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Early Childhood Development Activity Book Parent Guidelines

Innovation Development Directorate

Estimated Reading Time: 30 minutes

Early Childhood Development

1. What Is Early Childhood Development (ECD)?
2. Why does ECD matter?
3. ECD and Play-Based Learning

ECD Activity Book

1. Components of the ECD Activity Book
 - 1.1 Progress Tracker
 - 1.2 Activity Pages
 - 1.3 Sample Resources
 - 1.4 Completion Certificate

Parent Guidelines

1. Learning Outcomes
2. Activity Guidelines
3. Parent Mindset



1. What is Early Childhood Development (ECD)?

In the earliest years, babies' brains form new connections at its fastest rate. Let us look at some numbers:

Over
80%
of your baby's brain
is formed by the
age of 3.

Up to
75%
of each meal
goes to build your
baby's brain.

15
minutes of play can
spark thousands of
brain connections in
your baby's brain.

Source: <https://www.unicef.org/early-childhood-development>



Early Childhood Development programs focus on learning support for children up to 3 years of age, before they begin formal schooling.

2. Why does ECD matter?

Early Childhood Development has a lasting impact on a child's ability to learn and succeed in school and life. The quality of experiences in the first few years of life – positive or negative – shapes how their brain develops.

Early Childhood Education helps:



Create a passion for learning.



Develop motoric and sensory skills.



Develop social skills.



Improve productivity in the future.



Build creativity and imagination.



Foster language and vocabulary skills.

3. ECD and Play-Based Learning

Play is one of the most important ways in which young children gain essential knowledge and skills. EAA's **ECD Activity Book** is a collection of games/activities you can do with your child, designed to be:

Meaningful

Helps children make sense of the world and lay the foundation for skill-building.

Internet-Free

Uses simple household items and does not require internet or technology

Joyful

Gives a feeling of thrill, enjoyment and motivation.

Actively Engaging

Combines physical, verbal, and mental engagement.

Iterative

Allows children to practise skills, try out possibilities and discover new challenges with every repetition.

Socially Interactive

Encourages children to communicate their ideas and form deeper bonds with their family members.



Components of the ECD Activity Book

The **ECD Activity Book** contains:

Progress Tracker

Progress Tracker		التعليم education فوق above الجميع all		
Tick (✓) the boxes when you complete an activity.		Done once	2 to 4 times	5+ times
Activity		😊	😄	😁
1	Building Blocks			
2	Story Time			
3	Singing Songs			
4	Scavenger Hunt			
5	Echo Game			
6	Discussing Pictures			
7	Patterns			
8	Flash Cards			
9	Story Sequencing			
10	Matching Game			
11	Story Bag			
12	Memory Game			
13	Rhyming Bag			
14	Character Play			
15	Classifying Objects			

Activity Pages

Activity 8 Flash Cards

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Preparation Required

- Choose 5 of your child's favourite objects. (For example: books, spoon, etc.)
- Write the words on small pieces of paper or the first letter.

Activity Time!

- Read the words with your child.
- Help your child put the word or letter next to the correct picture/object.

Activity 1 Building Bricks

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Materials Needed

Household objects that can be stacked on top of each other (boxes, plates, plastic cups, books, etc.)
OR building blocks

Activity Time!

- Put the objects on the floor.
- Let your child play with it.
- Help them build a tower.

ECD Activity Book

Completion Certificate

CERTIFICATE OF COMPLETION

This certificate is awarded to _____

for the successful completion of the **Activity Book** with their young learner.

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_____ Facilitator

Sample Resources

Story Time HIDE AND SEEK

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Dodo plays hide-and-seek with mom.

He finds seven baskets.

He sees six vases.

He sees five feathers.

Memory Game

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You can make 2 sets of these cards:

1. Progress Tracker

Repetition is the first principle of learning. It provides the child with opportunities to practice a skill or knowledge area.

Knowing what to expect, and having things happen in an ordered way:

- helps children to know **what to expect** and **feel at ease**.
- encourages **concentration** and **self-discipline** required for learning.
- makes a skill easier over time

Repeat activities in 2-3 day intervals.
Track how often you repeat an activity using this tracker.



Progress Tracker

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Tick (✓) the boxes when you complete an activity.

Done once	2 to 4 times	5+ times

Activity			
1	Building Blocks		
2	Story Time		
3	Singing Songs		
4	Scavenger Hunt		
5	Echo Game		
6	Discussing Pictures		
7	Patterns		
8	Flash Cards		
9	Story Sequencing		
10	Matching Game		
11	Story Bag		
12	Memory Game		
13	Rhyming Bag		
14	Character Play		
15	Classifying Objects		

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2. Activity Pages

The Activity Book has 15 Activities. It is recommended to do not more than 2 activities in a day. Each activity page contains:

Activity Number and Title

Materials Needed for the activity

Steps to follow

Guiding Illustrations

Activity 1 Building Bricks

Materials Needed

Household objects that can be stacked on top of each another (*boxes, plates, plastic cups, books, etc.*)
OR building blocks

Activity Time!

- Put the objects on the floor.
- Let your child play with it.
- Help them build a tower.



3. Sample Resources

Sample resources are provided with certain activities. These can be used directly, or you can use similar ones of your own.

Flashcards

Memory Game التعليم education
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You can make 2 sets of these cards:

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Story

Story Time HIDE AND SEEK التعليم education
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Dodo plays hide-and-seek with mom.

He finds seven baskets.

He sees six vases.

He sees five feathers.

storyweaver HIDE AND SEEK (English), written by Ali Children Reading Cambodia, illustrated by Measo Sovannetno, published by The Asia Foundation (© The Asia Foundation, 2019) under a CC BY 4.0 license on StoryWeaver. 4

Rhymes

Action Songs

Clap Your Hands

Clap your hands,
Clap your hands,
Listen to the music
And clap your hands.
Stamp your feet,
Stamp your feet,
Listen to the music
And stamp your feet.
Turn around,
Turn around,
Listen to the music
And turn around.
Jump up high,
Jump up high,
Listen to the music
And jump up high.
Clap your hands,
Clap your hands,
Listen to the music
And clap your hands.



Bits of Paper

Bits of paper,
Bits of paper,
Lying on the floor,
Lying on the floor,
Make the place untidy,
Make the place untidy,
Pick them up,
Pick them up.



Finger Rhyme

Put a finger on your cheek,
Then put it on your nose;
Turn your fingers round and round,
And point them to your toes.
Make them do a little dance,
Make them climb a hill;
Give them a clap for being good,
And put them where they're still.



I Can See

I can see left,
I can see right,
Hello to you!
Hello to you!
I look at the ground,
I look at the sky,
Fly off, little bird,
Good-bye, Good-bye.



4. Completion Certificate



Recognise your achievement in facilitating early childhood development for your child by awarding yourself with this certificate, after completing all the activities!

CERTIFICATE OF COMPLETION



This certificate is awarded to

for the successful completion of the **Activity Book**
with their young learner.

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Facilitator

1. Learning Outcomes

For each of the 15 activities, your child will:

Activity Name	Learning Outcome
Building Blocks	Develop spatial awareness and problem-solving skills
Story Time	Listen to the rhythm of words, observe facial expressions and the rise and fall of voice – which builds reading skills.
Singing Songs	Learn that words have meanings (through actions) and develop an understanding of beat.
Scavenger Hunt	Develop listening and observation skills and engage in healthy physical activity
Echo Game	Listen and distinguish sounds which will help them build reading and listening skills.
Discussing Pictures	Build their vocabulary, use their imagination and make connections with books and stories.
Patterns Memory Game	Develop their short-term and long-term memory which will help them recall letters, words, and stories.
Flash Cards	Recognise text and understand that text has meaning.
Story Sequencing	Learn and recall the beginning, middle and end of a story.
Matching Game	Identify similar shapes which supports the development of writing skills.
Story Bag Character Play	Use their imagination to engage with stories and their characters and build language skills.
Classifying Objects	Improve their sorting abilities which will support the learning of math concepts in the future.

2. Activity Guidelines

Follow these guidelines to ensure effective learning while doing different activities:

Singing Songs

- Practise singing the song before teaching it to your child.
- Pick songs that are easy to memorise and do actions to.
- Encourage family members to sing along with the child.
- Sing the same songs with the same actions on different days.
(Young children learn through repetition.)



Reading Stories

- Read slowly and sound out the words clearly.
- Use actions and expressions.
- Encourage your child to imitate you.
- Read the same story with the same actions on different days.
- If you are reading from a book, keep it where your child can reach them so they can indicate if they want to read it with you.



*It is completely alright if your child takes time to sing or read with you.
Do not force them, however, keep repeating the activity.*



Using Flashcards or Objects in Activities

- If needed, show your child how to do the activity once.
- Resist the temptation to help your child too quickly. Stay quiet and let them try.
- If needed, ask them guiding questions but do not give away the answers.
- As they become confident, include complex drawings, words, cards, objects, etc.
- See if your child can find the same word/picture/object in books or magazines.



Use cards and objects as opportunities to practicing count with your child too.

Building Vocabulary

- Repeat the keywords in each activity.
For example, while your child classifies objects into different shapes, say the name of the shape each time.
- Encourage the child to repeat the words after you.
- Get your child to talk and engage in conversations.
- Make reading part of your daily routine. Pause at different points to ask them guiding questions like “Who is this?”, “What will happen next?”, etc.



Do not overwhelm your child with too much information. Focus on 2 to 3 key words that you want them to learn each day. Keep the age of your child and their learning ability in mind. They learn through sounds and repetition and writing should not be forced at this age.

3. Parent Mindset

Below are some guidelines to keep in mind before you begin the ECD journey:

Prioritize Exercise.

Ensure that your child engages in physical activity for at least 1 hour every day.



Encourage Creativity.

Make a safe place for your child to play. If possible, provide safe tools such as crayons, clay (or dough), objects to stack, old newspapers, etc. to let them create.

Build curiosity.

During play, children explore new feelings, ideas and skills. Answer their questions with simple explanations. Do not shut them down.



Encourage hands-on learning.

Include your child in everyday tasks, such as cooking and cleaning. Help them make connections to what they learn in their activities.



Cultivate Growth-Mindset.



Praise the child's effort instead of their final work.
Example: "You worked hard on building this. Good job!" instead of "This castle is the best thing I have ever seen."
Avoid harsh language. When they face a challenge, don't jump in. Let them try new ways of solving it on their own.

Build Responsibility

For example, your child can help pick up their toys after the activity. Moreover, help your child follow a daily routine and appreciate their effort.



Additional Reading: <https://www.who.int/publications/i/item/97892400020986>