teachers to receive an induction into basic principles of child development. Teachers are fully trained and qualified as English as an Additional Language (EAL) professionals, but may not have a back ground in child development. This is essential background knowledge for a program like MCELP and assists in planning the curriculum and ensuring that it addresses the needs of mothers. The Occupational Therapist working across all four

Supporting Parents - Developing Children programs provided ongoing professional development to teachers throughout the program's operation. These sessions occurred during the Practitioner Workshops, at individual sessions with teachers, and with the teachers meeting as a group.

The Occupational Therapist visited each individual teacher once during the term and visited each of the



seven playgroup facilitators on site each term for mentoring, modelling and demonstration and follow up support to the training.

In addition to the professional development provided by the Occupational Therapist in the Practitioner Workshops, a range of training was provided to the MCELP playgroup facilitators, child care workers and the parents in the MCELP through the Project. This included:

- ❖ Quarterly professional development with playgroup facilitators including those employed in the MCELP program. This resulted in approximately 12 sessions with 15 workers each session held on the topics listed below:
 - Brain Development, Play and Learning
 - Match and Extend the play
 - Fundamentals of Child Development
 - Fundamentals of Speech and Language Development
 - Helping Children to Attend
 - Strategies for Engagement – structure and routine
 - Adapting the Play and Planning for Play – using themes
 - Matching play, book, song and language to theme and topic

The Playgroup Leader/Bilingual Storytime Training Program

The Playgroup Leader/Bilingual Storytime Training Program was developed by a team of the Occupational Therapist, Speech Pathologist, Hume Libraries Community Engagement Officer, VICSEG New Futures and Banksia Gardens Community Centre, coordinated by the SPDC Project Coordinator. The training program consists of 9 modules including:

- Introduction to Child Development
- Communicating with children
- Leadership Skills
- Partnership with Families
- Play and Learning
- Building language and literacy skills
- Planning the session
- Bringing it all together
- Lifelong learning and mentoring skills



The course is a unique customised program which takes into consideration the context of bilingual workers working in their communities. There is a capacity building/community development aspect of the training where the participants are taught to be peer leaders. Role modelling and strengths based partnerships with parents are explored in the modules as these are important elements in the work of bilingual workers.

ABC and Beyond Training for Playgroup Facilitators

The ABC and Beyond program is a Hanen based program on Emergent Literacy development in lower socio-economic and CALD communities. It was conducted over 9 three hour training sessions at Hume City Council by the Speech Pathologist employed on the SPDC Project. The units involved:

- Increasing vocabulary
- Reading with children not just to children
- Increasing children's understanding of stories
- Language for thinking and learning
- Phonological awareness
- Print awareness

Pathways to Further Training and Employment

Many of the women have completed their Adult Migrant English Program entitlement (510 hours) through undertaking MCELP - a significant achievement as an ability to speak English is a key milestone in successful settlement. Some of these women have gone on to undertake further higher level English classes while others have explored vocational and career options. The Northern AMEP Counsellor was able to assist with career and pathways advice and with preparing individual pathways planning guides. Some participants have undertaken other training concurrently with their MCELP participation.

Several participants have undertaken accredited vocational training in areas including:

- Children's Services
- Welfare Studies
- Teacher Aide
- Aged Care

Other participants have undertaken informal training in areas including:

- hospitality and food handling
- computer studies
- beauty studies
- parenting skills training
- bilingual volunteer training
- sewing skills
- informal English conversation classes

Several participants have undertaken Family Day Care training which is a growth area within the CALD community, and have gone on to set up as Family Day Care providers.

Volunteering as a Pathway

Others have been introduced to the concept of volunteering which may not be common in their culture. Volunteering has many bonuses: it is a very valuable way to expand social networks; it is an opportunity to participate in relevant services i.e. volunteering within the school, the library etc.; it can be an opportunity to 'sample' an industry area before making a commitment to undertake study in that area; and it may lead to paid work.

NMIT has provided training to support bilingual volunteers who are using their bilingual and bicultural skills in a range of community settings where they assist other members of CALD communities. MCELP participants have participated in this training where relevant to their volunteering.

Further Training Pathways Case study

Chandra

Chandra arrived in Australia four years ago. She spent the first year learning English and was unemployed. She lives with her husband and his extended family. She described this time as being hard: 'When I arrive in Australia I don't have English nothing else, I was blind'. After ten months of English classes she undertook aged care training, but at the end of the training she gave birth to her son. She stayed at home to care for him for a year, and at the end of the year began looking for work in the aged care sector. Her year out of the workplace counted against her and she was not offered any employment in the field. At the same time she was attending an SP-DC playgroup with her son. She explained why she chose to join the playgroup initially:

'Oh yeah exactly I observe when my boy was small and I took him to the Maternal Child Health Nurse and there was plenty of playing things like toys and everything and I found other children coming up from other backgrounds playing there and I make him to sit for a while in there and he just socialised each other. When they talk they talk, they say hello, hi and something. I found that children interact more in other peoples environments so and when I visit, I live near to the library, Broadmeadows library, and I always go to library because the Maternal Health Nurses were giving me like pamphlets about that age and they tell you everything and I went there'.

Chandra realised the importance of this early learning, playing and socialising for the children of her community, most of whom have arrived in Australia as refugees. She describes the background of the families in the playgroup which she runs: 'I found that it's very important because my, exactly in the family [in my playgroup] they come from refugee background and they have similar thing in the camp, they live in a small hut and they don't have any facilities and they are not socialised like children need to run, to play or something else they don't have any idea. And when they come to playgroup, when they go to library, when they go to Maternal Child Health Nurse, they found that its a bit different for them, and they found that it's OK for the children to be socialised'.

Because of her enthusiasm for the importance of early learning and play, and her experiences in trying to find work in the aged care sector, Chandra decided to switch her career focus into childcare. She undertook the SPDC playgroup facilitator training, which she completed successfully and was offered casual employment as a playgroup facilitator. She also enrolled in a Certificate III course in Child Care and was pleased that what she was learning from the playgroup facilitator training complemented the course content of the child care certificate. As she said of the cross over, "it helped me a lot."

During her Certificate III studies she completed a placement at a childcare centre near her home. The staff at the centre liked her work and on completion of the placement she was offered one day a week of casual work. While she enjoyed this she realised that it was not enough. She therefore enrolled at Victoria University in a Diploma of Children's Services, while continuing to work four days at the child care centre. She is due to complete her Diploma in November this year, after which she has been offered full-time work by her current employer. The security and regular work of a full time job is very important to Chandra, as she explained that: 'Because I need a job, I bought a home like three months back and I have mortgage I have to pay... I have to help my husband'.

Chandra was appreciative of the opportunities offered to her to establish her career through the mentoring and training offered through SPDC and noted that she always attended the monthly professional learning sessions offered to the playgroup facilitators by the program. She is a pro-active playgroup facilitator, ringing up new parents and encouraging them to join the group, to socialise and to improve their English language skills.

Guest Speakers and Excursions

Teachers organise for a range of guest speakers to attend the class to inform the mothers of a variety of services and programs. Speakers cover a range of topics that relate to areas of interest of participants: generally these are reflective of the early years focus of the classes but occasionally speakers will attend to address current events i.e. an Australian Electoral Office guest speaker during state of federal elections. Excursions to introduce participants to local services and enable them to become familiar with the process of accessing these are also important.

The program included the following speakers and excursions:

Health Services - the Maternal Child Health Nurse covered the following:

- Immunisation for rubella, mumps and chickenpox for the whole family
- Nutrition - Healthy Food Choices & Fussy Eaters workshops
- Information on Maternal and Child Health Centre locations
- GP services, dental services, Medicare, Community Health services
- Deaf Services

Preschool and kindergarten:

- Preschool and kindergarten enrolment information and enrolment forms given to mothers
- Hume Council preschool co-ordinator guest speaker to give enrolment information
- Hub worker organised a special bus tour of local preschools for mothers and children

Community Services including:

- Hume Council environmental project engaging the Iraqi community
- Eco-living Centre and community garden to explore healthy eating, nutrition, growing and preparing healthy food
- environmental information session on green issues and babies (also contributes to reducing energy bills)
- Hume Council Green Initiative to show water saving devices and measures (also saving on water bills)
- excursions to local facilities including libraries, swimming centres and recreational facilities in Hume
- Encouraging parents to use GLC and Library & developing IT skills
- Hume Council tutor taught students how to use iPads
- family support services at Hume Council
- Broadmeadows Leisure Centre talk on water safety, swimming
- Melbourne Fire Brigade - how to access fire services efficiently and safely to safeguard the home and save lives

Settlement Services including:

- Settlement service providers e.g. Arabic Welfare introducing participants to a range of settlement services and programs such as parenting skills
- Local settlement services available in Hume provided via the Internet, including translated information
- NMIT AMEP Counsellor advice on settlement services and agencies

Pathways:

- NMIT (Northern AMEP) Vocational Counsellor visited all sites to conduct information sessions about future education and training pathways

Unexpected Difficulties and Bonuses

Having practitioners from two different practice backgrounds (Education and Children's Services), working together on a program which is developed and delivered collaboratively, created both challenges and unexpected bonuses throughout the three years. The Practitioner Workshops provided the forum for issues that arose during the weekly sessions to be discussed and explored. It was important that the practice backgrounds of all staff were respected and accommodated.



Discussions included topics such as cultural differences in child-rearing, cultural sensitivities around parenting practices, different learning styles, maintenance of first language and culture, bilingualism and biculturalism. These issues were often underlying causes of casual incidents and exchanges, and observations made by staff, during the playgroup sessions. The discussions provided exploration and valuable informal professional development for the practitioner teams.

The learnings, both incidental and more formal, for both teachers and playgroup leaders throughout the program has been a valued and much appreciated aspect of participation in MCELP.

Evaluation

The evaluation was conducted over the life of the Project by the Royal Children's Hospital Education Institute. The evaluation focussed on measuring the achievements and processes by which the project has been effective in:

- Increasing participation of CALD families in early years development and engagement programs
- Fostering social cohesion through the engagement of CALD families
- Creating training and learning pathways

In particular, the evaluation tools were carried out in the playgroups, early years hubs and Mother and Child English Language Program. The evaluation tools included:

Survey

A survey was designed to be administered in two parts, first to new parents entering the project early in 2013 and again 8-9 months later. The reason for this was to track parent progress across the three project aims of participation, social cohesion and training pathways over the course of the year. The first round of the survey involved the recruitment of 63 parents who were new to the project in term one 2013. These

parents completed an extensive questionnaire with a researcher and an interpreter if necessary during their playgroup or MCELP class. These parents were then followed up later in the year.

Focus Groups

Focus groups were held with Supporting Parents Developing Children Project workers including the hubs workers, playgroup facilitators, bilingual story-tellers and the members of the multi-disciplinary team. This year the playgroup facilitators and bilingual storytellers who are employed in the project participated in the evaluation through a focus group which was conducted towards the end of third term. The focus group aimed to build on existing evidence about the ways in which the project workers perceive the Supporting Parents Developing Children project to be meeting its explicit aims, as well as to reveal their perceptions of the barriers and enablers to effective project implementation. Project workers who participated in the evaluation were very articulate about the benefits of the project for families, children and communities across the three project aims of participation.

Case Studies

Three case study interviews were conducted in 2013. These interviews were conducted one on one by a member of the research team, with parent participants in SP-DC who were selected by SP-DC staff. The parents were identified by project staff as having a rich and interesting story to tell about their arrival and settlement in Australia and their involvement in the SP-DC project. The three women selected all had different cultural backgrounds, and had been involved in different aspects of SP-DC over time, including playgroup participation, Mother Child English Language Program, playgroup facilitator training and working as a playgroup facilitator. The three case studies have been written up individually, to draw out particular aspects of the SP-DC project which are highlighted by the women's diverse engagement with the project opportunities.

Overall the evaluation showed that the SPDC project was meeting its aims with some of the strongest results shown in social cohesion and school readiness. The interim evaluation reports are attached to this report for more detailed consideration.

Sample 10 Week Curriculum Program

The following ten session outlines are an example of a program that could be delivered during a 10 week school term. The topics have been chosen to provide a structured and coherent program that will engage mothers and children.

The content of the English as an Additional Language (EAL) classes are consistent with the aims and requirements of the Adult Migrant English Program. This program, funded by the Australian Government Department of Industry, provides up to 510 hours of free English language tuition to eligible migrants to help them learn basic English to assist with their settlement in Australia. In the Mother and Child English Language Program (MCELP) this tuition has been customised to focus on early childhood development and support mother and child engagement.

Each session contains a standard EAL class Work Plan on a specific topic, with details of the activities and resources that might be used. These are only suggestions, and teachers will want to consider the needs and interests of their particular group of learners in developing their program.

Sessions also contain a Child Development Focus sheet, with key messages and resources related to the particular topic. This is a valuable professional development resource for the EAL teacher who may not have a background in child development.

Each session also contains a number of Planning Tools/recording documents that can be used jointly by teachers and playgroup leaders in planning a broad 10 week program 'framework', as well as detailed individual sessions. These planning tools include a Brainstorm Planning sheet, Words and Language Planning sheet, Book and Activity planning sheet, and a Playgroup Session Record.

SECTION 2

LESSON 1 – Starting School

ENGLISH LESSON PLAN

CHILD DEVELOPMENT FOCUS

BRAINSTORM PLANNING

PLAYGROUP SESSION RECORD

Sample 10 Week Curriculum Program – Lesson 1

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: ___ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term:

Year:

PART A - MCELP teachers complete this section.

<p>MCELP class/Location:</p> <p>Teacher:</p> <p>Date: Week 1, Lesson 1.</p>	<p>MCELP Theme</p> <p>1. Child Development <input type="checkbox"/></p> <p>2. Preschool Learning <input checked="" type="checkbox"/></p> <p>(tick one or more) 3. Raising Healthy Children <input type="checkbox"/></p> <p>4. Raising Children in a Multicultural Society <input checked="" type="checkbox"/></p> <hr/> <p>AMEP Settlement Topic /MCELP Topic: New Beginnings/Starting School</p>
<p>CSWE module/s: (All learners are enrolled in one module per term.)</p> <p>Learning outcomes:</p> <p>Assessment task if relevant:</p> <p>AMEP settlement outcomes: Form-filling, Giving personal details, Understand Time and Punctuality, Understand Program Procedures and Rules.</p>	<p>Activities for lesson:</p> <p>Enrolment: ISLPR English language assessment- to determine English language level and CSWE level.</p> <p>Form-filling: Enrolment form, MCELP Questionnaire + form filling. What services mothers use + special needs. Permission to publish Form to take/use photos of kids and mums.</p> <p>Introduction: Getting to know each other- Speaking, listening and writing activity. Students are organised in pairs to take turns in asking each other questions and giving responses to the questions. Students may also write their questions and responses for this activity. On the board, teacher gives some prompts/suggested questions and responses. Examples: What is your name? Where were you born? What language do you speak? Are you married? My name is I was born in I speak</p>

Sample 10 Week Curriculum Program – Lesson 1

	<p>MCELP Procedures/Rules/Organisation: Explain details of program, Childcare procedures and rules. Settling your child in child care/ leaving child in the child care room. Explain what materials students must bring to every MCELP session. Example: folder, paper, pencil/pen, child’s labelled snack/drink and belongings. Writing words and sentences about what to bring.</p> <p>Time and Punctuality: Importance of arriving/leaving at the correct time.</p> <p>If necessary, a follow-up lesson could be on numbers and time.</p> <hr/> <p>Resources: Teacher handouts: ‘MCELP Student Questionnaire’, ‘Form-filling vocabulary’, ‘Mother and Child English Language Program Procedures’, ‘What you need to bring’, ‘Writing words and simple sentences’, ‘Getting to know each other’, ‘Writing about yourself and your family’, Songs: ‘Alphabet song’, ‘Hello song’, ‘Open Shut Them’.</p> <p>‘Belonging, Being + Becoming: The early years Learning Framework for Australia’: Information for families translated in languages other than English. http://education.gov.au/early-years-learning-framework</p> <p>‘Learning English as an Additional Language in the Early Years Resource Booklet’ Vic Curriculum + Assessment Authority, 2011. www.vcaa.vic.edu.au/earlyyears</p>
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Sample 10 Week Curriculum Program – Lesson 1

Child Development Focus: EAL Topic Week 1: Starting School

Key Messages and Resources

Article: “Starting School” from http://raisingchildren.net.au/articles/starting_school.html

Australian research has shown that children who have a successful start to school often achieve higher school attendance rates, better social skills, higher levels of educational achievement and fewer behavioural problems.

This article talks about what is happening for the child and family as they start school and of the many things a parent can do to help their children have a happy and successful start to school. **You can help your child have a successful start to school by doing many things.**

- **Before school starts** for example go for a walk past the school to look at it/ try on their uniform to make sure everything fits.
- **During the first few weeks** for example make sure you have plenty of time so you will be on time for the start.

School Readiness http://www.rch.org.au/uploadedFiles/Main/Content/ccch/CPR_Vol14No3_PS_SchlRead.pdf

To have a successful start to school children need to have several key “school readiness skills” some of the most important ones are:-

Social skills: Get along with other children, play co-operatively & take turns. Follow instructions and class routines

Emotional maturity: Can be helpful to others, not overly anxious, rarely uses aggression to solve an issue

Language & thinking Skills: Can listen and understand what the teacher is saying, communicate with other children, has a reasonable memory, basic reading and recognition of numbers and letters

Physical Skills: Can take care of themselves physically e.g. manage their toilet needs, get their lunch, manipulate pens and paper, move around safely

You can help your child to become school ready by the way you play with them at home and by helping them to learn to play co-operatively with other children in many different settings such as child care, play group and kindergarten. Children take a long time to learn their school readiness skills and they start learning as young as babies.



MCELP BRAINSTORM Planning Sheet



Topic: Starting School

Term 1 Week 1

Themes/Concepts /Ideas associated with this topic include

Preparing for school (or any event)	Uncertainty
Planning for school	Feeling nervous
Organising for school	Being brave
What do you need to take	Making friends
How will you get there	What are the expectations
What happens when you get there	Meeting new people
What are the Rules	Introducing myself
Separating from family	Scary
Who will be there	Being worried

Key Sounds/Words/Phrases associated with this topic

Time to get ready for school	My name is...
Time for school	This is my bag
Let's pack your school bag	My Teacher's name is...
Have you got everything	My school is ...
My friend's name is	This is my lunch box
This is my classroom	I have...for my snack
Can I play with you	Where are the toilets
Playground	"Snack time"
Preps	Lunch time
Put your hand up when you want to speak	Classroom rules
Learning Reading Writing Maths	Look and listen
Packing up	After school care
Home time	My classroom is called ...



MCELP BRAINSTORM Planning Sheet



Books:

Spot Goes to School	Grug ABC and 123
Maisy goes to preschool	I am Absolutely too small for school -Charlie & Lola
Starting School	George's first day at playgroup
Grug Goes to school	Mouse's first day of school

Songs: About playgroup or school include going to places like school, ABC, counting songs etc.

This is the way I walk to school/ Hop to school/jump to school so early in the morning	Zoom zoom zoom we're going to the moon
ABCDEFGH alphabet song	Baa Baa Black sheep
1 2 3 4 5 Once I caught a Fish	5 Little ducks

Activities: During Child care and Joint mother /child session

Make a child care class tree. Decorate it with pictures of what you see in playgroup/school
Trace outline of child's name- colour and decorate and put on tree
Make a paper bag back pack to take to playgroup/school – put things in it you will need
Make a poster of everything you might see at school/playgroup
Get teddy +/-other animals/dolls ready for playgroup/school – wake up/get dressed/breakfast/wash your hands/off we go
Make a classroom and set up all the animals as if at school- one of the kids plays the Teacher
Use characters from the book you read e.g. GRUG: make a Grug hand puppet/pretend to be Grug- do the actions
Make name tags for school bag/clothes/pencil case/water bottle etc
Make a Chart "Getting ready for school" and get the children and mums to tell you what should go on the chart e.g. wake up, have breakfast, brush your hair, clean your teeth pack your bag, get dressed etc etc

Resources:

** Activity sheets per book maybe available from <http://www.thelittlebigbookclub.com.au>

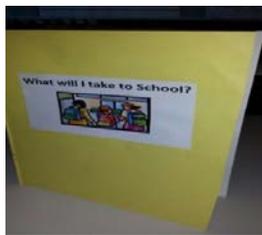
Craft ideas & free downloads <http://www.dltk-kids.com> <http://supersimplelearning.com>

<http://www.wordsforlife.org.uk> Also try <http://www.pinterest.com> <http://www.abckid.com.au/>

Other Resources you have found:

Sample 10 Week Curriculum Program – Lesson 1

MCELP Playgroup Session Record: Starting School EXAMPLE

MCELP ESL Group: Woodly Primary school Hub		Child Educators: Linda, Mary		Term: 1 Week 1 Date: 6/4/14	
				MACELP Topic: Starting School	
Key Words/Phrases Time to get ready for school Let's pack your school bag Time for school Listening	My teacher's name is My classroom is My school is My friends at school are	At school I can – • Play with friends • Learn to read • Learn to write • Learn maths	Key Concepts: • New Experiences –exciting & scary • Planning – what will you need • Getting ready - routine • What might happen – when you get there		
Child Care Session Activities:					
Fine motor: Play dough making animal shapes eg snakes, turtles, birds. Used animal cutters as well Finger paint – hand prints on paper like "Spot"		Gross motor: Team games with balls – running catching and kicking		Pretend play: All the dolls and teddy went to school. Classroom was set up and everyone practised saying "hello and my name is ... " Teddy pretended to read and say his ABC's Then everyone went outside for walk around the "school" playground	
Mother & Child Session Record					
Songs	ABC Song	5 Cheeky monkeys		This is the way we walk/hop/skip to school	
Books	Spot goes to School	GRUG 1,2,3			
Activity: Made a story book "What will I take to School" and paste into it pictures and names of items you might need for school e.g. a picture of a water bottle and a label "water bottle" and snacks e g Apple, banana, sun hat, strawberry, popcorn, pencils					

LESSON 2 –Where Mothers and Children Learn

ENGLISH LESSON PLAN

CHILD DEVELOPMENT FOCUS

BRAINSTORM PLANNING

PLAYGROUP SESSION RECORD

Sample 10 Week Curriculum Program – Lesson 2

AMEP Work Program: Mother and Child English Language Program (MCLEP)

CSWE _____ class

Certificate: ___ in Spoken and Written English

(Please note: The MCLEP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: **Year:**

PART A - MCLEP teachers complete this section.

MCLEP class/Location:	MCLEP Theme	1. Child Development <input type="checkbox"/>	2. Preschool Learning <input checked="" type="checkbox"/>
Teacher:	(tick one or more)	3. Raising Healthy Children <input type="checkbox"/>	4. Raising Children in a Multicultural Society <input checked="" type="checkbox"/>
Date: WEEK 2, Lesson 2.	AMEP Settlement Topic /MCLEP Topic: Education: where mothers and children learn		
<p>CSWE module/s: (All learners are enrolled in one module per term.)</p> <p>Learning outcomes: Assessment task if relevant: Examples: CSWE Pre Module E- LO2 Recognise common written signs</p> <p>AMEP settlement outcomes: To learn about the Education System in Australia. To learn about education services and facilities in students’ local area. To practise completing preschool enrolment</p>	<p>Activities for lesson: Education and where children learn. Acknowledging different cultural practice of family, community and role of mother. Every country is different. Knowing what happens in students’ country of origin.</p> <p>Activity one: What is education in countries of origin? Grid on the board to fill in with the class.</p> <p>Activity two: Who is responsible for the education of the children In their country? Grid on the board to fill in with class. Roles of family members</p> <p>Activity three: Different types of educational institutions/ facilities in Australia. Brainstorm on the board. In small groups, each group is given a set of pictures/flashcards showing different educational institutions/facilities in Australia. Students must try to name each one. Teacher may give students the names of the educational facilities on flashcards for students to match with each picture if necessary. Students discuss: people who attend, their age, for how long, the times, what they learn there, the cost, etc.</p>		

Sample 10 Week Curriculum Program – Lesson 2

forms.	<p>Activity four: Students look at/practise filling in samples of preschool enrolment forms.</p> <p>Activity five: If computers or iPads are available, students can learn how to access information from specific websites on education and educational facilities available. Teacher handout 'Finding a preschool or school in your area' can be used here. (Refer also to websites listed in Lesson 2 Resources.)</p> <hr/> <p>Resources: www.study.vic.gov.au/deecd/learn/study-in-victoria/en/school-system.cfm</p> <p>Department of Education and Early Childhood Development</p> <p>www.studymelbourne.vic.gov.au/study-options</p> <p>www.education.vic.gov.au/childhood/parents/kindergarten</p> <p>www.hume.vic.gov.au/Services_For_You/Children/Preschool</p> <p>Teacher handouts: 'The Education Systems of Different Countries', 'Educational Institutions in Australia', 'Places where children learn'.</p>
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Sample 10 Week Curriculum Program – Lesson 2

Child Development Focus: EAL topic “Education – where mothers and children learn”

Key Message and Resources

Article: **“Choosing your child's school”** http://raisingchildren.net.au/articles/choosing_a_school.html

“School Selection: practical steps” http://raisingchildren.net.au/articles/choosing_school_checklist.html

You have a choice about the school you want your child to attend. These articles raise some ideas for you to think about when you are making the decision about where to send your children to school. For some people the most important factor will be the location. For others there may be factors that are more important such as the size of the school or language support.

Practical steps to help you think about school selection

1. Consider your child and your family
2. Gather information about schools – talk to teachers and family friends who have had experience of different schools
3. Visit and observe schools

Top Tip for a Successful Start to School

Routines

- *Routines always help! They provide predictability. Children come to understand what is expected of them and are less worried when they know what is coming*
- *Children learn routines over time and with repetition of how things are done. Attending play group and then kindergarten will help teach a child about taking turns, to share and play co-operatively, about what behaviour is expected, such as pack up time, story time, snack time and to wait and listen to the teacher.*
- *You can help your child learn these skills by demonstrating your respect for the routine of playgroup, kindergarten and then school.*
- *Routines about dinner time, bath time and bedtime during a school night and school morning, will help your child to develop behaviours that will help them to learn well at school*



MCELP BRAINSTORM Planning Sheet



Topic: Education “where children Learn”

Term 1 Week 2

Themes/Concepts /Ideas associated with this topic include

As this topic is very similar to week 1 “Starting School” the planning for this session can come from this planning with additions around “routine”

Preparing for school (or any event	Uncertainty
Planning for school	Feeling nervous
Organising for school	Being brave
What do you need to take	Making friends
How will you get there	What are the expectations
What happens when you get there	Meeting new people
What are the Rules	Introducing myself
Separating from family	Scary
Who will be there	Being worried

Key Sounds/Words/Phrases associated with this topic - emphasise a sense of ‘time” eg snack time, bath time, bedtime, school time and routine etc

Time to get ready for school	My name is..
Time for school	This is my bag
Let’s pack your school bag	My Teacher’s name is..
Have you got everything	My school is...
My friend’s name is	This is my lunch box
This is my classroom	I have...for my snack
Can I play with you	Where are the toilets
Playground	“Snack time”
Preps	Lunch time
Put your hand up when you want to speak	Classroom rules
Learning Reading Writing Maths	Look and listen
Packing up	After school care
Home time	My classroom is called....
Pack up time	This is the way we....

Sample 10 Week Curriculum Program – Lesson 2



MCELP BRAINSTORM Planning Sheet



Books: About starting preschool, playgroup or school

Grug Goes to school *	Grug ABC and 123
Maisy goes to preschool	I am Absolutely too small for school -Charlie & Lola
Starting School	George's first day at playgroup
Spot Goes to School	Mouse's first day of school

Songs: About playgroup or school include going to places like school, ABC, counting songs etc.

This is the way I walk to school/ Hop to school/jump to school so early in the morning	*This is the way Grug walks to school/hops to school, Jumps to school, skips to school etc etc
ABCDEFGH alphabet song	Zoom zoom zoom we're going to the moon
ABC song ABCDEFGH won't you walk to school with me *	Rhyme: Finger play – Ready for School *

Activities: During Child care and Joint mother /child session

Make a child care class tree. Decorate it with pictures of what you see in playgroup/school
Trace outline of child's name- colour and decorate and put on tree
Get teddy +/-other animals/dolls ready for playgroup/school – wake up/get dressed/breakfast/wash your hands/off we go. Repeatedly use a single phrase such as “Wake up time” or “Time to wake” and repeat with all other activities e.g. “time to get dressed” “time for breakfast” or “breakfast time”
Make a classroom and set up all the animals as if at school- one of the kids plays the Teacher. Introduce additional “time” phrases such as “lunch time” “recess time” “bell time” “mat time” “pack up time” “home time” etc. etc.
Use characters from the book you read eg GRUG goes to School”: make a Grug hand puppet/pretend to be Grug- do the actions *
Make a Chart “Getting ready for school” and get the children and mums to tell you what should go on the chart e.g. wake up, have breakfast, brush your hair, clean your teeth pack your bag, get dressed etc. etc.

Resources:

** Activity sheets per book maybe available from <http://www.thelittlebigbookclub.com.au>

Craft ideas & free downloads <http://www.dltk-kids.com> <http://supersimplelearning.com>

<http://www.wordsforlife.org.uk> Also try <http://www.pinterest.com> <http://www.abckid.com.au>/Other

Resources you have found:

Sample 10 Week Curriculum Program – Lesson 2

MCELP Playgroup Session Record EXAMPLE

MCELP EAL Group: Woodly Primary school Hub		Child Educators: Linda, Mary		Term: 1 Week 2 Date: 01/01/01	
		MACELP Topic: Education/School routine			
Key Words/Phrases Are you ready for school Time to get ready for school Time for school Listen to the teacher Put your hand up		This is the way we.... Bell time Lunch time Quiet time Home time		At school I can – <ul style="list-style-type: none"> • Play with friends • Learn to read • Learn to write • Learn maths • Discover lots of things 	
Key Concepts: <ul style="list-style-type: none"> • New Experiences –exciting & scary • Exploring – what will I find • Structured times – routines at school 					
Child Care Session Activities:					
Fine motor: Threading beads – different sizes/colours Stacking toys Drawing with different pencils/texta/crayons		Gross motor: Running and walking games..Ready Set GO Ready set STOP Climbing frames free play		Pretend play: Making the” classroom” – helping the teacher put up all the words you will be using in the story and song later with Mum	
Parent & Child Session Record					
Songs	ABCDEFGH won't you come to school with me	This is the way GRUG hops to school (using Grug puppet to act out the action		This is the way we walk/hop/skip to school, skip to school	
Books	Grug goes to school	Finger play _ Ready for school			
Activity: Made Grug puppet for the action song This is the way Grug walks to school etc . Use template of Grug, colour and cut out and make handle by sticking pop stick on the back				Photo	
				Photo	

LESSON 3 – Fundamentals of Child Development (0-5)

ENGLISH LESSON PLAN

CHILD DEVELOPMENT FOCUS

BRAINSTORM PLANNING

PLAYGROUP SESSION RECORD

Sample 10 Week Curriculum Program – Lesson 3

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: ___ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: Year:

PART A - MCELP teachers complete this section.

<p>MCELP class/Location:</p> <p>Teacher:</p> <p>Date: WEEK 3, Lesson 3.</p>	<p>MCELP Theme</p> <p>1. Child Development <input checked="" type="checkbox"/></p> <p>2. Preschool Learning <input type="checkbox"/></p> <p>(tick one or more) 3. Raising Healthy Children <input type="checkbox"/></p> <p>4. Raising Children in a Multicultural Society <input type="checkbox"/></p> <hr/> <p>AMEP Settlement Topic /MCELP Topic: Fundamentals of Child Development (0-5yrs) Brain development, play and learning.</p>
<p>CSWE module/s: (All learners are enrolled in one module per term.)</p> <p>Learning outcomes:</p> <p>Assessment task if relevant: Examples:</p> <p>AMEP settlement outcomes: To learn about the developmental milestones of children (0-5yrs). To be able to locate information about the developmental milestones using a specific website.</p>	<p>Activities for lesson:</p> <p>Activity one: The body. Brief revision of body parts. Teacher points to body part and students identify it.</p> <p>Activity two: The five senses – what are they? At birth, focus on the senses and survival. Paper bag activity: Eyes closed, smell, taste, touch, listen, what is it? In groups, look at pictures of children using one of the five senses. Students must identify the particular sense.</p> <p>Activity three: Discussion of how the brain learns through play and the importance of the first three years. Using laminated pictures of the brain, discuss/show how brain cell connections are made as baby learns through play. Key words to discuss are: brain, develop, grow, learn, experience, skill and the senses.</p> <p>Activity four: Child Development and skills children learn. Refer to handout. Discussing the five key skill areas: Cognitive, Social/Emotional, Speech/Language, Fine motor and Gross Motor. Give examples of each area. Group activity: look at the picture of the child and discuss which of the 5 skills they are using. Developmental milestones:</p>

Sample 10 Week Curriculum Program – Lesson 3

What are they? Using computer and going to ‘CDC website’ to look at specific developmental milestones. Students could look at the milestone related to the age of their child. (Refer to handout) CDC milestone checklist can be downloaded and printed for students. Can use CDC Growth Chart for more discussion.

Activity five: Reading the children’s story ‘Amazing Me’ (Centre for Disease Control and Prevention) which looks at the developmental milestones of a 3 year old child. Students then answer some guided questions on the story. This story can be downloaded and printed. Students can read it at home with their children.

Activity six: Singing the songs ‘The senses song’, ‘Head Shoulders knees and toes’, ‘I can sing a rainbow’, together.

Activity seven: If computers/iPads are available, students can go to Google. Look at the ‘Raising Children’ website. Students can download Milestones Growth Chart.

Resources:

Teacher handouts: ‘Child Development and Skills Children learn’, Child Development-The Five senses’.

Songs: ‘The Senses song’, ‘Head, Shoulders, Knees and Toes’.

www.raisingchildren.net.au

http://www.cdc.gov/ncbddd/actearly/documents/amazing_me_final_version_508.pdf

http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/growthchart.pdf

www.howkidsdevelop.com/developSkills.html

www.cdc.gov/ncbddd/actearly/milestones

www.cdc.gov/vaccines/parents/downloads/growth-chart-parents.pdf

Sample 10 Week Curriculum Program – Lesson 3

Child development focus: EAL topic Week 3: Fundamentals of child development (0-5)

The **PRINCIPLES** of human development are **UNIVERSAL** and apply to all children regardless of race, gender or culture

A child's development is directly affected by:

- Their **genetic** makeup – genes we inherit from our families – mother/father/grandparents/great grandparents
- their **biology** – health/disease/illness/physical and psychological biology of the child and parents
- their social and emotional **experiences** – home life/relationships with others/safe and secure or violent and neglectful
- the **environment** in which they grow – food and nutrition/health of the environment/water/air/relative safety /political unrest/violence

Development describes a series of complex changes and **skill growth** which children undergo on their way to becoming an adult

Skills develop in direct relationship to the development of the brain and the brain develops in direct response to experience and play activities

- The **pattern of development** is generally from **head to toe /trunk to the tips of the limbs/ large and clumsy to neat and tidy movement / Social & emotional dependence** to independence, the **“I do it”** etc
- **Skill builds on previous skill** i.e. you cannot look at a toy behind you if you cannot control the movement of your head/ you cannot hold a pen to write if you have not first learnt to open and close your fist at will. The brain grows and develops over time. **Skills grow and develop over time**
- There are **sensitive periods for development** when the time is optimal for learning certain skills e.g. The first 12 months is primarily concerned with physical development (not exclusively). The most rapid period of growth and skill development is in the first 3 years of life.
- Different parts of the **brain develop** at different times **in a predictable pattern** and this pattern forms the basis of universal developmental milestones
- The **sequence of development** is the same for all children BUT the **rate at which skills develop** varies. **Each child has their own unique rate of development.**
- **Charts and checklists** that map universal patterns of skill development reflect an **average** age at which most children will have developed certain skills. These are guides and should not be considered prescriptive. Individual differences in gaining milestones may simply reflect biological & social variation amongst all children
 - **A return to an earlier or younger level of functioning is of concern and needs to be discussed with your health professional**

Sample 10 Week Curriculum Program – Lesson 3

Child Development Focus: EAL Topic: Fundamentals of Child Development

Key Message and Resources

Domains of Development

- Skills are generally grouped into sets or “**domains**” which is simply a way of grouping the dominant type of skill that is developing.
- All skills are being developed by all activity all of the time, but there will be a dominant or primary skill that is developing at specific times. These periods of skill growth are called “optimum” periods in which a specific skill is being developed whilst other skills (which are still developing in the background) are not the primary focus at that time.

There is variation in the way child development professionals refer to domains but generally, skills are grouped into the following **4 domains**:

- > **PHYSICAL** – includes **GROSS** motor skills such as sitting, walking, running & **FINE** motor skills such as hand and finger function
 - > **SOCIAL & EMOTIONAL** – includes the development of self - confidence, a sense of security, ability to manage emotions in socially acceptable ways
 - > **COGNITIVE** – includes **thinking, learning, understanding and problem solving**
 - > **LANGUAGE & COMMUNICATION** - includes verbal and nonverbal communication such as eye contact & touch, reading and literacy
- Knowing what skills are developing at what time for most children, allows the adult to keep an eye on their own child’s development and to provide appropriate activities for them to practice. For example, providing lots of opportunities for a child who is developing their gross motor skills to crawl, climb, jump, skip, kick and catch balls.

Recommended materials can be found from these well researched and evidence based child development websites:

- **RAISING CHILDREN NETWORK** Child Development – in specific age groups for example <http://raisingchildren.net.au/babies/babies/html>
- **CDC (Centre for Disease Control) Milestones LEARN THE SIGNS AND ACT EARLY** <http://www.cdc.gov/ncbddd/actearly/milestones/index/html>
- **ZERO TO THREE** Development Milestones and what you can do to help <http://www.zerotothree.org/>

Sample 10 Week Curriculum Program – Lesson 3

Child Development focus: EAL topic Week 3: Fundamentals of Child development (0-5)

Brain Development Play and Learning

The brain is a muscle. It sits inside our skull and is wrapped up in layers of tissue. It floats inside a fluid so that it does not become damaged by bumping into our skulls as we move about

The brain has over 100 billion brain cells. It is the control centre for the body and it controls EVERYTHING

The brain manages all the information it receives from our senses and co-ordinates all responses

Hundreds and millions of pieces of information are gathered by the body's senses – what we SEE, HEAR, SMELL, TASTE, TOUCH & MOVE.

This information travels to the brain along the nervous system – like moving along a freeway. The brain collects this information, sorts it out, makes sense of it, works out what needs to happen in response to this information and then sends messages back along the freeway to the body telling it what to do.

Through experience and activity, the brain creates memories of all it encounters. It makes memories and remembers what things are, it compares, thinks, creates, solves problems and co-ordinates every action. The brain learns by being used

We are born with all the brain cells we will ever have. We do not grow new brain cells BUT we will grow new cell connections throughout our lives.

At birth, only 15-20% of the brain's 100 billion cells are connected to each other.

Our brain cells need to be connected so they can “talk” to each other, pass messages along to different parts of the brain that control different parts of our bodies so that we can make our bodies do what we need to do to survive, grow and develop

By the age of 3 years, 90% of the brain's cells will be connected!

The first 3 years of life are the most rapid years of learning and development we will ever have- **700** new cell connections made every second!

This is the time we establish our foundations for all future learning



Synapse density (cell connections) overtime Source: Corel, J L. The postnatal development of the human cerebral cortex. Cambridge, MA: Harvard University Press 1975

Sample 10 Week Curriculum Program – Lesson 3

Our brains are born ready to learn. They are genetically designed specifically to learn and wire themselves up.

Everything about the brain is designed for our survival

1. The brain learns by “doing” by watching and copying, trial & error, by being engaged

Play is THE most efficient way for the brain to learn! When a baby/toddler comes across something that is “new”, they will use all their senses to gather as much information as they can about the object. This information is stored in the brain and the brain creates memories. In this way the brain creates a “map” or “template” of this object, for future reference and cross referencing.

What does this “thing” taste like, feel like, sound like, look like, smell like and how does it move??

Repeated experiences “grow the brain”. Repeat experiences create the connections between brain cells. By repeating this process over and over again, adding more information every moment, the brain builds its network of “information freeways” and begins to understand how the world works and how the child can operate in the world.

- 2. Every experience is a learning opportunity for the brain.** New cell connections are made, older connections are made stronger and unused connections shrink & disappear. **Good experiences** are required for good brain development. **Bad experiences** also physically affect how the brain develops. Chronic, highly toxic experiences can severely alter the brain’s network connections
- 3. Our brains are born ready to use and learn mathematics** – maths is the logic of shape, quantity and arrangement and is the building block for everything
- 4. Children’s brains are born ready to learn language** by listening and using it. Learning language means understanding the relationships that underlie the words
- 5. Good nutrition, health, exercise & sleep are critical for best brain development**

Most important of all

The best kind of learning occurs in the PLAY between the CHILD and a loving caring ADULT

The best kind of learning comes from

- Play and Learning that is fun, rewarding & feels good
- Play that presents a challenge. Play that exercises the brain and gives it something to work out
- **The brain loves novelty! In a safe environment , the brain will actively seek new learning**



MCELP BRAINSTORM Planning Sheet



Topic: Fundamentals of Child development (0-5)

Term 1 Week 3

Themes/Concepts /Ideas associated with this topic include

My body	Thinking
My senses – See Hear Smell Taste Touch Move	Building – muscles
Growing – small to large/short to tall/little to Big	Building my brain
Changing – getting better at doing things	Making connections between actions -
Practice makes it better	Making patterns
Copy and Match	Repetition

Key Sounds/Words/Phrases associated with this topic

I am little	I can /Yes you can
I am big	You can give it a go
I am getting bigger	Have a try/ Have ago
When I was little ...	What do you think?
When I was a baby I.....	What does your brain think?
When I am big I can...	What can you See/Hear/Smell/Touch etc
When I am older I will...	Let’s build our muscles – let’s make strong muscles
When I grow up I can/I will	Let’s build our brains – Let’s make a clever brain
I can do it	Use our brains/use your brains

Sample 10 Week Curriculum Program – Lesson 3



MCELP BRAINSTORM Planning Sheet



Books: That convey a sense of Me growing/changing/using my brain/things I can Do

Title	Author	Title	Author
Run Like a Rabbit	Alison Lester	My Dog My Cat My Mum and Me	Bob Graham
I Went Walking	Sue Williams	From Head to Toe	Eric Carle
Now I am Bigger	Sheryl Clark	I Do It	Andrew Daddo
Spot's baby sister	Eric Hill	Peck Peck Peck	Lucy Cousins

Songs: That convey a sense of Me growing/changing/using my brain/things I can Do

Head Shoulders Knees and Toes	
The Skeleton Dance - http://supersimplelearning.com/songs/themes-series/halloween/the-skeleton-dance/	The foot bone's connected to the leg bone...

Activities: During Child care and Joint mother /child session

Make a sensory treasure box with many different textures and materials and multiple copies of the same to allow for matching and difference. Play a game of matching i.e. mother takes out a sample and child then matches it, say the words e.g. I found a red and fluffy piece of material, can you find one too?
Make your own texture sensory book – select several pieces of fabric and paste them into a book and write the descriptive words on each page
Body Map – mothers draw around the shape of their children lying on large butchers' paper. Together name all the body parts
Make a cat/dog/ monkey mobile from templates of arms and legs, tails, heads – matching the right part to the right animal (or not!) Attach with split pins so the pieces move – name them
Make a poster of things that grow in the proper sequence of development e.g. for a plant start with a seed, then a sprouting seed, then a seedling, then a little plant, then a tall flower. Can do this with pictures of animals, trees, people etc
Plant a seed in a cup and watch it grow over the term

Resources:

** Activity sheets per book maybe available from <http://www.thelittlebigbookclub.com.au>

Craft ideas & free downloads <http://www.dltk-kids.com> <http://supersimplelearning.com>

<http://www.wordsforlife.org.uk> Also try <http://www.pinterest.com> <http://www.abckid.com.au/>

Other Resources you have found:

Sample 10 Week Curriculum Program – Lesson 3

MCELP Playgroup Session Record Example

MCELP EAL Group: Woodly Primary school Hub		Child Educators: Linda, Mary		Term: 1 Week 3 Date: 01/01/01	
				MACELP Topic: Fundamentals of child development	
Key Words/Phrases When I was little When I was a baby When you were a baby When I grow up	Now I am I can do it You are learning We can practice	Let's grow our muscles Let's grow our brains Small smaller smallest Big Bigger Biggest Short Tall Long thin narrow	Key Concepts: <ul style="list-style-type: none"> • Growing over time • Changing over time • I was - I am- I will be 		
Child Care Session Activities:					
Fine motor: Block and boxes with emphasis on size graduations smallest to largest Playdough – making shapes again emphasised graduations in size		Gross motor: Ball play – lots of different sized balls. Run and chase them and place them in different sized containers matching their size		Pretend play: Animal play- farm animals /zoo animals etc made family groups so that the play included language around babies being little and mothers and fathers being big Set up domestic corner for children to pretend they are cooking a meal for the family	
Parent & Child Session Record					
Songs	Head Shoulders Knees and toes	Och nee when I was wee		Rock a bye baby in the tree tops	
Books	Spot's baby sister	Peck Peck Peck			
Activity: Make a poster of things that grow in the proper sequence of development e.g. for a plant start with a seed, then a sprouting seed, then a seedling, then a little plant, then a tall flower. Can do this with pictures of animals, trees, people etc				Photo	Photo

Sample 10 Week Curriculum Program – Lesson 3

Songs

Och Nee when I was wee!

I used to sit on granny's knee

Her apron tore

I fell on the floor

Och nee! When I was wee.

LESSON 4 – Child Learn Through Play

ENGLISH LESSON PLAN

CHILD DEVELOPMENT FOCUS

BRAINSTORM PLANNING

Sample 10 Week Curriculum Program – Lesson 4

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: __ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: Year:

PART A - MCELP teachers complete this section.

MCELP class/Location:	MCELP Theme	1. Child Development ✓	2. Preschool Learning <input type="checkbox"/>
Teacher:	(tick one or more)	3. Raising Healthy Children ✓	4. Raising Children in a Multicultural Society <input type="checkbox"/>
Date: WEEK 4, Lesson 4.	AMEP Settlement Topic /MCELP Topic: Children learn through Play and activity		
<p>CSWE module/s: (All learners are enrolled in one module per term.)</p> <p>Learning outcomes:</p> <p>Assessment task if relevant: Examples:</p> <p>AMEP settlement outcomes: To locate recreational/play facilities for children in students' local area.</p>	<p>Activities for lesson:</p> <p>Activity one: Children and Play. Refer to handout. What skills children develop through play. Small groups discuss this by looking at pictures on handout. Different types of play. Identify these using pictures.</p> <p>Activity two: What babies and children can do. Focus on action words. Using the verbs in present continuous tense. Writing activity. For low -level students, pictures could be cut out. Students can match picture to the verb then write the sentence.</p> <p>Activity three: The importance of play and activity. Reading the handout together. Focus on key words, true/false questions.</p> <p>Activity four: Following instructions (Refer to handout: 'The importance of Play and activity'): Using computers/iPads, go to article 'Tummy Time' (Raising Children website- see Resources). Read together, discuss, and answer questions about it.</p> <p>Activity five: Following instructions in order to locate recreational/play facilities for children in local area. See</p>		

Sample 10 Week Curriculum Program – Lesson 4

	<p>handout 'Finding Recreational/Play facilities for children in your local area'.</p> <p>Activity six: Learning through Play/activity: Reading/understanding a Play Dough recipe. Understanding and following instructions. Sequencing the instructions. Completing a cloze activity. Identifying verbs and key words. Discuss what a child would learn by helping mother prepare play dough.</p> <p>Activity seven: Singing together 'Everybody jumping just like me'.</p> <hr/> <p>Resources: Teacher handouts: 'Children and Play', 'What babies and children can do', 'The importance of play and activity', 'What to bring for play dough activity', 'No cook play dough', 'Everybody jumping just like me', 'Finding Recreational /Play facilities for children in your local area'.</p> <p>www.raisingchildren.net.au/articles/pip_tummy_time</p> <p>'Move and play every day' Australian Government Department of Health and Ageing (www.healthyactive.gov.au)</p> <p>'Active play every day' Fact sheets 1 + 3 Heart Foundation (www.kidsatplay.act.gov.au)</p> <p>'Learning at home' 0-4 yrs. Activities and fun ideas to help your child learn at home. Government of WA. Department of Education. (det.wa.edu.au/schools and you)</p> <p>'Eat Well Play Well- A guide for parents' Government of WA, Department of Education 2011 (www:det.wa.edu/schoolsandyou)</p> <p>'Go out and play! kit' (www.cdc.gov/actearly)</p>
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Sample 10 Week Curriculum Program – Lesson 4

Child Development Focus: EAL Topic Week 4: Children Learn through Play and Activity

Key Messages and Resources:

- Play is universal. Children do not need to be taught how to play. It is instinct. It is natural. It is crucial to normal development
- Like the developmental progression of the brain and skill development, Play follows a sequential, developmental progression that can be mapped out and matched to the development of the brain and the development of skills
- Active play stimulates brain chemicals and nerve growth in all areas the brain. Play shapes our brains, makes us smarter and more adaptable
- There is no “right “way to play and no “right” toy to play with. Anything can be a toy and a caring adult is the best of all toys!

The best thing you can do to help them learn and grow is to *Watch* – wait to see what they are trying to do and *Follow* their lead. Do *just enough* to help them achieve what they are trying to do. Add *fun* and *joy* to their experiences and discoveries and you lay the foundations for a love of lifelong learning

Types of Play include:

- **Active play** > builds physical development - gross motor e.g. crawling , standing, walking, climbing and running AND
- fine motor > smaller hand actions such as pinching, poking, holding and grasping
- **Explorative & Manipulative Play** > develops sensory awareness, eye- hand co-ordination
- **Pretend Play** > develops imagination & creativity which are essential for problem solving
- **Imitative play** > develops social, cognitive and symbolic skills through copying the actions of those around them
- **Constructive play** > develops problem solving and adaption by building something from a plan or vision in your mind by manipulation of objects
- **Games with rules** > allows you to practise tactics for successful social engagement

Resources:



MCELP BRAINSTORM Planning Sheet



EAL Topic: Children Learn through Play and Activity

Term 1 Week 4

Themes/Concepts /Ideas associated with this topic include

Watch and wait	Watch and copy
Repetition is practicing a skill	Match and extend the play
Trial and error	Play is the way children learn
The brain learns by “doing”	Play is child’s work
How does this work	Interaction between adult and child
What does this do	Follow their lead
Learning via the senses How does this smell /taste /move/feel/look and sound	Learning is fun

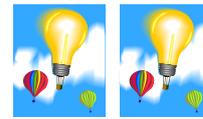
Key Sounds/Words/Phrases associated with this topic

Do it again	What can you do?
More	Let’s play
I can show you	Try again
You can show me	You did it!
Where is it?	Your turn
Here it is!	My turn
You are ...describe what they are doing	Wait...ready...set...go!
I am ..describe what you are doing	Exclamation sounds/ gestures along with the play
Teddy is...describe what the toy is doing	Look at..!

Sample 10 Week Curriculum Program – Lesson 4



MCELP BRAINSTORM Planning Sheet



Books: Books that include ideas of practice, playing together, turn taking

Where's Spot	Oh No Dragon
Everyone Hide from Wibbly Pig	Hop a Little Jump a little
This Little Piggy went Dancing	Run Like a Rabbit
Peck Peck Peck	Let's Play House

Songs: anything age appropriate that uses actions, gesture, repetition and interaction between child and adult

Where is Thompkins	ABC song
1,2,3,4,5 Once I caught a fish alive	Zoom Zoom Zoom

Activities: Interactive games between mother and child

Hide and Seek or" Where is" – hide lots of different toys/animals/objects and mother and child look for them together. Use phrases such as "where is And Here it is..!"
Play "Peek a Boo"
"What's the time Mr Wolf"
Bubbles – blowing and catching them /blowing and stamping on them
Can you walk like me? – take turns to hop/skip/jump/move in a funny way and ask the child/mother to watch and copy each other

Resources:

** Activity sheets per book maybe available from <http://www.thelittlebigbookclub.com.au>

Craft ideas & free downloads <http://www.dltk-kids.com> <http://supersimplelearning.com>

<http://www.wordsforlife.org.uk> Also try <http://www.pinterest.com> <http://www.abckid.com.au/>

<http://www.zerotothree.org/child-development/play/tips-and-tools-play.html>

Other Resources you have found:

LESSON 5 – Children Learning Language

ENGLISH LESSON PLAN

CHILD DEVELOPMENT FOCUS

WORDS AND LANGUAGE PLANNING SHEET

Sample 10 Week Curriculum Program – Lesson 5

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: ___ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: Year:

PART A - MCELP teachers complete this section.

MCELP class/Location:	MCELP Theme	1. Child Development <input checked="" type="checkbox"/>	2. Preschool Learning <input type="checkbox"/>
Teacher:	(tick one or more)	3. Raising Healthy Children <input type="checkbox"/>	4. Raising Children in a Multicultural Society <input type="checkbox"/>
Date: WEEK 5, Lesson5.	AMEP Settlement Topic /MCELP Topic: Children learning language		
<p>CSWE module/s: (All learners are enrolled in one module per term.)</p> <p>Learning outcomes:</p> <p>Assessment task if relevant: Examples:</p> <p>AMEP settlement outcomes: To learn about the local library services, their location and how to become a library member.</p>	<p>Activities for lesson: The importance of reading and talking to your child.</p> <p>Activity one: Reading vocabulary: discussion of words associated with reading and talking. Writing the words in English and in students’ own language. Pictures and words can be cut up and used as a matching activity.</p> <p>Activity two: Reading the handout ‘Reading with your child’. This handout discusses the importance of reading with your child and where/what you can read. Students answer the follow-up questions orally or in writing.</p> <p>Activity three: Bring in a box of different types of children’s books. For example: Alphabet book, counting book, picture book, interactive book, pop-up book, lift the flap book, sound book, puppet book, picture story book, fairy tale, information book and nursery rhyme book. Students discuss the features of each book and age they are suitable for. Matching activity (handout: Different types of children’s books) for students to complete.</p> <p>Activity four: Locating your local library. Following instructions using the Raising Children Website. If you have access to iPads or computers, go to: www.raisingchildren.net.au, click on ‘My Neighbourhood’, type in your</p>		

Sample 10 Week Curriculum Program – Lesson 5

	<p>suburb/location and click on libraries. You will see the location of libraries on the map. This is a good activity to practise map reading skills and giving directions. A follow-up activity could be to take students on a visit to the local library. A tour of the library could be arranged where they will learn how to borrow/return items. Mums and kids could also participate in a reading/craft session at the library.</p> <p>Activity five: Becoming a member of Hume library online. See teacher handout.</p> <p>Activity six: Finding information about Hume libraries in your language. See teacher handout.</p> <p>Activity seven: Watching the video from Raising Children Website: ‘Different Cultures: Play and Learning’. Class discussion on ways parents can encourage learning through play.</p> <hr/> <p>Resources: Teacher handouts: ‘Different types of Children’s books’, ‘Reading with your child’, ‘Reading Vocabulary’, ‘How to make a sock puppet’, ‘How to make a touch and feel book’, ‘Talk to your baby’ National Literacy Trust, Quick tips translated in different languages (www.literacytrust.org.uk/talk_to_your_baby) Posters in different languages: Kids Talk- 75 ways to encourage children (www.office-for-children.vic.gov.au/maternal-child-health) (www.beststart.vic.gov.au) www.humelibraries.vic.gov.au</p>
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Sample 10 Week Curriculum Program – Lesson 5

Child Development Focus: EAL topic Week 5: Children Learning Language

Key Message and Resources:

Article: *Language development: an amazing journey* http://raisingchildren.net.au/articles/language_development.html/context/277

All children, regardless of race, culture or gender are born with brains ready to listen to and copy language.

The very early sounds a baby makes, their cooing and babbling, are universal to all children but within a few months they start to make sounds that they hear, they actively copying them and eventually begin making sounds that are specific to their parent's speech and language

Speech is the production of sounds that form words and requires considerable physical skill to master complex co-ordinated and exact movements of the tongue, lips, jaw, palate, lungs and voice box.

Language refers to the words we understand and use. We need to understand the relationship between words, the rules about how we order our words so that we are able to communicate our thoughts and ideas and converse with others

Like all skill development, language skills develop over time and in a generally well understood sequence and pattern – REMEMBER – milestones achievements are guidelines only and all children grow and develop at different rates with wide variation

Talking frequently and naturally with your child is the best way to encourage their speech and language development

Tips for encouraging your child's speech & language:

- Talk to your baby as if she were already talking – her sounds & babbling are her talk to you before she masters the physical co-ordination of making words
- Respond to gestures, sounds, & words – say her babbles back to him/provide the words for a gesture he is making e.g. shaking his head no, you say “no”
- Talk about what you are doing and what she is doing – she may not understand but she will begin to remember the words and when she can she will use them
- Introduce new words, repeat & build on what they are saying – in this way you encourage their attempts to make words, you model the word and add another
- Share books, start by looking at pictures together, then read & read & read. Reading together is a special time and is critical to language development
- Follow your child's lead and “converse” with her topic without changing it (this can mean considerable guess work in the early stages!)

Sample 10 Week Curriculum Program – Lesson 5

Article: ***Bilingualism and raising bilingual children*** http://raisingchildren.net.au/articles/bilingual_children.html

This article helps you to think about being a bilingual family and raising your children to speak your native languages as well as English

In most instances a child who can speak their home language well and English, frequently gains higher education achievements and greater self confidence.

Here are some examples of frequently asked questions to be found at this site:

“Does speaking two or more languages confuse children?”

No. Children can learn two or more languages at the same time and can understand the difference between languages at a young age. For example, they realise very quickly that they need to speak German to Grandma, and English to the teacher.

Will speaking two or more languages at home affect the way children learn English?

No. A good knowledge of your native language can actually help your child with learning the language of the wider community – for example, English in Australia.

Bilingual children who have a solid foundation in their native language learn the majority language more easily and do better at school than children who aren't learning their native language at home. For example, children who are familiar with books and stories in first languages find it easier to learn to read and write in English when they get to school.

Will children have problems reading and writing if they're learning several languages?

No. Bilingual children who are exposed to two different written languages – for example, Spanish and English – or even two different writing systems – for example, Chinese and English – can read and write English at high levels. They might also have a better understanding of the relationship between how words look and sound than their peers who speak English only.

Does bilingualism delay speaking?

No. Bilingual children develop language at the same rate as children who speak one language only. Children learn to speak at different rates, but this isn't because of learning more than one language at the same time”

Over 300 languages are spoken in Australian homes

Around 1 in 5 people speak languages other than English at home



Words & Language Planning Sheet:

EAL Topic Week 5: Children Learning Language

Book: Mouse’s first day of school

This planning sheet is an example of a different way you might draw out the language associated with a particular book. The format can be used to develop **descriptive** language around any book or activity.

Words that NAME things What do we call them? Dog, cup, bottle....		Words that DESCRIBE things What do they look like? Big, round, short, red.....	Words that describe DOING things What can they do? What can you do? Run, skip, eat, drink, carry...	Words that describe LOCATIONS Where can you find them? Where is it? In/on/under/over/behind...	Words that describe FEELINGS What do they feel? What do you feel? Happy, sad, scared, worried....
School Back pack Car Drum Block Plant Pot plant Leaves Dirt Floor Shelf	Book Shoes Coat Buttons Wheels Dolls Pram Paint Paper Crayon	Red backpack Big red block Little Yellow block Little red car 4 blue wheels Long blue bumper bar Dolls with curly hair Cuddly dolls Viny, climby, twiny plant Crunchy biscuit Juicy orange Noisy pots Giggly friends	The car goes vrim, vrum, vroom Mouse slides down the plant Sliding mouse Dancing mouse Mouse is drawing Mouse is eating Mouse is smiling	Mouse climbed in the backpack Mouse is hiding under the hat Mouse is standing on the block Mouse is sitting next to the dolls	Mouse is Excited Mouse is a bit worried when the children stand near him He looks a little scared He is smiling and happy Mouse is very happy dancing on the drum Mouse loves being at school

LESSON 6 – Children Learn Through Sound and Music

ENGLISH LESSON PLAN

CHILD DEVELOPMENT FOCUS

Sample 10 Week Curriculum Program – Lesson 6

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: ___ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: Year:

PART A - MCELP teachers complete this section.

MCELP class/Location:	MCELP Theme	1. Child Development <input checked="" type="checkbox"/>	2. Preschool Learning <input type="checkbox"/>
Teacher:	(tick one or more)	3. Raising Healthy Children <input type="checkbox"/>	4. Raising Children in a Multicultural Society <input type="checkbox"/>
Date: WEEK 6, Lesson6.	AMEP Settlement Topic /MCELP Topic: Children learn through sound and music		
CSWE module/s: (All learners are enrolled in one module per term.)	Activities for lesson:		
Learning outcomes:	Activity one: Musical instruments: importance of music, playing music in relation to child development. Discuss what children learn.		
Assessment task if relevant: Examples:	Activity two: Musical instruments used in students’ own country and musical instruments played in Australia. Identifying different instruments, writing about them.		
AMEP settlement outcomes:	Activity three: Making musical instruments – Musical Shakers. Pictures of materials needed. Students name them. Writing instructions on how to make musical shakers. Teacher demonstrates, students collaboratively write the instructions. Practise key words.		
	Activity four: Play/sing along to children’s songs: Go to www.raisingchildren.net.au Click on ‘Baby Karaoke’; choose a song from the song menu. Click on ‘Song Sheets’ to get the song lyrics. Mothers can do this activity with their children at home or download the free app on their mobile phone.		

Sample 10 Week Curriculum Program – Lesson 6

	Activity five: Singing together the song: ‘Shake my sillies out’.
	Resources: Teacher handouts: ‘Children and music’, ‘How to make shakers’, ‘Shake my sillies out’. www.raisingchildren.net.au/baby_karaoke/baby_kara

Child Development Focus: EAL Topic Week 6: Children Learn through sound and music

Key Messages and Resources

Articles: http://raisingchildren.net.au/articles/look_whos_talking.html
http://raisingchildren.net.au/articles/speaking_parentese.html
<http://www.zerotothree.org/child-development/social-emotional-development/music.pdf>

Music is a rich and complex learning experience and like language it is a universal and specific trait to humans.

We know from our own observations of babies and young children, just how much they respond to and love music from birth.

Research has shown us that babies love to be spoken to in a “sing song” style of talking often called “parentese”. This style of talking is characterised by a much higher pitch than normal talking, is often in short and simple sentences and uses elongated consonants which results in that “whooooooouse a priiiiiitttyyyyy baaabbbbeeee” that we are all familiar with!

Regardless of the language spoken, these early sounds we make together are universal and are across all languages

It would seem that babies are sorting out the sounds of speech and they actively encourage the adults around them to repeatedly speak in this way by showing us their delight with kicking legs, waving hands and smiling and cooing back at us. Babies are attracted to the pattern and structure of music and will respond to sounds long before they understand words.

Recent neuroscience research appears to support the theory that humans have music specific neural networks and that there are multiple interconnected neural networks throughout the brain that are engaged with music.

Humans are hardwired for music

Music stimulates almost every area of the brain. Its sounds, pitch and rhythms create emotional responses in us, create opportunities for shared experiences and bonding. Its timing, pace, rhythms invite us to share and assist us to regulate ourselves and to co-operate with each other.

LESSON 7 – Children’s Health

ENGLISH LESSON PLAN

BOOK AND ACTIVITY PLANNING SHEET

Sample 10 Week Curriculum Program – Lesson 7

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: ___ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: Year:

PART A - MCELP teachers complete this section.

<p>MCELP class/Location:</p> <p>Teacher:</p> <p>Date: WEEK 7, Lesson7.</p>	<p>MCELP Theme</p> <p>(tick one or more)</p> <p>1. Child Development <input checked="" type="checkbox"/></p> <p>2. Preschool Learning <input type="checkbox"/></p> <p>3. Raising Healthy Children <input checked="" type="checkbox"/></p> <p>4. Raising Children in a Multicultural Society <input type="checkbox"/></p>
<p>CSWE module/s: (All learners are enrolled in one module per term.)</p> <p>Learning outcomes:</p> <p>Assessment task if relevant: Examples: CSWE 2 Module D- LO1 Demonstrate understanding of short information text.</p> <p>AMEP settlement outcomes: To learn about common childhood illnesses, what to do if child is sick, understand medicine instructions, find the location of local</p>	<p>AMEP Settlement Topic /MCELP Topic: Children’s Health and Child Immunisation</p> <p>Activities for lesson:</p> <p>Activity one: Revision of the Human body. Identifying the different body parts. Picture/poster of human body. Teacher points to body part, students identify it. Teacher has a set of flashcards with names of body parts. Shows each card one at a time. Students must place the flashcard onto the human body poster in the correct place.</p> <p>Activity two: Discuss Vocabulary Health words: Examples: Doctor, nurse, appointment, sick, symptoms, infection, cold, flu, fever, virus, prescription, allergy, rash, etc. A matching activity of pictures and key words could be included.</p> <p>Different types of symptoms: In small groups, students are given pictures of different symptoms. They must name them. Writing sentences with: ‘I’ve got a/an....’ ‘I feel ‘</p> <p>Activity three: Reading a dialogue about visiting the doctor. Students role play the dialogue. Fill in the table with information from the dialogue. Different scenarios given. Students role play the various scenarios.</p>

Sample 10 Week Curriculum Program – Lesson 7

<p>doctor/medical centre and understand the Child Immunisation Schedule.</p>	<p>Activity four: Finding health services in local area. If iPads or computers are available, go to Google, www.raisingchildrennet.au, click on to My Neighbourhood, students to type in the suburb they live in, click on General Health Services and then go to map. Students discuss location of local GPs, Maternal Child Health nurse and medical centres. Refer to teacher handout.</p> <p>Activity five: Reading medicine labels. Bring in a variety of different medicine packages. In pairs, students look at the packaging, name the medicine, what it is used for, what is the recommended dosage for children and adults, what is the expiry date and where to store it.</p> <p>Activity six: Child Immunisation: reading handout and completing the language activities. Importance of hygiene. This could be followed with another session with a visit from the Maternal Child Health nurse. She will discuss /give info about common childhood illnesses and allergies, and Immunisation. Students need to bring in their child's Health Record book for this session.</p> <p>Activity seven: Locating information on Childhood immunisation in the City of Hume. Refer to teacher handout.</p> <p>Activity eight: Singing song 'Miss Polly had a dolly' together.</p>
	<p>Resources: Teacher handouts: 'Visiting the doctor sample conversation', 'Visiting the doctor role plays', 'Finding Health Services in your local area', 'Child Immunisation', 'Locating information on Childhood Immunisation in the City of Hume', 'Miss Polly had a dolly'.</p> <p>'Get to know your medicines' A teaching resource for adult ESL. By AMES</p> <p>Hume Immunisation timetable 2013, information on Immunisation Services in different languages. (http://www.hume.vic.gov.au/Services_For_You/Children/Childhood_Immunisation)</p> <p>http://www.kidspot.com.au/familyhealth/Infections-&-diseases-Bacterial-&-Viral-Common-childhood-infections+2267+196+article.htm</p> <p>http://www.essentialkids.com.au/health/family-health/the-az-of-common-illnesses-in-school-children-20111101-1msw1.html</p>

Sample 10 Week Curriculum Program – Lesson 7

	<p>'A quick guide to common childhood diseases' CDC (Centre for Disease Control 2009)</p> <p>'Baby's growth checks' Queensland Government.</p> <p>CALD COM Storyboards: 'Dealing with Influenza', 'Maternal and Child Health', (www.moreland.vic.gov.au)</p> <p>In your Language: Immunisation-Department of Health (www.health.vic.gov.au/Immunisation/FactSheets)</p>
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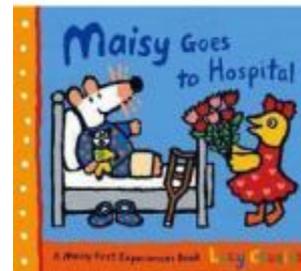
BOOK AND ACTIVITY PLANNING SHEET

EAL Topic: Children’s Health

Book Title: *Maisy Goes to Hospital* by Lucy Cousins

Themes: Brave Anxiety Courage Doctor Nurse Hospital Friends

Maisy was playing on a trampoline and has an accident and has broken her leg. She goes to hospital to have her leg fixed. She is scared at first but with help from the Dr and nurses, she soon she begins to feel better. Maisy’s friends come to visit her and she makes some new friends while she is in hospital.



Key Sounds, Words & Ideas to talk about and Play with

Hospital	Accident	Watch out	Let’s make it better
Doctor	Pain & Hurt	Feeling sick	What can make it better
Nurse	Body parts – where does it hurt?	Feeling scared	Visiting
Medicine	Owww/OOO	Feeling anxious	Friends
Ambulance	Be careful	Have courage	Looking after each other
Emergency number “000”	Take care	Be brave	Healthy Check ups

Books with similar themes (available through Hume Library)

Maisy Charlie and the Wobbly Tooth/ Lucy Cousins	Katie goes to hospital / Pearl Marie Wilson.
Do I have to go to hospital/ Pat Thomas	Visiting Hospital /Illustrated by Jess Stockman

Songs:

Miss Polly had a Dolly who was sick sick sick	5 Cheeky monkeys jumping on the bed
Humpty Dumpty sat on a wall	This is the way we wash our hands

Activity Ideas for Joint mother /child session

Make up a 1 st Aid bag with band aids/hanky for arm sling/stethoscope and bandages etc. etc.
Use Doll or Teddy in pretend play e.g. Teddy is feeling sick and needs medicine and needs to go to bed to get better OR Teddy goes for a walk and falls down, hurts his leg and needs a bandage and to go to hospital
Build an ambulance out of large cardboard, dress up in ambulance clothes, take the dolls to hospital. Pretend call emergency services “000”
Take turns in pretend play with dress ups to be the Dr or the Nurse and the patient
Act out the character and actions from one of the books or songs read today
Cut n Paste activity Make a Poster of things associated with going to hospital
Write individual words out on large pieces of paper and get the children and mums to yell them out e.g. “Hospital” “Doctor” “Nurse” etc. etc.

Sample 10 Week Curriculum Program – Lesson 7

Songs

Miss Polly

<i>Miss Polly had a dolly</i>	<i>(nurse the doll, rocking it in your arms)</i>
<i>Who was sick, sick, sick</i>	
<i>So she phoned for the doctor</i>	<i>(pretend to call on a mobile phone)</i>
<i>To be quick, quick, quick</i>	
<i>The Doctor came with her bag and her hat</i>	<i>(put on a hat and carry a bag)</i>
<i>And she knocked at the door</i>	<i>(make a knocking sound)</i>
<i>With a-rat-a- -tat-tat!</i>	
<i>She looked at the dolly</i>	<i>(pretend to examine the doll)</i>
<i>And she shook her head</i>	<i>(shake your head)</i>
<i>And she said Miss Polly</i>	<i>(point finger in an up and down motion)</i>
<i>Put her straight to bed</i>	<i>(place the doll in a bed)</i>
<i>She wrote on the paper for a pill, pill, pill</i>	<i>(pretend to write on the palm of your hand)</i>
<i>I'll be back in the morning with my bill, bill, bill!</i>	<i>(wave goodbye)</i>

Humpty Dumpty

<i>Humpty Dumpty sat on a wall</i>	<i>(all sit on a pretend wall made of boxes or pillows)</i>
<i>Humpty Dumpty had a great fall</i>	<i>(all fall off)</i>
<i>All the king's horses and all the king's men</i>	<i>(an adult pretends to ride a horse to see humpty)</i>
<i>Couldn't put Humpty together again</i>	<i>(state something like "poor humpty can't fix him")</i>

5 Cheeky Monkeys Jumping on the Bed

<i>Five little monkeys jumping on the bed. One fell off and bumped his head</i>	<i>(Hold up five fingers & Jump up and down Hold up one finger & roll your hand down towards the floor then tap your head)</i>
<i>Mama called the doctor and the doctor said</i>	<i>(Put your pinky to your mouth & thumb to your ear like a telephone)</i>
<i>"No more monkeys jumping on the bed!"</i>	<i>(Put one hand on your hip and wag your index finger)</i>
<i>Four little monkeys jumping on the bed One fell off and bumped his head</i>	<i>(Hold up four fingers Hold up one finger & roll your hand down towards the floor then tap your head)</i>
<i>Repeat until there are no more monkeys jumping on the bed</i>	<i>(Hold up one finger & roll your hand down towards the floor then tap your head)</i>

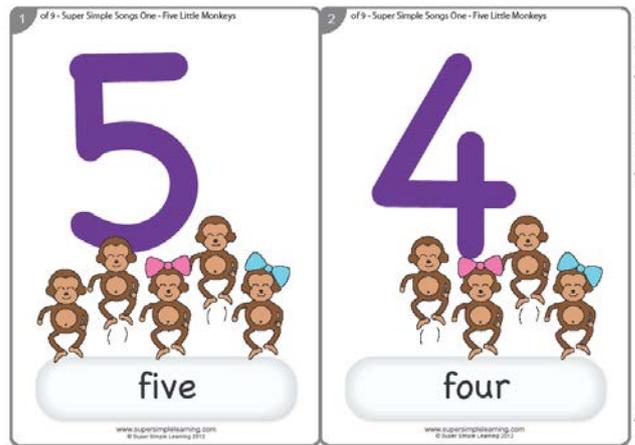
Sample 10 Week Curriculum Program – Lesson 7

Resources:

Activity & Learning suggestion sheets for *Maisy Goes to Hospital* available from <http://www.thelittlebigbookclub.com.au>

Lyrics and resources as Free downloads from <http://www.supersimplelearning.com> go to this site and type in “5 Cheeky monkeys”

Example of Flashcards for 5 Cheeky monkeys



Words and Labels to print off for play session

Hospital

Doctor

Nurse

Medicine

Emergency 000

Ambulance



Make a First Aid Kit (From “Maisy Goes to Hospital”)

LESSON 8 – Healthy Eating

ENGLISH LESSON PLAN

PLAYGROUP SESSION RECORD

Sample 10 Week Curriculum Program – Lesson 8

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: __ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: Year:

PART A - MCELP teachers complete this section.

<p>MCELP class/Location:</p> <p>Teacher:</p> <p>Date: WEEK 8, Lesson 8.</p>	<table border="0"> <tr> <td>MCELP Theme</td> <td>1. Child Development</td> <td>✓</td> <td>2. Preschool Learning</td> <td><input type="checkbox"/></td> </tr> <tr> <td>(tick one or more)</td> <td>3. Raising Healthy Children</td> <td>✓</td> <td>4. Raising Children in a Multicultural Society</td> <td><input type="checkbox"/></td> </tr> </table> <p>AMEP Settlement Topic /MCELP Topic: Healthy eating, Food Eating Stages and Healthy school lunches/snacks.</p>	MCELP Theme	1. Child Development	✓	2. Preschool Learning	<input type="checkbox"/>	(tick one or more)	3. Raising Healthy Children	✓	4. Raising Children in a Multicultural Society	<input type="checkbox"/>
MCELP Theme	1. Child Development	✓	2. Preschool Learning	<input type="checkbox"/>							
(tick one or more)	3. Raising Healthy Children	✓	4. Raising Children in a Multicultural Society	<input type="checkbox"/>							
<p>CSWE module/s: (All learners are enrolled in one module per term.)</p> <p>Learning outcomes:</p> <p>Assessment task if relevant:</p> <p>Examples:</p> <p>AMEP settlement outcomes:</p>	<p>Activities for lesson:</p> <p>Activity one: Identifying foods on the Healthy Food Plate. (using Aust Guide to Healthy Eating)</p> <p>Identifying different foods and the food group they belong to: fruits, vegetables, grains/cereals, dairy, meat/poultry/fish, sometimes foods and drinks. Look at a supermarket food brochure. Discuss what food group the different foods belong to.</p> <p>Flashcards of the different foods and matching activities can be created for oral and writing practice.</p> <p>Complete the activities on the handout 'Healthy Food'.</p> <p>Activity two: Bring in a box of different foods, food packages or pictures of foods if you can't bring in real food. Students classify foods into different food groups, discuss what they should eat a lot of, in moderation and sometimes. Students discuss the foods they eat at home: what they eat a lot of, in moderation and sometimes. Complete the activities on the handout 'Food Groups'.</p> <p>Activity three: Students to make their own food pyramids/ food plate, using food pictures from supermarket brochures. For low level students, time could be spent on identifying and writing the names of particular foods in the singular and plural form e.g. This is a/an ..., These are ...</p>										

Sample 10 Week Curriculum Program – Lesson 8

	<p>Activity four: Food Eating Stages: Using the handout ‘Introducing foods to babies’ discuss which foods are introduced and at what stage of development. Complete the activities on the handout. Focus on key words ‘peel, mash, cook, steam, puree, store’ etc.</p> <p>Activity five: Home -made baby food: Using computer/iPad, go to Google, type in: www.raisingchildren.net.au Click on ‘Parenting in Pictures, click on ‘Recipes’, Click on ‘Home-made baby food’. Discuss what foods can be given to babies, how they can be prepared and stored. Focus on key words: add, chop, remove, peel, steam, microwave, cover, spoon, freeze, label, serve, warm, stir and plastic container. You can also click on ‘Dietary Guidelines in Pictures’ for children 2-3 yrs and 4-8 yrs. Discuss foods and food portions recommended for these age groups. Also using ‘Raising Children Website’, watch the short video ‘Getting your child to eat well’.</p> <p>Activity six: The healthy school lunch box. Discuss what students put into their child’s school lunchbox. Bring in 2 school lunch boxes. One is a healthy lunch box. The other is an unhealthy lunch box. Students look at each lunch box. What is in it? Is it healthy? Why/why not? Give students a template of a school lunch box and an assortment of pictures of different foods. They must select from the different foods and create their own healthy lunch box.</p> <p>Activity seven: Healthy lunches and snacks: Reading the handout ‘Healthy lunches and snacks’. Complete the activities in the handout.</p> <p>Activity eight: Singing various food songs together.</p>
	<p>Resources:</p> <p>Teacher handouts: ‘Healthy Food’, ‘Food Groups’, ‘Introducing Food to babies’, ‘Healthy lunches and snacks’, ‘Food songs’, Nutrition songs’, ‘Songs about food’, ‘Making a food plate’.</p> <p>www.raisingchildren.net.au</p> <p>http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources</p> <p>Australian Guide to Healthy Eating. (Aust Government National Health and Medical Research Council Department of Health and Ageing www.eatforhealth.gov.au</p> <p>‘Shopping list’ (worksheet) www.essentialkids.com.au</p>

Sample 10 Week Curriculum Program – Lesson 8

	<p>'The Very Hungry Caterpillar Activity booklet', www.penguin.com/teachersandlibrarians</p> <p>Growing Strong: Feeding you and your baby. Queensland Govt. 'Healthy drinks for baby', 'Starting solids', 'Overweight children'.</p> <p>http://pbskids.org/lunchlab</p> <p>'Food Pyramid', Fairfield Refugee Nutrition Project, NSW Refugee Health Service.</p> <p>Recipes for creative lunchbox ideas p.12 'Eat Well, Play well' PDF</p> <p>Aldi lunchbox (aldi.com.au/lunchbox)</p>
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Sample 10 Week Curriculum Program – Lesson 8

MCELP Playgroup Session Record: Healthy Eating EXAMPLE

MCELP EAL Group: Woodly Primary school Hub		Child Educators: Linda, Mary		Term: 1 Week 7 Date: 01/01/01	
		MCELP Topic: Healthy Eating			
Key Words/Phrases Healthy foods Yummy food Everyday food Sometime food Every now and then food		Food gives us energy Food grows our bodies Food grows our muscles Let's make ... Let's cook....		Prepare food Shopping for food Actions things we do to food eg wash/chop/cut/toast/fry etc	
Key Concepts:					
<ul style="list-style-type: none"> • Healthy food is good for our bodies and brains • The 5 food groups • Food is grown and cooked 					
Child Care Session Activities:					
Fine motor: Play dough of 3 different colours to make different foods including spaghetti, apples, cakes etc.		Gross motor: Ballgames and then a picnic outside. Bring out the dolls and animals to the picnic		Pretend play: Go shopping with trolley and buy the food for the family	
Mother & Child Session Record					
Songs	The very hungry caterpillar		I know an old lady who swallowed a fly		Possum magic
Books	Wiggles fruit salad song		5 Currant buns in a bakers shop		I'm a little teapot
Activity: Mothers help children to make bread and butter 100s & 1000s bread and butter shapes			 		

LESSON 9 – Food Safety: Kitchen Safety

ENGLISH LESSON PLAN

BOOK AND ACTIVITY PLANNING SHEET

Sample 10 Week Curriculum Program – Lesson 9

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: ___ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: Year:

PART A - MCELP teachers complete this section.

MCELP class/Location:	MCELP Theme	1. Child Development <input type="checkbox"/>	2. Preschool Learning <input type="checkbox"/>
Teacher:	(tick one or more)	3. Raising Healthy Children <input checked="" type="checkbox"/>	4. Raising Children in a Multicultural Society <input type="checkbox"/>
Date: WEEK 9, Lesson 9.	AMEP Settlement Topic /MCELP Topic: Food safety, kitchen safety and cooking with kids.		
CSWE module/s: (All learners are enrolled in one module per term.)	Activities for lesson:		
Learning outcomes:	Activity one: The kitchen: vocabulary development. Pictures of a kitchen, objects, utensils, appliances. Naming parts of the kitchen. Using prepositions, singular/plural nouns, verbs.		
Assessment task if relevant:	Activity two: Kitchen safety: tips for making the kitchen safe. Find a picture of a safe and unsafe kitchen from the Internet. Discuss why it is unsafe or safe. In pairs, students are given a group of different pictures showing safe/unsafe practices in the kitchen. They must put pictures into safe or unsafe category.		
AMEP settlement outcomes:	Activity three: Kitchen Safety Interactive Guide. Using a computer/iPad, go to website: www.raisingchildren.net.au Click on heading 'Home Safety Guide'. Click on 'How child safe is your home?' Click on the kitchen. Click on the various objects or parts of the kitchen where there are safety issues (e.g.: stove, appliance cords, hot drinks, power points, cupboards, drawers, doors etc.) Students listen to the information about each. There are also some short videos included. A good activity for discussion, listening and writing.		

Sample 10 Week Curriculum Program – Lesson 9

	<p>Activity four: Daily personal hygiene. Using a computer/iPad, go to: www.raisingchildren.net.au Click on 'Parenting in Pictures', Scroll down the page and click on 'Daily personal hygiene'. Look at pictures of daily, personal hygiene routine. Discuss what the key messages are.</p> <p>Activity five: Food allergies, Food Safety and Hygiene: discuss common food allergies in children. Read information on food storage and preparation. Using pictures, write the food safety tips. Students complete Food Safety Hand activity – putting the instructions in correct sequence.</p> <p>Activity six: Students to read the recipes they will use in the Mother and Child Playgroup cooking activity session.</p> <p>Resources: Teacher handouts: 'In the kitchen vocabulary', 'In the kitchen', 'Naming parts of the kitchen', 'Food safety and hygiene', 'Food Safety and Hygiene questions', 'Food Safety Hygiene', 'The Fruit Salad song'. www.raisingchildren.net.au 'The Kids Cooking Book' by Jane Bull. Delicious recipes for tomorrow's chefs.</p>
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Sample 10 Week Curriculum Program – Lesson 9

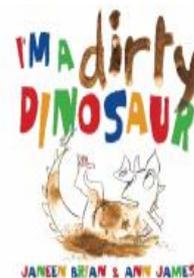
BOOK AND ACTIVITY PLANNING SHEET

EAL Topic: Week 9: Food Safety: Kitchen Safety including hygiene

Book Title: I’m a Dirty Dinosaur! by Janeen Brian and Ann James

Theme: Bathtime/ Hygiene

Stomp Splash Slide and Dive, this little Dinosaur just loves playing in MUD! This story is told with great Repetition and Rhyme and is excellent for learning about body parts, movement and action.



**** This book can also be used to promote theme “Physical Activity is important for healthy development”**

Key Sounds/Words & Ideas to talk about and play with

Body parts – nose/ face/tummy/feet/tail	Having fun outside Mud & water Splatter	Sound repetitions Sniff Snuff Shake Stamp Stomp	Analogy “like a snail” “Like a drum”
Movement – Gross motor shake/tap/rolling/splash /stamping/stomping/flick Slide/	Getting dirty Washing to become clean	Slide Tap Dirty Dinosaur	Repetition Predictability
Dinosaur	Making a mess	Humour	Rhyme

Books with similar themes (available through Hume library))

Maisy’s Bathtime/ Lucy Cousins	Bath time / Charles Reasoner
Yes / Jez Alborough	Harry the Dirty Dog/Gene Zion and Margaret Graham

Songs:

<i>Dinosaur, Dinosaur</i>	This is the way we wash our hands/face/tail/tum/feet
<i>Dino-Pokey</i>	I can wash my ___ Can you wash your _____

Activity ideas for joint mother /child playgroup

Make a poster of the dinosaur in the swamp. Include things we would use in the bath – soap/flannel/towel
Make a Swamp outside with sand and water and grasses. Play with the dinosaurs in the water & mud. Do & say the same actions & words from the book
Pretend wash all your body parts as you sing “I can wash my ___ Can you wash your _____
Make large posters of the action words to hold up for the group to see and say during the reading time
Make a dinosaur tail using stockings filled with crushed up paper and tie with ribbon around the waist
Make dinosaur feet from tissue boxes (see activity sheet) Make Dinosaur claws from craft materials. Read the book “I’m a dirty dinosaur” and have the children do all the actions with their dinosaur feet on

Sample 10 Week Curriculum Program – Lesson 9

Songs

Dinosaur, Dinosaur (Do all the actions of the song!)

Dinosaur, Dinosaur, turn around!
Dinosaur, Dinosaur, touch the ground.
Dinosaur, Dinosaur, jump up high.
Dinosaur, Dinosaur, touch the sky.
Dinosaur, Dinosaur, bend down low.
Dinosaur, Dinosaur, touch your toes.
Dinosaur, Dinosaur, turn off the light. Everybody say, ssh!
Dinosaur, Dinosaur, say goodnight.

Dino-Pokey

(To the tune of "The Hokey Pokey")

You put your claws in,
You take your claws out
You put your claws in,
And you scratch 'em all about.
You do the dino pokey,
And you turn yourself around.
That's what it's all about!

Additional Verses:

feet in, feet out
stomp them all about
teeth in, teeth out
chomp them all about
tail in, tail out
wag it all about

Ask and Answer

You Sing...."Can you wash your Hair " They sing...."I can wash my Hair "	Shrug your shoulders, make an inquisitive look with your face, and pretend to wash your hair.
You Sing...."Can you wash your Feet " They sing...."I can wash my Feet "	Shrug your shoulders, make an inquisitive look with your face, and pretend to wash your feet.
You Sing...."Can you wash your Knees " They sing...."I can wash my Knees "	
You Sing...."Can you wash your Shoulders " They sing...."I can wash my Shoulders "	

Other ideas to play with this song

- When you sing, "I can wash my _____," pretend to wash the wrong body part and see if the students catch it!
- Reverse roles - Mothers & children ask you, "Can you wash your _____?" and you reply "I can wash my _____"
- Have another staff member hold up a Flashcard of the body part like a prompt card
- Bring out some sponges and buckets and pretend to take a bath.

Resources:

Activity & Learning suggestion sheets for "I'm a Dirty Dinosaur" available from <http://www.thelittlebigbookclub.com.au>

Lyrics and resources as Free downloads from <http://www.supersimplelearning.com> go to this site and type in "bathtime".

Example of Flashcards for washing body parts from <http://www.supersimplelearning.com>

LESSON 10 – Safety In The Sun

ENGLISH LESSON PLAN

BRAINSTORM PLANNING

PLAYGROUP SESSION RECORD

Sample 10 Week Curriculum Program – Lesson 10

AMEP Work Program: Mother and Child English Language Program (MCELP)

CSWE _____ class

Certificate: ___ in Spoken and Written English

(Please note: The MCELP class accommodates learners of a range of CSWE levels, from Pre CSWE to CSWE 3).

Teacher:

Course codes:

Term: Year:

PART A - MCELP teachers complete this section.

<p>MCELP class/Location:</p> <p>Teacher:</p> <p>Date: WEEK 10, Lesson 10.</p>	<p>MCELP Theme</p> <p>(tick one or more)</p> <p>1. Child Development <input type="checkbox"/></p> <p>2. Preschool Learning <input type="checkbox"/></p> <p>3. Raising Healthy Children <input checked="" type="checkbox"/></p> <p>4. Raising Children in a Multicultural Society <input type="checkbox"/></p> <p>AMEP Settlement Topic /MCELP Topic: Safety in the sun</p>
<p>CSWE module/s: (All learners are enrolled in one module per term.)</p> <p>Learning outcomes:</p> <p>Assessment task if relevant:</p> <p>Examples:</p>	<p>Activities for lesson:</p> <p>Activity one: Pictures of children in the sun. Discuss dangers of sun and being Sunsmart. Introduce key words and messages.</p> <p>Activity two: Weather match game: Bring in a box of different clothes/accessories for different types of weather. Discuss what items are needed for sunny/hot days. Students respond using sentences.</p> <p>Activity three: Using the teacher handout ‘Being Sunsmart’, students complete a variety of activities. These include: vocabulary activities, word search, reading information, writing words and sentences and singing songs about sun safety.</p>

Sample 10 Week Curriculum Program – Lesson 10

AMEP settlement outcomes:	Resources: Teacher handouts: “Being Sunsmart’. http://www.sunsafety.qld.gov.au/atdaycare/ http://kidshealth.org/parent/firstaid_safe/outdoor/sun_safety.html http://www.sunsmart.com.au/downloads/communities/early-childhood-primary-school/resources/be-sunsmart-play-sunsmart.pdf
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Sample 10 Week Curriculum Program – Lesson 10

Child Development Focus: EAL Topic Week 10 – “Safety in the Sun”

Key Message and Resources:

Children learn MORE from what adults DO than from what adults say

Children copy and imitate the behaviours of important adults in their world. To ensure that children develop good “sunsmart” behaviours, their parents and other important adults around them, need to model good sunsmart behaviours. The Sunsmart programs in Australia have been well established in the community for many years but with new immigrant populations and additional scientific research, sun safe information needs to be constantly refreshed and communicated.

Relationship between exposure to the sun and the need for vitamin D

Human beings need vitamin D to regulate calcium levels in the body which is very important for the health of our bones, teeth, muscles and general health.

The sun’s ultraviolet rays are the best natural source of Vitamin D we have and so exposure to ultraviolet rays is very important. But as these rays are also the cause of sunburn and skin cancer, we need to manage our exposure to take the benefit without the damage.

Outdoor activity and exposure to the sun needs to be balanced so that we have fun in the sun and make use of the benefits that come from ultraviolet light. Balance of exposure and being smart about that exposure is the key to enjoying time in the sun.

Children pay attention to routines because routines around certain activities, makes those activities important in the eyes of the child AND repetition establishes the routine.

The Sunsmart jingle of ***Slip Slop Slap Slide*** and ***Seek*** is now Australia wide with multiple sites offering multiple resources for Preschoolers and school aged children

Adults support these behaviours by being consistent in their sunsmart behaviours and making sunsmart rules eg hats are a part of the outside play rule “hats on fun’s on” or “no hat no play”.

Reference: <http://www.sunsmart.com.au/communities/early-childhood-primary-schools/resources-primary-early-childhood>



MCELP BRAINSTORM Planning Sheet



Topic: Safety in the Sun

Term 1 Week 10

Themes/Concepts /Ideas associated with this topic include

Outside/inside	Sun Smart
Outside in the park/at the beach/walking the dog	Protective behaviours – Look Watch and Listen
Outside riding a bike/on your scooter	Protection for self /children/animals/elderly
Having fun in the sun/in the water	Appropriate clothing for the weather
What is the weather today	Planning for a trip outside
Be aware of the environment	Protective clothing – hats/shirts/umbrellas
Prepare for the weather	Protective products - sunscreen
Risks of the sun – heat > dehydration > children and pets in cars UV rates > burning (will burn whether cloudy or clear)	Protective behaviours - shelter /Stay together
	Time in the outdoors –in the sun/ in the water
	After sun care >First Aid
Benefits from the sun > Vitamin D for healthy bones Muscles and general health	Always watch children near water

Key Sounds/Words/Phrases associated with this topic

Be Sun Smart when you go outside	Let’s make a tent
Play Sun Smart	Take care
Slip on your shirt	Stay cool
Slop on Sunscreen	Drink lots of water
Slap on your hat	Time to come in out of the sun
Slide on your sunglasses	Umbrella
Seek Shade	Rub in your sunscreen
What do we need to take with us	Hats on Fun’s on
SPF 30+	No hat No play
Let’s build our shelter	Look after yourself

Sample 10 Week Curriculum Program – Lesson 10



MCELP BRAINSTORM Planning Sheet



Books: Related to “Safety in the Sun”/Fun outside

At The Beach	There’s a Hippopotamus on our caravan roof getting Sunburnt
Out and about with Maisy	Grandpa and Thomas
Good morning Sam	Lulu’s holiday
The Magic Beach	Wiggles Splish Splash Big Red Book

Songs:

You are my sunshine	Here is the Sea
See my Shadow, See my Shadow #	Beep Beep let’s go #
http://www.youtube.com/watch?v=W0v5HGOJYTA&feature=player_embedded This site has multiple songs and animations to use for sun safety and other topics	Sid the Pelican and the Slip Slop Slap Seek and Slide song and animation
http://www.youtube.com/watch?v=2bwqTDuyv7Y	Sunburn Serenade song and animation

Activities: During child care and joint mother /child playgroup session

Pack a bag of everything you will need for a trip to the Beach
Dress up the dolls and Teddy for a play in the park – include Slip Slop Slap Slide and make a shelter to seek
Make a sun Shelter outside > tent/cubby
Make a weather book for summer with pictures and words associated
Make a book for a trip to the Beach and what you will need to take
Have a bag of all sorts of hats and have a game of which hat protects and which does not
Have a game of “Sunny Says..” a Simple Simon Says game from Play Sun Smart **
Make a Poster of things to do to be Sun Smart **
Watch Sid the Seagull Slip Slop Slap Seek and Slide video **

Resources:

** Activity sheets per book maybe available from <http://www.thelittlebigbookclub.com.au>

Craft ideas & free downloads <http://www.dltk-kids.com> <http://supersimplelearning.com>
<http://www.wordsforlife.org.uk> Also try <http://www.pinterest.com>
<http://www.abckid.com.au/>

Other

** Google “SunSmart” to take you to many free resources for safety in the sun

<http://www.sunsmart.com.au/communities/early-childhood-primary-schools/resources-primary-early-childhood>

Sample 10 Week Curriculum Program – Lesson 10

Resources you have found:

Songs from Sun Smart

<http://www.sunsmart.com.au/communities/early-childhood-primary-schools/resources-primary-early-childhood>

See My Shadow (sung to Frere Jacques)

See my shadow, see my shadow
Move this way, move that way.
See it do what I do, see it do what I do,
Follow me, follow me.

You Are My Sunshine (Traditional)

You are my sunshine
My only sunshine
You make me happy
When skies are grey
You'll never know dear
How much I love you
Please don't take my sunshine away

Beep, Beep, let's go

Beep Beep let's go
Remember our sun hat and off we go
Beep Beep let's go
Remember our T-shirt and off we go
Beep Beep let's go
Remember our sunscreen and off we go
Beep Beep let's go
Remember our sunglasses and off we go
Beep Beep let's go
Remember our shady umbrella and off we go

**You could use different transport sounds eg instead of Beep Beep try Chugga Chugga /Toot Toot/Vroom Vroom

You could also ask the children to tell you what to take
Eg Beep beep, let's go..."Ahmed what should we take with us to the park/beach"

Game from SunWise <http://www.epa.gov/sunwise1/index.html>

The game is the same format as "Simon says".

Players are eliminated when they respond to a non Sunny Says command

Sunny says grow like a tree
Sunny says put on your hat
Take off your hat

Sunny says protect your nose
Sunny says sprout like a flower
Sunny says put on your shades
Take your shades off

Sunny says look at your watch
Sunny says find your shadow
Sunny says put sunscreen on your nose
Sunny says put sunscreen on your arms
Sunny says read the SPF number on the sunscreen container

Keep adding more sunny says actions until there is only one winner
Eg Sunny says sit under a tree
Sunny says find some shade
Sunny says have a drink from your water bottle etc etc etc

Sample 10 Week Curriculum Program – Lesson 10

MCELP Playgroup Session Record EXAMPLE

MCELP EAL Group: Sample Woody Primary school Hub		Child Educators: Linda, Mary		Term: 1 Week 10 Date: 01/01/01	
				MACELP Topic: Safety in the Sun	
Key Words/Phrases Be Sun Smart Play Sun Smart Fun in the sun Safe in the sun Inside/outside	Slip on a shirt Slop on sunscreen Slap on a hat Slide on sunglasses Seek Shade	Stay cool Drink lots of water Time to put on more sunscreen Time to come in out of the sun Hats on Fun 's on	Key Concepts: <ul style="list-style-type: none"> • Fun in the Sun & Safety in the sun • Protection routines – products & behaviours • Planning – what will you need • Looking after each other 		
Child Care Activities:					
Fine motor: Make a Sun Smart poster. Provide lots of pictures of things you will need to play safely outside in the sun Eg sunglasses/hat/water bottle/T-shirt/shelter etc and ask children to paste what they will take on a trip to the beach		Gross motor: Build a sun shelter outside /inside eg a tent Play ball games and practise coming into the tent to have a rest from the sun Find your shadow		Pretend play: Dress all the animals in the playroom with Sun Smart clothing and take them for a walk outside. Pretend it is very hot and teddy needs to have a rest in the tent to cool down and he needs a drink of water.	
Joint Mother & Child Playgroup Session					
Books	The Magic Beach			Out and about with Maisy	
Songs	Watch Sid the Pelican sing Slip Slop Slap Seek and Slide and practise the song together				
Activity: Have a bag full of a large collection of hats/glasses/clothing and ask the children to take something from the bag and the group decides if it is a safe sun item Use Flash cards with words and pictures of Slip Slop Slap Seek and Slide to complete the sentence together eg Slide on Seek..... Slap on..... Slop on..... Slip on a				Photo	
				Photo	

Sample 10 Week Curriculum Program – Lesson 10

Appendices

Appendix 1 – Templates

Appendix 1a

Planning Grid

Appendix 1b

Brainstorm Planning Sheet

Appendix 1c

English as an Additional Language Weekly Work Plan

Appendix 1d

Playgroup Session Record

Appendix 1e

Words and Language Planning Sheet

Appendix 1f

Book and Activity Planning Sheet

Appendix 2 - Useful websites

Child Development websites

Appendix 1a

Faculty of Further Education-Department: IIU

Curriculum: CSWE

PLANNING GRID

AIMS OF THE MOTHER AND CHILD ENGLISH LANGUAGE PROGRAM

1. To provide language, literacy and learning opportunities for mothers and children
2. For mothers and children to learn in a familiar and safe community setting
3. For mothers and children to learn new skills, develop confidence and become familiar with early childhood services
4. For mothers to learn about early childhood development and understand the importance of the early learning years
5. For mothers to learn about Settlement topics about Australia as well as services, facilities and relevant information that will help them to settle more smoothly into Australian life

MOTHER AND CHILD ENGLISH LANGUAGE THEMES

The four framework themes are:

- Child Development
- Raising Healthy Children
- Preschool Learning
- Raising Children in a Multicultural Society

Appendix 1a

Faculty of Further Education-Department: IIU

Curriculum: CSWE



Week	English Lesson Topic + Subtopics	Mother + Child Playgroup Session
1	<p>New Beginnings/Starting School Enrolment and form-filling. ISLPR Assessment MCELP Rules/Procedures/Organisation Introduction/Getting to know each other MCELP Program- Procedures and Rules. Organisation: Materials, Punctuality</p>	<p>Song:</p> <p>Story:</p> <p>Activity:</p>
2	<p>Education and where mothers and children learn Education in countries of origin. Different types of educational institutions and facilities in Australia. Filling in samples of preschool enrolment forms.</p>	<p>Song:</p> <p>Story:</p> <p>Activity:</p>
3	<p>Fundamentals of Child Development (0-5yrs) Revision of the body. The five senses. How brain learns. Child Development and skills children learn. Five key skill areas. Reading the children’s story ‘Amazing Me’ (which looks at the developmental milestones of a 3 year old child).</p>	<p>Song:</p> <p>Story:</p> <p>Activity:</p>

Appendix 1a

Faculty of Further Education-Department: IIU

Curriculum: CSWE



<p>4</p>	<p>Children learn through Play and activity Children and play. What babies and children can do. Different types of play. The importance of play. Learning through Play/activity: reading/understanding a Play Dough recipe.</p>	<p>Song:</p> <p>Story:</p> <p>Activity:</p>
<p>5</p>	<p>Children learning language. The importance of reading and talking to your child. Reading vocabulary. Different types of children’s books. Locating your local library. Becoming a library member online. Finding info about the Hume library in students’ lang.</p>	<p>Song:</p> <p>Story:</p> <p>Activity:</p>
<p>6</p>	<p>Children learn through sound and music. The importance of music in relation to child development. Musical instruments in students’ country and in Australia .Making musical instruments.</p>	<p>Song:</p> <p>Story:</p> <p>Activity:</p>
<p>7</p>	<p>Children’s health and Child Immunisation The Human body, Vocabulary Health words, Different types of symptoms, inding health services in local area, visiting the doctor role plays, reading medicine labels, Child Immunisation.</p>	<p>Song:</p> <p>Story:</p> <p>Activity:</p>

Appendix 1a

Faculty of Further Education-Department: IIU

Curriculum: CSWE

<p>8</p>	<p>Healthy eating, Food eating stages, Healthy school lunches and snacks. Identifying different foods in 5 food groups. Making a food plate or food pyramid. Food eating stages. Home-made baby food. Healthy school lunches and snacks. Singing food songs.</p>	<p>Song: Story: Activity:</p>
<p>9</p>	<p>Food Safety, Kitchen safety and cooking with kids. Kitchen vocabulary. Kitchen safety. Kitchen safety interactive guide. Daily personal hygiene. Food allergies. Food safety and hygiene.</p>	<p>Song: Story: Activity:</p>
<p>10</p>	<p>.Safety in the sun. Dangers of the sun and being sun smart. Sun safety messages. Sun safety vocabulary. Singing songs about sun safety.</p>	<p>Song: Story: Activity:</p>

TEMPLATE



MCELP BRAINSTORM Planning Sheet

Topic: _____

Term ____ **Week** ____

Themes/Concepts /Ideas associated with this topic include

Key Sounds/Words/Phrases associated with this topic



MCELP BRAINSTORM Planning Sheet



Books:

Songs:

Activities: During child care and joint mother /child playgroup session

Resources:

Activity sheets per book maybe available from <http://www.thelittlebigbookclub.com.au>

Craft ideas & free downloads <http://www.dltk-kids.com> <http://supersimplelearning.com>

<http://www.wordsforlife.org.uk> Also try <http://www.pinterest.com> <http://www.abckid.com.au/>

Other Resources you have found:

Appendix 1d

MCELP Playgroup Session Record

MCELP EAL Group:		Child Educators:		Term:	Week	Date:
				MCELP Topic:		
Key Words/Phrases				Key Concepts:		
Child Care Activities						
Fine motor:		Gross motor:		Pretend play:		
Joint Mother & Child Session						
Songs						
Books						
Activity:						
				Photo		Photo



MCELP Words & Language Planning Sheet:

Topic: _____

<p>Words that</p> <p>NAME things</p> <p>What do we call them?</p> <p>Dog, cup, bottle....</p>	<p>Words that</p> <p>DESCRIBE things</p> <p>What do they look like?</p> <p>Big, round, short, red.....</p>	<p>Words that describe</p> <p>DOING things</p> <p>What can they do?</p> <p>What can you do?</p> <p>Run, skip, eat, drink, carry...</p>	<p>Words that describe</p> <p>LOCATIONS</p> <p>Where can you find them?</p> <p>Where is it?</p> <p>In/on/under/over/behind...</p>	<p>Words that describe</p> <p>FEELINGS</p> <p>What do they feel?</p> <p>What do you feel?</p> <p>Happy, sad, scared, worried....</p>

BOOK AND ACTIVITY PLANNING SHEET

TEMPLATE

ESL Topic: [insert ESL topic the selected book is relevant to]

Book Title: [insert title] by [insert author]

Theme: [Insert themes of story eg brave/scary/accidents]

[Insert picture of book face]

[Insert brief description of story line]

Key Sounds, Words & Ideas to talk about and play with

Books with similar themes (available through local library)

Songs:

Appendix 1f

Activity Ideas for Joint mother /child session

Songs [print some examples of songs to use]

Resources:

Activity & Learning suggestion sheets for [name of Book] available from <http://www.thelittlebigbookclub.com.au>

Lyrics and resources as Free downloads from <http://www.supersimplelearning.com>

[Example of resources available]

[Examples of Key words to print off for session]

Hospital

Doctor

Child Development Website Resource

Reviewed and Recommended

There are literally hundreds of web sites on child development that you can access and searching for material can be an overwhelming & exhausting experience.

The sites reviewed here are generally from Government funded sites as their material tends to be frequently reviewed and updated by expert panels/authors. Other sites that are supported or monitored by well-respected institutions such as research foundations or children’s hospitals are also generally considered trustworthy for the same reason.

On review, the material on these sites is consistent with evidence based research and current thinking in the child development field. The information is presented directly to parents and professionals in clear and simple language, in multiple formats including articles, tips and interactive activities such as Q & A quizzes and video.

As with all such resources, information from the actual site can disappear. I strongly recommend that if you find something referenced in this word document that you really want to keep, then download and save to your own drive and update this document for future reference.



<http://raisingchildren.net.au/>

This Australian site is managed through the Royal Children’s Hospital, Victoria. The material is referenced and updated regularly.

It has excellent child development information and would be the first site I would seek information from as it is so comprehensive and consistent with evidence based practice and current thinking.

Information is presented in written form often with accompanying videos, video Q & A activities and with an additional, “parenting in pictures” facility which is also highly useful.

From the **HOME PAGE** you can hyperlink to information via

- Specific **TOPIC** via **SEARCH BOX** eg “Routines” “sleep” “tantrums” “Tips for Encouraging Good Behaviour”
- Specific **TARGET AGE GROUP** via **Group** as below or from the home page via **FEATURE ARTICLES** which hyperlink to much more specific ages eg 0-1 month/7-8 month/15 – 18 months etc

Grown Ups	Newborn	Babies	Toddlers	Preschool
School Age	Pre-teens	Early Teens	Special needs	

Each one of these links takes you to a page that features “what is happening “ which covers the normal expectations of development in this group, what the parent can do to help development at this age and “when to seek help” if you are concerned about what you baby is not doing at this time.

- **PARENTING in PICTURES**

Appendix 2

http://raisingchildren.net.au/parenting_in_pictures/pip_landing_page.html

A large collection of single sheets predominantly in picture format to assist access to written information

Some Examples:-

- **Choking:** http://raisingchildren.net.au/verve/resources/PIP_how_to_stop_choking_file.pdf
- **Child Friendly Foods:** http://raisingchildren.net.au/verve/resources/PIP_fruit_and_vegies_file.pdf
- **Tummy time:** <http://raisingchildren.net.au/verve/resources/tummytimePIP.pdf>
- **COMMON HEALTH ISSUES:** http://raisingchildren.net.au/a_z_health.aspx

An A-Z information sheets of 100 most common childhood health issues from what to do with Ant Bites to Whooping Cough including Symptoms/Treatment/Prevention

- **MY NEIGHBOURHOOD:** <http://raisingchildren.net.au/myneighbourhood/Default.aspx>

An interactive map for locating local services via postcode/suburb/Child care centres/medical centres/schools etc

- **CHILD DEVELOPMENT – in Age Groups**

Babies 3 – 12 months: <http://raisingchildren.net.au/babies/babies.html>

Toddlers 1 – 3 yrs: <http://raisingchildren.net.au/toddlers/toddlers.html>

Preschool 3 - 5 yrs: <http://raisingchildren.net.au/preschoolers/preschoolers.html>

- **MAKE A BOOK** <http://raisingchildren.net.au/booklist.aspx>

This feature allows you to nominate an age range and then the site will select all the primary articles of that age group which you can then print in a single booklet.

Newborns 0-3 months	Toddlers 1-3 years	School age 5-8 years
Babies 3-12 months	Preschool 3-5 years	Teenage years

Other **MAKE A BOOK** topics include “Health and First Aid” and “Family Recipes”



<http://www.cdc.gov/>

Centre for Disease Control & Prevention

This USA Government site covers all aspects of health, disease and prevention across the full range of human life. I have used & reviewed information and tools on this site frequently and it is a site I trust.

Appendix 2

From the **HOME PAGE** of CDC you can browse almost anything of interest re human health or go to the following recommended early years sections

Life Stages: <http://www.cdc.gov/LifeStages/>

Links to

- **Infants & Toddlers**
- **Children**
- **Adolescents & Teens**
- **Adults**
- **Other adults & Seniors**

Infants & Toddlers: <http://www.cdc.gov/parents/infants/>

Links to multiple topics including

- **Safety in the home – Burns/Water/Sun**
- **Raising Healthy Children - includes**
 - **Developmental milestones**
 - **Parenting Tips – Positive parenting tips**
 - **Fruit & Vegetables**
 - **Q & A Quizzes**

LEARN THE SIGNS & ACT EARLY <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

The section of most relevance to the early years programs and developmental information can be found in the section **LEARN THE SIGNS & ACT EARLY**

This program is designed to provide developmental milestone information for ages and stages (0 -5) and combines this with what the adult can do to help development and when to contact your Dr or maternal health nurse if you notice that your child is not displaying certain behaviours at certain stages

It is an extremely comprehensive site with information written directly to parents

Always check resources & free download tools as many are very useful.

FREE MATERIALS: <http://www.cdc.gov/ncbddd/actearly/freematerials.html>

All free materials are translated into Spanish with some materials being translated into Arabic and a few other languages. You can contact CDC from this site to request to customise any of the free materials to include your agency's contact details.

Go to **VIEW** or **PRINT MATERIALS** to see a full listing of free downloads

MILESTONE CHECKLISTS

- **MILESTONE MOMENTS BOOKLET - my most frequently used reference**

In addition to listing what most babies do at different ages, it lists activities the adult can do to help development at this age. Additionally it lists behaviours or lack of behaviours at different ages that you should discuss with your Dr or maternal health nurse

Appendix 2

http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf

- **SINGLE AGE GROUPS** Eg Your baby at 2 months/ Your child at 1 year

These sheets describe what most babies do at this age and also suggest you talk with your Dr or nurse if your child is not doing certain activities by a certain age.

http://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists_2mo.pdf

http://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists_1yr.pdf

- **GROWTH CHART** – a very useful tool to adapt for parents and playgroup facilitators (English is in feet and inches but Spanish is in Centimetres)

http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/growthchart.pdf

- **MILESTONE BROCHURE** – Fun & colourful developmental “track”

http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/trackchildsdevmilestoneseng.pdf

- **CHILD DEVELOPMENT**- Very easy to navigate to free materials from this page

<http://www.cdc.gov/ncbddd/childdevelopment/index.html>

- **POSITIVE PARENTING TIPS** – per specific age

Single sheet with information listed under Developmental Milestones/ Positive Parenting Tips Child Safety First & Healthy Bodies

<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/pdfs/preschoolers3-5.pdf>



<http://www.zerotothree.org/>

This very large and comprehensive resource is the website for the National Centre for Infants, Toddlers and Families, a non- profit research and training organisation in the USA. Of the 3 sites I have presented here, this is perhaps the most “wordy” but it also has a number of excellent tools that can be used including Q & A quizzes, pod casts, interactive videos and information sheets. Most written information is available in Spanish as well.

From the **HOME PAGE** you can access most of the relevant information from the **BEHAVIOUR AND DEVELOPMENT** tab. From this tab you can go into

- **BRAIN DEVELOPMENT** <http://www.zerotothree.org/child-development/brain-development/>

This hyperlink takes you to an interactive “brain” tool the **BABY BRAIN MAP** which is very engaging and explains the developmental progression of brain development

<http://www.zerotothree.org/child-development/brain-development/baby-brain-map.html>

- **EARLY DEVELOPMENT TIPS & TOOLS**

Appendix 2

<http://www.zerotothree.org/child-development/early-development/tips-tools-early-development.html>

This page hyperlinks to multiple developmental tools/checklists/what baby is doing & what you can do. For example

- **Your Child's Development** – A set of 9 age-based handouts include a “what to expect” chart for each age range, suggestions for supporting your baby or toddler’s healthy development, frequently asked questions, a research summary, and information about common parenting challenges for each age and stage

<http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/age-based-handouts.html>

- **Development of Social-Emotional Skills**- Making friends, managing anger, waiting - these qualities, and more, describe the arc of healthy social-emotional development. These 3 sheets describe what you can do to support social-emotional development in your child from birth to age three.

<http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html>

- **Development of self- control** - 3 age-based handouts focus on how children begin to learn self-control—the ability to manage their emotions and stick to the limits you set. While babies aren’t born with self-control, they begin the process of developing this skill in their first months with the guidance of caring adults

<http://www.zerotothree.org/child-development/social-emotional-development/control-yourself-how-young-learn-self-control-0-3.html>

- **Play & development** – set of 4 age based descriptions of play stages – Birth to 6 months Babies use their bodies and senses to play: 6-12 months Babies discover connections: 12-24 Young Toddlers Solve Problems: 24-36 The world of Imagination. What the child is using to learn through play and what the adult can do to help them learn in stage/age appropriate play

http://www.zerotothree.org/child-development/play/development_of_play_skills.html

- **Magic of Everyday Moments** – set of 9 age based booklets that describe in detail how the brain, body and mind develop. They are wordy and have a large number of pictures in them which make them cumbersome. However, each booklet has a section towards the end that is in a simplified “poster” format “What to Expect” matched with “What you can do” which is very user friendly.

<http://www.zerotothree.org/child-development/early-development/magic-of-everyday-moments.html>

Appendix 2

Other useful websites – links to Specific programs with translated material



<http://www.healthykids.nsw.gov.au/default.aspx>

This NSW government site provides information, resources and ideas on physical activity and healthy eating for children and young people. Very similar to the Victorian government site as above “Go for Your Life”

Munch & Move Program The Munch and Move program is a series of tip sheets re 5 key healthy choices very similar to the Go for Your Life program messages. Nearly all tip sheets are available in translated languages including **Arabic, Chinese, Dinka, Filipino, Hindi, Korean, Macedonian, Spanish, Somali, Vietnamese and Tamil.**

This is the direct link to the Tip Sheets which opens access to all English and translated sheets.:

<http://www.healthykids.nsw.gov.au/campaigns-programs/munch-move-resources/munch-move-fact-sheets.aspx>.

Here are the direct links to the English only sheets

Choose water as a drink (PDF 188KB)

http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMFSLWater_Dec11WEB.pdf

Eat more fruit and vegetables (PDF 190KB)

http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMFSLFruitandVegetable_Dec11WEB.pdf

Get active each day (PDF 185KB)

http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMFSLGetActive_Dec11WEB.pdf

Select healthier snacks (PDF 222KB)

http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMFSLHealthierChoices_Dec11WEB.pdf

Young children and fussy eating (PDF 291KB)

http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMFSFusseating_Dec11WEB.pdf

Reducing young children's television time (PDF 192KB)

http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMFSReductvtime_Dec11WEB.pdf

Healthy Lunchboxes (PDF 298KB)

[http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMFSHealthyLunchboxes_Dec11WEB3\).pdf](http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMFSHealthyLunchboxes_Dec11WEB3).pdf)

Appendix 2



<http://www.letsread.com.au/>

Go to **Lets Read Campaign** to open/download **Absolutely Free Reading** packs translated into 8 community languages –**Arabic, Cantonese, Greek, Hindi, Italian, Mandarin, Spanish & Vietnamese**

- Reading tip sheets
- Reading tip sheets for indigenous families
- Book suggestion sheets
- Reading with young children information sheets
- Let's read colouring in sheets

<http://www.letsread.com.au/Parents/Reading-tips-and-tools/Reading-tip-sheets>

All Tip Sheets about reading to your children and Book suggestion tip sheets are available in the above languages and linked to age specific groups - 4 months, 12 & 18 months and 3 ½ yrs. They are well written and beautifully illustrated tip sheets

For example

<http://www.letsread.com.au/getmedia/a353e3ac-5e74-4719-8bc1-f9f55d30c7d3/LR-reading-tips-18-months.pdf.aspx>



<http://www.wordsforlife.org.uk/>

This UK site is excellent



<http://www.migrant.net/index.html>

The Geneseo Migrant Center is an American site which provides a variety of services and opportunities for migrant farmworkers and their families to encourage and assist them in achieving their full potential. This site does not appear to have any copyright on its materials.

This has a link to a very useful resource “**Family Literacy Guided lessons**” linked to particular children’s books with ideas, activities and suggestions about how you can enhance the literacy learning available through books.

<http://www.migrant.net/migrant/publications/literacy/>

Appendix 2

From this page you can select a book (age specific) and a complete guided lesson will be linked to that book with references to learning standards (American) adult education activities and linked activity for children, ideas for lesson props, games and visits. (You will need to source the book yourself)

As an example, I selected from this page the book "I Went Walking" and the guided lesson is linked here

<http://www.migrant.net/migrant/publications/literacy/infant/lesson04.pdf>

In conjunction with this site, another site www.liveoakmedia.com provides a single sheet pdf "Activity Guide" with many more books & sometimes with the same book from the migrant site.

As an example, the book "I Went Walking" is featured on both sites. The Activity guide for it from Liveoak media is linked here by clicking "Activity Guides" from the L hand menu

<http://www.liveoakmedia.com/client/guides/2719X.pdf>

Another example

From Migrant centre "Animals should definitely not wear clothing"

<http://www.migrant.net/migrant/publications/literacy/preschool/lesson01.pdf>

& from Liveoakmedia <http://www.liveoakmedia.com/client/guides/26908.pdf>

** Unlike the Geneseo Migrant site, Liveoak resources are under copyright so refer to them for inspiration and be aware of their copyright statement*



http://toolboxes.flexiblelearning.net.au/demosites/series12/12_11/toolbox12_11/shared/resources/docs/arranging_exp.pdf

Organising and arranging experiences for children

A very useful activity planning grid for children of various ages grouped under;-

Babies/infants: Up to 2yrs: 2-3 yrs: 3-5 yrs and mapped against play experiences within the following fields

Sensory	Art/Craft /Creativity	Dramatic Play	Language/ Literature	Music	Movement	Gross Motor	Fine Motor	Maths	Science
---------	--------------------------	------------------	-------------------------	-------	----------	----------------	---------------	-------	---------

At the end of each age group is a list of usual milestone achievements grouped under **Personal skills, Self- help & Independence skills, Home skills/life skills**. These provide an understanding of where the child is developmentally to assist with the selection of age appropriate activities



<http://www.thelittlebigbookclub.com.au/about-us>

Appendix 2

From their home page they describe themselves as “The Big Book Club Inc. (TBBC Inc.) was established in South Australia in 2003 as a not-for-profit organisation to “promote reading, the discussion of books and the promotion of Australian authors and illustrators”.

This excellent South Australian site with multiple **FREE** downloads of Activity Sheets & Learning Sheets linked to a book on specific themes. For example

“Sleep Routine”

http://www.thelittlebigbookclub.com.au/sites/thelittlebigbookclub.com.au/files/files/title_resource/lbbc_activity_time-a_book_of_sleep.pdf

http://www.thelittlebigbookclub.com.au/sites/thelittlebigbookclub.com.au/files/files/title_resource/lbbc_learning_time_a_book_of_sleep.pdf

Written to parents, these sheets give ideas about Bedtime routine and provide a book suggestion (need to purchase yourself) to accompany the activity. The Learning time sheets are part of a “learning” program for parents with suggestions re positive parenting behaviours at bedtime, associated songs & rhymes for the theme and other suggested books on the same theme.

E books <http://www.thelittlebigbookclub.com.au/e-books>

This tab on the home page will take you to 2 E – books that are read aloud in **English Arabic Cantonese German Indonesian Italian Pitjantjatjara and Vietnamese**

The books are very simple, highlight key words and are repetitive and rhythmic, great for both parents and children and are simple enough to encourage spontaneous descriptive language.

Make & Do + Ages and Stages are other tabs on the home page that organise information and resources into these categories. Well worth a look

Cassandra Lock

Occupational Therapist

Supporting Parents Developing Children Project

Hume City Council

November 2013

