

Early Childhood Care and Development Modules



Facilitator's Guide

Appreciating Early Childhood Enrichment



Pantawid
Pamilyang
Pilipino
Program



Appreciating Early Childhood Enrichment

Early Childhood Care and
Development Modules

A Facilitator's Guide for Delivering
Family Development Sessions

Acknowledgement

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To UNICEF and the Australian Government for providing the resources to make the project possible.

To all who painstakingly work for the betterment of Filipino children, our sincere gratitude and appreciation.

Preface

Developmental neuroscience is giving solid evidence that the early development of the hierarchically organized brain system forms the basic foundation that will support affective, cognitive and behavioral dispositions throughout life. The unfolding of human potentials occurs in a developmental sequence determined by a complex orchestration of timing between the genetic factors and the environmental stimulations.

The dyadic relations between the child and the caregiver, especially during the early years, can have direct and enduring effects on the child's brain development which transcend to holistic development. Thus, the responsibility of bringing up a child is magnanimous.

In a more obligatory sense, every parent has an evolutionary task to nurture what he or she has engendered. With a never-ending demand from the environment, parenting has become a handicap rather than a joyful process of affective connection between the child and the nurturer. With the current advancement in developmental neuroscience, the focus is not merely on cognitive processes but more significantly on socio-emotional functioning of the developing child, which will become the foundation of the individual's adaptive functioning throughout life.

We as caretakers of the succeeding generation should evolve and not merely play as wardens of the human flock.

The purpose of this manual is to guide family educators to provide knowledge to parent-beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps), gradually leading towards attitude and behavioral change among parents in their pursuit of developmental transformation among their children.

With this manual, the hearts of the benefactors breathe and speak with advocacy for the betterment of the Filipino child.

Message

One of the hallmarks of a truly developed nation is an empowered people who are socially engaged, with empathy for others, and full authority over their lives.

The Department of Social Welfare and Development (DSWD) is mandated to strengthen the citizenry, particularly the marginalized poor of our country, their families, and communities where they belong, through implementation of pro-people services and programs which aim to improve society and augment the standard of living among the poor. The department strongly believes that the conglomeration of different government agencies and civil society organizations is an important ingredient towards effectively ensuring the welfare and interests of our citizens. One important step is the provision of training programs among various stakeholders involved in the Early Childhood Care and Development (ECCD) Program.

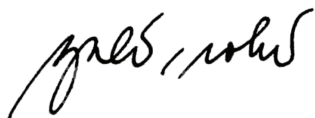
The Program derived its mandate from Republic Act (RA) 10410, the Early Years Act of 2013, which orders government agencies down to the barangay level to provide holistic care and accessible services such as early education, health and sanitation, nutrition, child protection, and social services for children ages 0 to 8 in the first crucial stage of development. It institutionalizes a partnership of national and local agencies with families and communities, nongovernment organizations, professional and academic groups, and service providers.

Early childhood, according to the World Health Organization, is the most important phase of a person's development. ECCD is every Filipino child's right. It is a responsibility not only of parents, but also of the community and government. Providing improved access to quality ECCD for Filipino boys and girls supports the government's agenda in education, social protection, and poverty alleviation.

Thus, this manual, *Appreciating Early Childhood Enrichment*, was crafted to help the Pantawid Pamilyang Pilipino Program field implementers in encouraging and empowering beneficiaries towards becoming more mindful, active, and responsible in rearing their

young children ages 2 to 5. With great hopes, the modules, ranging from basic knowledge on child development to practical skills in providing early enrichment opportunities to the young, will build parent- beneficiaries' capacity for effective parenting.

It is therefore in high esteem that I hold all the laborers in this endeavor to protect the hidden riches and the future of our country as we invigorate our commitment to make ECCD a resounding success.

A handwritten signature in black ink, appearing to read 'Corazon Juliano-Soliman', written in a cursive style.

CORAZON JULIANO-SOLIMAN
Secretary,
Department of Social Welfare and Development

Message

On behalf of the Australian government, I congratulate UNICEF and the Department of Social Welfare and Development on the publication of the Early Childhood Care and Development (ECCD) Modules for the Family Development Sessions.



Parent education is a core strategy for improving early childhood development outcomes. These interventions lead to an effective family and community support that is essential for children to develop and learn to their full potential.

Australia and the Philippines are long time partners in education. Both countries acknowledge that investing in the early years of a child's life leads to a better education, community, and economic outcomes for everyone.

It is our hope that these modules provide parents, particularly those in difficult circumstances, with the tools and the skills to be able to actively participate in the learning and development of their children.

A handwritten signature in black ink, which reads "Bill Tweddel". The signature is written in a cursive, flowing style.

BILL TWEDDELL
Australian Ambassador to the Philippines

Message

Parents play a crucial role in supporting development and education, especially of their young children. With survey findings indicating that there is a low level of awareness on the value of early childhood education among parents, UNICEF with the Department of Social Welfare and Development contributed to the enrichment of the Family Development Sessions (FDS) of the Pantawid Pamilyang Pilipino Program (4Ps) of the national government, which targets the poorest of the poor, by incorporating Early Childhood Care and Development (ECCD) modules. Various studies have shown that ECCD interventions benefit disadvantaged children the most.



Through the years, UNICEF has supported the government's ECCD Program and has been advocating for parents to appreciate and maximize the window of opportunity for development that is the early years of their children's lives. We are pleased to see the continuation of dedicated work with parents, coming from a history of milestone publications such as the Parent Effectiveness Service (PES) modules and the Empowerment and Re-affirmation of Paternal Abilities (ERPAT) Manual.

Now, the latest knowledge about brain development, multiple intelligences, play, and positive discipline are packaged in these FDS modules for easy understanding among parents. We hope that through these FDS Modules on ECCD, parents will be encouraged and compelled to send their children to child development centers or any other home-based ECCD services and be engaged in supporting their children's development and learning at home and in early learning settings.

We congratulate the Philippine Government through the Department of Social Welfare and Development for continuously promoting ECCD, and for engaging parents and communities in these endeavors.

We hope and envision that the FDS modules will also be shared among parents who are non-4Ps beneficiaries. It is through materials such as these that we can popularize the rich wealth of knowledge and experience in ECCD and make a difference in the lives of our most disadvantaged children.

A handwritten signature in black ink, appearing to read 'Lotta Sylwander', written in a cursive style.

LOTTA SYLWANDER
Representative
UNICEF Philippines

Foreword

The quality of the future our young will build is a result of the minds that we, adults, sculpt through the environment and experiences we engineer for our children. Their options depend on the efforts and dedication we put into their lives. Hence, parents and other adults in the family, in essential social institutions, and in the community, at large, have the responsibility to be mindful, effective, and productive in how they interact with children.

The Department of Social Welfare and Development's (DSWD's) effort to spearhead this endeavor to promote Early Childhood Care and Development (ECCD), in partnership with the United Nations Children's Fund (UNICEF) and the Australian Government, is a strategic move to uplift the lives and the future of the Filipino child. Empowering parents is a step to ensure a better generation for the Filipino people.

I trust that field implementers will take advantage of this handbook and find it useful in empowering Pantawid Pamilyang Pilipino Program (4Ps) parent-beneficiaries. May this manual serve as their tool in mentoring parents on how to guide their children towards becoming productive citizens especially that the time will come when the younger generation will have to stand alone as responsible adults in the future.

I would like to commend the hard work and perseverance of the people who contributed to the success of this project: the Family Development Division (FDD) of the Pantawid Pamilyang Pilipino Program, regional FDS and ECCD focal persons, city/municipal links, ECCD Technical Working Group, and resource persons from the Department of Human and Family Development Studies, College of Human Ecology, University of the Philippines Los Baños who assisted in developing the topics to be included in the ECCD modules of the Family Development Sessions.

With full recognition of the nature of childhood and its special needs, may we continue to work together for the promotion of children's right to survival, growth, participation and fulfillment of their potentials.

A handwritten signature in black ink that reads "Florita R. Villar". The script is cursive and fluid, with the first name "Florita" being more prominent than the last name "Villar".

FLORITA R. VILLAR
Undersecretary,
Department of Social Welfare and Development

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Introduction

"Kids' hearts are malleable, but once they gel it's hard to get them back the way they were."

Haruki Murakami, Kafka on the Shore, 2002, p. 95

Early childhood is a crucial stage not because of children's physical fragility, as some people think, but because of children's enormous developmental plasticity. During the first five years from birth, the child's body, especially the brain, is rapidly and tremendously growing. Cognitive and emotional faculties are simultaneously developing. Personality is undergoing transformation through the child's increasing interaction with the immediate environment and a growing awareness of oneself. Moral and psychosocial foundations are also emerging.

Early childhood, indeed, is a stage of opportunities. Although children are in so many ways vulnerable and prone to violence and unjust treatment due to their different and peculiar nature as a developing person, there are several "windows of opportunity" in early childhood, which can be utilized to ensure a better quality of life for children, now, and in the future.

At the nexus of these amazing changes happening to the very young child and at the forefront of these opportunities in child development are the parents—the first significant persons with whom the child first experiences the social world. Parents are deemed to be the child's first teachers; and, the home, the first school. They are models to the child who is best in imitating behaviors. They are providers of the child's needs. They are, in the words of Erik Erikson, significant persons whose intervention during the child's early years greatly influences what the child will become in the future. They are "potters" whose hands mold the malleable clay into a solid earthen jar. Whether or not the jar is sealed or broken relies heavily on them. This is how heavy the responsibility of a parent is, which makes parenting not quite easy.

However, with proper guidance paired with first-hand experience in child rearing, parents can become the kind of parents their children need: knowledgeable, skilled, compassionate, and prepared. They will become parents who think over what parenting approaches are most beneficial for their ward. They will become parents who realistically recognize their strengths and limitations. They will become parents who appreciate and maximize the resources around them (e.g. Child Development Centers, Supervised Neighborhood Play sites, and Kindergarten) to make sure that their child receives the most developmentally-rewarding and meaningful childhood he or she can ever have. They will become the conscientious and trained parents they ought to be.

Having the same belief in the capacity of parents to become agents in making the most out of the “windows of opportunity” in early childhood development, this training guide was developed through a collaboration between the United Nations Children’s Fund (UNICEF) and the Department of Social Welfare and Development (DSWD).

Though this facilitator's guide was primarily designed for the Filipino parent beneficiaries of the Pantawid Pamilyang Pilipino Program, it is highly encouraged that the content of this manual be shared with other parents through other organized parenting education initiatives.

Aims and Expected Outcomes of the Modules

Intended mainly for the Filipino parent beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps), these modules address varied aspects of Early Childhood Care and Development (ECCD), gearing towards the appreciation of Early Childhood Enrichment (ECE). Likewise, these modules can also be used in other parent education initiatives, such as the Parent Effectiveness Sessions, the Empowerment and Reaffirmation of Paternal Abilities Program, pre-marriage counseling, and other parenting education-related initiatives of the Local Government Units. These modules cover a variety of topics on the child's brain development, positive discipline, and parental involvement in their child's early enrichment, all of which augment the present Gabay sa Pagpapaunlad ng Pamilyang Pilipino manual used for the Family Development Sessions. Most importantly, it aims to:

1. Promote age and developmentally appropriate practices in early childhood care and development, and
2. Encourage enrolment in services for children such as the Child Development Centers (formerly known as Day Care Centers), Supervised Neighborhood Play, other home-based ECCD services for 3 to 4 year old children, and Kindergarten.

By the end of the modules, parents are expected to:

1. Possess more knowledge on the importance of holistic early childhood care and development,
2. Encourage enrolment in services for children such as the Child Development Centers (formerly known as Day Care Centers), Supervised Neighborhood Play, other home-based ECCD services for 3-4 y/o children and Kindergarten; and
3. Have a better grip on age and developmentally appropriate parenting practices within the context of early childhood enrichment and learning.

Layout and Structure of the Manual

In the development of these new modules, the ADIDS (Activity, Discussion, Input, Deepening, Synthesis) model was used as a guide for the format and the content. This is in consideration of the learning patterns and styles of adult learners such as parents. Creative pedagogy also served as a guiding principle in developing activities and choosing methodologies and strategies for content delivery. Specifically, the session guides contain the following parts:

1. OBJECTIVES

The objectives are statements of expected observable and measurable learning outcomes from the parent participants. After the session, the participants should exhibit a change in knowledge, behaviors, and even attitudes.

2. TIME REQUIRED

The time required is the expected number of hours or minutes that will be spent for the session or an activity within the session.

3. LEARNING EXPERIENCE

This section includes the interaction in which learning takes place. Participants engage in activities that mostly entail group brainstorming and active participation. The sequence of activities is as follows:

- A. Icebreaker - leads the group to the process of forming themselves into a team; commonly presented as a game to "warm up" the group.
- B. Checkup - at the start of every session, a Checkup is put in place to gauge what the participants already know.
- C. Activity - set of actions done by the group in order to achieve their aim.

- D. Lecturette - the content or the concept that has to be learned is presented in this section. The lecturette aims to expand the participants' knowledge. The facilitator or the resource person may present a view that may validate or challenge the participants' understanding and experience expressed during the discussion.
- E. Key Learning Points - this section summarizes the content of the lecturette. It presents the important things that the participants need to remember.

4. DEEPENING

The deepening sections are added after the lecturettes to explore doubts and misconceptions among parents. Participants may also be encouraged to define possible actions that they could take based on their realizations and new knowledge. Guide questions are provided to assist the facilitator. It may also contain a guide to an activity if the deepening will be conducted in an activity form.

5. SYNTHESIS

The facilitator and the participants summarize the insights generated from the previous processes. It will help the participants see the lessons learned in a more concise manner.

6. ASSESSMENT

This section will guide the facilitator in testing whether or not the learning objectives were met. Guide questions and procedures are provided.

7. ASSIGNMENT

Activities to be brought home are prepared for participants in order to reinforce the learning outcomes, particularly to promote the desired change in attitude and behavior.

8. FACILITATOR'S READING ASSIGNMENT

To help the facilitator deeply understand the topic at hand, essential information about the content of the lecturettes are found at the end of every session guide. These reading materials are supposed to enrich the facilitator's knowledge. The facilitator is encouraged to read these materials before the scheduled session.

9. NOTES TO THE FACILITATOR

Facilitators' notes are provided and are spread throughout the session guide. They contain reminders for the facilitator before starting an activity.

10. REFERENCES

The facilitator is encouraged to visit suggested online references to gain more insight about the topics discussed in the lecturette.

Acronym

ADIDS – Activity, Discussion, Input, Deepening, Synthesis

CDC – Child Development Center, formerly named as Day Care Center

CDW – Child Development Worker

DSWD – Department of Social Welfare and Development

ECCD – Early Childhood Care and Development

ECCDS – Early Childhood Care and Development Services

ECE – Early Childhood Enrichment

ECES – Early Childhood Enrichment Settings

EYA – Early Years Act

FDS – Family Development Session

MI – Multiple Intelligences

SNP – Supervised Neighborhood Play

SNPS – Supervised Neighborhood Play Site

UNICEF – United Nations Children’s Fund

OVERVIEW OF THE MODULES AND SESSIONS

MODULE 1	Title	Description	Learning Objectives	Methodology	Expected Output
	<p>UNDERSTANDING CHILD'S POTENTIALS</p>	<p>1. Explain the importance of learning experiences to brain development and learning capabilities of children ages 0 to 8 years;</p> <p>2. Provide examples of skills that are associated with the Multiple intelligence; Provide examples of enrichment situations within the home environment and early childhood enrichment settings (Child Development Centers, Supervised Neighborhood Play sites, and Kindergarten) that provide experiences that stimulate and reinforce brain development;</p> <p>4. Relate the importance of good nutrition to intelligence; and</p> <p>5. Cultivate parenting practices that are in support of early childhood enrichment</p>	<p>1. Explain the importance of learning experiences to brain development and learning capabilities of children ages 0 to 8 years;</p> <p>2. Provide examples of skills that are associated with the Multiple intelligence; Provide examples of enrichment situations within the home environment and early childhood enrichment settings (Child Development Centers, Supervised Neighborhood Play sites, and Kindergarten) that provide experiences that stimulate and reinforce brain development;</p> <p>4. Relate the importance of good nutrition to intelligence; and</p> <p>5. Cultivate parenting practices that are in support of early childhood enrichment</p>	<p>Open forum, game, lecture,</p>	<p>A list of activities that parents' can provide their children to maximise the windows of opportunity</p>
<p>SESSION 1</p>	<p>Brain Development</p>	<p>This opening session provides an overview of the potentials of the brain and the making the most</p>	<ol style="list-style-type: none"> 1. describe a neuron, its parts and functions; 2. explain the process of how neurons transmit information and how it is manifested in behavior; and, 3. discuss how experiences create new neural connections. 	<p>Open forum, game, lecture,</p>	<p>A list of activities that parents' can provide their children to maximise the windows of opportunity</p>

	Title	Description	Learning Objectives	Methodology	Expected Output
Session 2	Windows of Opportunity in Child Development	This session will orient the parents to all the potentials that can be periods of human particularly ages 0	<ol style="list-style-type: none"> 1. state what opportunities may be present and should be taken advantage of at a particular age in the child's brain development; and 2. discuss ways on how to provide rich environmental experiences to promote the achievement of developmental tasks and milestones during windows of opportunities. 	- game, lecture, and open-forum	<ul style="list-style-type: none"> - list of home activities that can provide opportunities to improve their children's skills within the windows of opportunities.
Session 3	Multiple Intelligences	This session introduces concept of multiple	1. discuss the concept of multiple intelligences;	Crafts, game, lecture, individual reflection and assessment	<ul style="list-style-type: none"> - Brain model - Non-standardized Multiple intelligence test

	Title	Description	Learning Objectives	Methodology	Expected Output
		underscores parents' role in honing them and further promotes the importance of early childhood enrichment setting in support of the holistic development of the child.	<ul style="list-style-type: none"> 2. provide examples of skills associated with multiple intelligences; 3. explain the importance of multiple intelligence as a component in a child's holistic development; and 4. assume shared parental responsibility in developing the child's multiple intelligences. 		

	Title	Description	Learning Objectives	Methodology	Expected Output
Session 4	Play in Early Childhood Enrichment	This session reviews parents' attitude towards play and discusses why play what roles parents	<ol style="list-style-type: none"> 1. describe the elements and stages of play; 2. enumerate the importance of play in child development; 3. discuss play activities supporting the development of skills associated with "windows of opportunities" and "multiple intelligences;" 4. explain the roles played by the home and the early childhood enrichment services in providing opportunities for play. 	- Game, case study, scenario building, role play, lecture, brainstorming	- List of age and developmentally-appropriate play activities for children and their benefits

	Title	Description	Learning Objectives	Methodology	Expected Output
MODULE 2		<p>UNDERSTANDING MORAL DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Explain the effect of children's early childhood experiences to emotional development and moral development; 2. Demonstrate age and developmentally appropriate methods of reinforcement and communication within the context of home and Early Childhood Enrichment Settings such as Child Development Centers, Supervised Neighborhood Play, Kindergarten, and others; 3. Practice appropriate and useful communication strategies and disciplining relative to a particular social situation; and 4. Cultivate parenting practices that are in support of emotional and moral development. 			
Session 1	Fostering Moral Development	This session orients parents on the processes of moral development and can enrich the highlights how they strengthen the environment to moral character.	<ol style="list-style-type: none"> 1. express their own understanding of morality in the early stage of child's development; 2. demonstrate developmentally appropriate methods of reinforcement and communication within the context of home and early childhood enrichment settings; 	Picture game, lecture, collaborative game	Individual reflection and sharing on parents' conceptualisation of morality

	Title	Description	Learning Objectives	Methodology	Expected Output
			<p>3. practice appropriate and useful communication strategies and disciplining relative to a particular social situation; and</p> <p>4. cultivate parenting practices in support of emotional and moral development.</p>	-	
Session 2	Developing Emotional Control	<p>This session will help parents gain skills in helping their children gain control of their impulsive responses towards a more self-monitored and controlled behavior.</p>	<p>1. explain the effects of natural instincts in our behavior;</p> <p>2. demonstrate ways on how to develop children's emotional control;</p> <p>3. explain the value of early childhood enrichment settings in cultivating emotional control among children.</p>	"Picture us" games, lecture, discussion	<p>Improve parenting attitudes toward child care and disciplining among parents as well as improvement in their children's behaviors.</p>

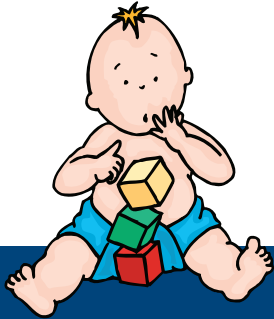
	Title	Description	Learning	Methodology	Expected Output
Session 3	Fostering Positive Discipline	This session explores the opportunities at home and in the early childhood enrichment setting (e.g. CDC, SNP, Kindergarten) that will reinforce desirable attitudes and behaviors among children; and, capacitate parents with knowledge and techniques on positive discipline	<ol style="list-style-type: none"> 1. define positive discipline in their own terms and based on their own understanding; 2. list down or illustrate at least five discipline techniques they are currently practicing at home; 3. demonstrate a chosen positive discipline technique through role play; and 4. explain how positive discipline in early childhood enrichment settings can reinforce the child's behavior at home. 	Game, lecture, video clip showing, role play, case study and scenario building	- A simulation role play on the use of principles of positive discipline
Session 4	Communicating With Young Children	This session promotes respectful parent-child relationship by equipping parents with strategies on how to communicate effectively	<ol style="list-style-type: none"> 1. identify types and forms of communication; 2. demonstrate strategies on positively communicating with young children; and 	Picture game, lecture, role play, case study and scenario building	A simulation role play on the use of positive communication

	Title	Description	Learning Objectives	Methodology	Expected Output
		and positively with their children.	3. explain the importance of communicating positively with young children at all times.		
MODULE 3	PARENTAL INVOLVEMENT IN EARLY LEARNING SERVICES	<ol style="list-style-type: none"> 1. Create learning situations that will capacitate children in handling activities in the early childhood enrichment settings; 2. Address separation anxiety during the first few days in early childhood enrichment settings 3. Involve themselves in the activities in CDC/SNPS/Kindergarten; 4. Teach their children very simple yet effective techniques in managing stress and anxiety; 5. Collaborate with the CDC worker/SNP facilitator/Kindergarten teacher in observing, describing and addressing behavior patterns; and 6. Appreciate the shared responsibility between the home and the early childhood enrichment settings in providing meaningful learning experiences to children. 			
Session 1	Preparing the Child for Early Childhood Enrichment Program	This session equips parents with the skill to incorporate activities in their daily routines associated to early childhood enrichment and on how to prepare children for early childhood enrichment settings.	1. identify the developmental capabilities a child should possess to prepare him or her for attending early childhood enrichment settings;	Picture game, lecture, collaborative game	- Individual reflection and sharing on parents' suggested activities for children

	Title	Description	Learning Objectives	Methodology	Expected Output
			<p>2. Identify child-friendly learning materials at home that could facilitate the expected age expected developmental capabilities; and</p> <p>3. enumerate parental practices that they need to do to prepare their child for the early learning activities.</p>	<p>Activity stations, game, lecture, action planning</p>	<p>A schedule of activities with their children (incl., household routines, preparing the child for school, playtime)</p>
<p>Session 2</p>	<p>Managing Child Stress</p>	<p>This session introduces parents to child stress and equips them with a number of stress management techniques which they themselves can use and which they can teach their children.</p>	<ol style="list-style-type: none"> 1. distinguish good from bad stress; 2. identify sources of child stress; 3. enumerate signs of unmanaged stress among children; 4. maintain a child-friendly environment at home; and 5. teach children simple techniques on how to manage stress. 	<p>Game, lecture, drawing, relaxation exercises</p>	<p>A series of relaxation exercises that parents can use and teach to their children.</p>

	Title	Description	Learning Objectives	Methodology	Expected Output
Session 3	Addressing Common Behavioral Red Flags Age Children	This session provides parents with techniques in analysing and problematic behavior in the early childhood by applying concepts previous sessions.	<ol style="list-style-type: none"> 1. Identify emotional and behavioral red flags among pre-school age children; 2. Observe and note child's behavior at home and at the ECE settings; 3. Identify possible interventions for common red flags; and 4. Distinguish areas where they can collaborate with CDC workers / SNP facilitators/ Kindergarten teacher to improve behavior at school. 	Case analysis, scenario building, role play, lecture, letter writing	<ul style="list-style-type: none"> - A functional behavior assessment table collectively filled by parents during a brainstorming session - Parents' letter / card for their child
Session 4	Parents' Role in Early Childhood Enrichment Settings	This integration session will encourage parents to acknowledge their skills and how these skills can enhance their participation in the early childhood enrichment activities	<ol style="list-style-type: none"> 1. explain the importance of ECE services in the lifelong learning of their children; 2. identify their roles in early childhood enrichment settings; and 	Game, brainstorming, action planning	<ul style="list-style-type: none"> - An action plan developed by parents on what to do to support the ECE centres closest to their homes

	Title	Description	Learning Objectives	Methodology	Expected Output
		to promote parent-teacher partnership in the holistic development of children.	3. volunteer in specific early childhood enrichment setting activities.		



Module 1. UNDERSTANDING THE CHILD'S POTENTIALS

SESSIONS

Session 1. Brain Development

Session 2. Windows of Opportunity in
Child Development

Session 3. Multiple Intelligences

Session 4. Play in Early Childhood
Enrichment

Background

Every child is born with an innate capacity to become a functioning individual. The enormous potential for holistic development is stifled unless the child is provided with a rich environment. The growth and development of the child do not occur in a vacuum but in a unique and interwoven interaction between the child and the environment. The child's early experiences are important in shaping and guiding cognitive, psychomotor, socio-emotional, and linguistic development (Jolango, 2008; Sausa, 2008; Sausa, 2009; Shangko & Philips, 2000).

The first eight years of a child's life is crucial. It is considered an important path for succeeding the stages of life. In the first year alone, several developmental tasks are learned during this period. Complex neural networks are taking shape in the brain, enabling the child to connect with the environment. The brain grows very rapidly, becoming the basic building block of the child's cognitive potential and eventually the realization of his or her full potential. The neural patterns are built in a progressive manner, eventually forming the basic foundation of skills that are yet to be acquired. Equally important are the other areas of growth and development such as physical growth, emotional stability, social skills, language proficiency, as well as creative ability. All of these, when combined and treated with equal importance in early childhood care and enrichment, would foster the child's competency in dealing with life.

The progress results are marked as milestones or key events. Important early childhood milestones happen until the age of eight. Thus, every developmental opportunity is important.

In all these series of events, the parents play key roles as designers and providers of a rich and stimulating environment, like the provision of early learning materials for creative activities. Their active involvement and engagement with their children through supportive dyadic interaction and positive communication on a regular basis will have a long term benefit. It is their responsibility to expose the child to an environment,

such as early childhood enrichment settings, that will hone his or her inborn talents. Parents should consciously participate in the growth and holistic development of their children. They should seek every opportunity to provide age and developmentally appropriate experiences for their children, which will eventually benefit themselves as proud parents.

Introduction

It is important for parents to understand the opportunities that they will miss out on if they will not become participative in the growth and the holistic development of their children. Parental beliefs and practices should be improved to enhance their capacity to learn and accept the evidences leading towards the development of their child's maximum potentials. Session 1 of ECE Module 1 will help parents gain knowledge on brain development and its importance to future learning and the total development of the child. Session 2 will make them aware that intelligence is not confined only to academic learned knowledge. Finally, Session 3 will assist them in understanding the importance of play in the holistic development of the child (physical, language, cognitive, social, and emotional skills).

Objectives of Module 1

After experiencing the three sessions of Module 1, the parents and other participants should be able to:

1. Explain the importance of stimulation and early childhood enrichment experiences to brain development, achievement of developmental milestones, and learning capabilities of children aged 0 to 8;

2. Provide examples of skills associated with and how to support the development of Multiple Intelligences;
3. Provide examples of learning situations within the home environment and early childhood enrichment settings (such as Child Development Centers, Supervised Neighborhood Play Sites, Kindergarten, and other similar services) which provide experiences to stimulate and reinforce total and holistic development;
4. Relate the importance of good nutrition to physical and cognitive development; and
5. Cultivate age and developmentally appropriate parenting practices to support the development of multiple intelligence and to promote early childhood enrichment.



Session 1. BRAIN DEVELOPMENT

OBJECTIVES

At the end of this session, the participants should be able to:

1. Describe a neuron, its parts and functions;
2. Explain the process of how neurons transmit information and how it is manifested in behavior; and
3. Discuss how experiences create new neural connections.

TIME REQUIREMENT: 2 HOURS

NOTES TO THE FACILITATOR



- Before starting the session discuss the Early Years Act (EYA) of 2013 (R.A. 10410).
- Prepare the materials needed for each activity session.
- You may want to visit this website link for further reading: <http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>
- You may opt to demonstrate the mechanics of the game.
- Other icebreakers are listed in Appendix C if the tune of “I’ve been working on the railroad” is not familiar to you.



LEARNING EXPERIENCE

Icebreaker

Let's learn a new song.

The song can be sung while marching and can be accompanied by some actions after neurons like tapping of the head, jogging in place, or playing an instrument.

I've Been Working on My Neurons
(sung to the tune of "I've Been Working On the Railroad" lyrics by
Linda Lubhart et.al. <http://faculty.washington.edu/chudler/songs.html>)

I've been working on my neurons (various actions),
All the livelong day (marching action).
I've been working on my neurons,
Just to make my dendrites play.
Can't you hear the synapse snapping?
Impulses bouncing to and fro, Can't
you tell that I've been learning?
See how much I know!

Checkup

Using the open forum method, ask the following questions to check the knowledge of the participants. Park the answers and discuss in the DEEPENING (answers can be found on page 33).

- Is academic intelligence the only predictor of one's success?
- Is intelligence inborn?
- How can you make your child intelligent?
- Is education enough to make your child intelligent, or is it the only way?

- How can you, as parents, increase the potential intelligence of your children?

Activity: "I-connect mo"

Time required: 20 to 40 minutes

NOTES TO THE FACILITATOR



The activity is a relay game.

- This activity illustrates how brain connections are established and how they can be reinforced.
- Make sure that you have read the reading assignment.
- Prepare the materials before the session.
- Observe the volunteers as they perform the tasks.
- Note how the walking becomes easier and faster as strips of papers are added.

Materials Needed

- AN old newspaper cut into strips of about two (2) inches wide and one (1) meter long (54 strips)
- Small strips of folded paper with action words written on it and placed inside a box
- Chalk

Procedure

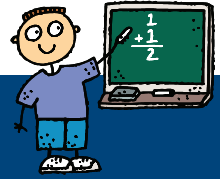
1. Ask for nine (9) volunteers for the game.
2. Group them into three, with each group having three members labeled V1, V2, V3 (V for volunteer).
3. Ask each group to form a line where each member stands about three (3) meters away from each other. Make sure that the audience can see them.

4. Draw a line on the floor from one volunteer to the other to guide the laying down of paper strips.
5. Give nine (9) strips of paper to each of the V1's and V2's.
6. Tell the V1's to pick a folded paper from the box of action words.
7. Then the V1's will start to put down on the floor the first three (3) paper strips one at a time (following the line drawn on the floor), creating a sort of a bridge where they can step on to reach the V2's to pass the piece of folded paper. Then, the V2's will do the same to reach the V3's. The volunteers must avoid stepping on the floor.
8. All V3's will perform the action written on the folded paper.
9. After passing the folded paper to the volunteer next to them, the V1's and V2's should go back to their original position.
10. The same procedure will be repeated until all the strips have been put down side by side.



Process Questions

- What did you notice as more strips were laid down side by side on the floor? (Possible answer: When three strips of paper were put side by side on the floor, walking on it became easier.)
- Did you notice how crossing became easier when there were more strips of paper on the floor? (Note: Relate this to the discussion of neural connection in your lecture — neurons become strongly connected to each other through repeated practice.)
- Did you notice (referring to the third volunteer) how the action became easier when it was repeated? (Note: When neurons are strongly connected to each other actions associated with those particular neurons can be executed without much effort.)



Lecturette

Time Required: 15 minutes

NOTES TO THE FACILITATOR



- Use Figure 1 to show brain connections, and to explain the parts and functions of a neuron.
- Study the parts of the neuron and their functions before the session. Refer to the definitions below and explain through parallelism the parts and functions using the "I-connect mo" activity.

Content

The following are the important words that we are going to use in the lecture:

- Neuron or nerve cell is the basic building block or component of the nervous system that specializes in processing and transmitting information throughout the body. The brain has about 100 billion neurons connected to each other via the synapses.
- Synapses are the points of connection between cells, where chemicals known as neurotransmitters are released to communicate with other neurons. There are about a quadrillion number of synapses or connections.
- Axon is a long, slender, stem-like projection, or arm of a neuron.
- Information is passed from one neuron to another via these stems until it reaches other parts of our body such as the muscles and glands.
- Dendrites are branch-like extensions around the cell body of a neuron. They receive information from other neurons and transmit it to the cell body. Dendrites are also covered with synapses.

- Cell body is the main information-processing site of the neuron, commonly referred to as the grey matter.
- Neurotransmitters are chemical messengers that are released from the axon terminals to cross the synaptic gap and reach the receptor sites (on the dendrites) of other neurons. They are needed to send the information from one neuron to the next.
- Myelin is an insulating material around the axon that forms a layer called the myelin sheath which is the main component of the white matter. It makes it easier for the nerve impulses or signals to travel from one neuron to the other, leading to a more efficient transfer of information and learning.

Your brain may appear as one solid mass or object, but it is actually divided into different areas with different functions. Each functional area is made up of neurons connected to each other through synapses.

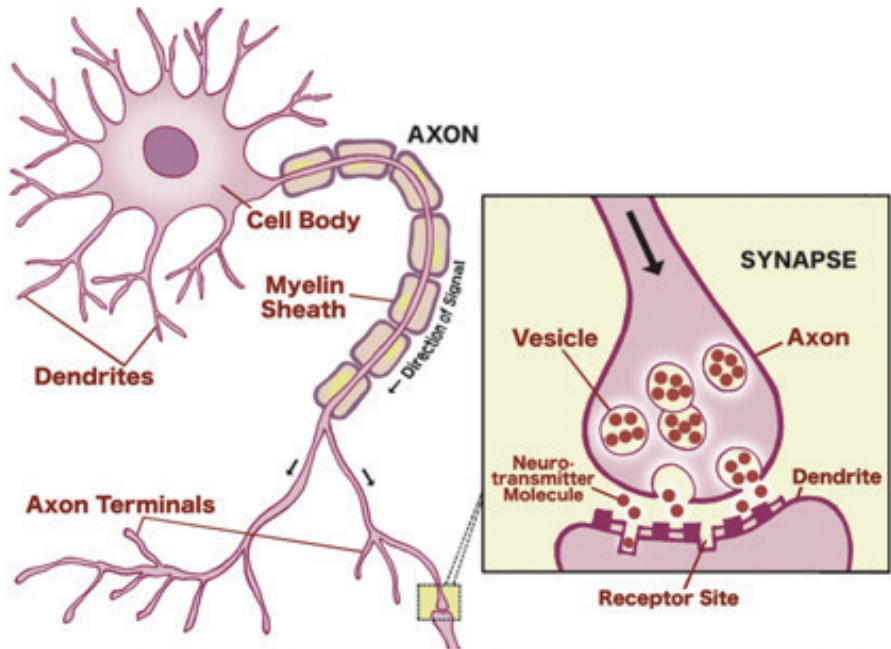


Figure 1. Illustration of neural connection and neural synapse
 (Source: <http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>)

Experience can change the structure of the brain. At birth, the child is endowed with billions of neurons, but only 25% are functionally connected as networks to control involuntary body functions such as breathing and heartbeat. The remaining 75% starts to connect right after birth, as soon as the child is exposed to sensory experiences from the environment (Stephens, 199; Santrock, 2011). These connections are bridges to allow information to cross from one neural network to another so that the brain can absorb and process sensory (coming from the senses) information from the environment. The networks of brain cells or neurons are primed (prepared) to react and structure itself in response to the stimulus, which may be negative such as stress or positive such as enriching experiences like play and story telling, from the environment.

At 0 to 2 years old, the child's brain is almost similar to an adult's brain in terms of available neural networks or connections. Neurons randomly connect to each other in order to survive. The rate of connection is 2 ½ times faster than that of an adult, depending on the state of health and nutrients received by the child (Jensen, 2006). This speed of connection will continue until the age of 5 and will plateau till around 8 years. Thereafter, the speed will slow down. This implies that the child's brain is quick to respond to environmental stimulus until the age of 8, thereafter the speed slows down.

These neural networks are available for usage, but are not yet fully functional. The function of these networks of connection is dependent on the experiences (negative or positive) we provide to the child at every developmental stage. At age 10, neural synapses that are not used are pruned, only those that are connected become active in information-processing (see Figure 2). Therefore, 0 to 10 years of age, where 0 to 5 are the most critical, is an important stage for development and is highly sensitive to enriching as well as impoverishing experiences (Jensen, 2006).

An example would be your sense of sight. Right after you are born, your eyes are exposed to light and, upon seeing the light, a series of neurons will connect with each other. This set of neurons allows you to perceive or see the objects around you through your eyes. The information

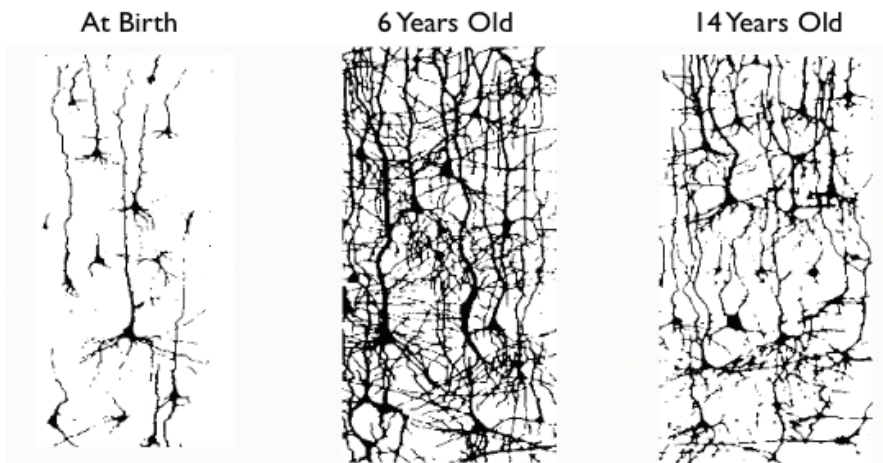


Figure 2. Comparison of synaptic density from birth to 14 years old (Source: Rethinking the Brain, Families, and Institute, Rima Shore, 1997; Founders Network slide)

will pass through your eyes and will be sent to the brain. Your brain will process the information and give meaning to what you have seen. The connection will become stronger with continuous practice, such as looking and focusing on objects presented to your eyes. The strengthened connections will result in a more efficient eye function. This function is essential to many skills and tasks, such as reading and driving. (You may ask the participants to name other situations where they use their eyes).

The critical period for the development of eyesight is from age 0 to 2. This means that it is important for you, parents, to provide the proper or positive exposure to your children at this age. Watching television for a long time may not be helpful for brain development.

Several researches revealed that applying early brain development principles in providing stimulating experiences to the child can increase his or her brain capacity for learning. In particular, the following results were revealed (Schiller & Willis, 2008):

- Experiences impact the architecture of the brain. The child's experiences influence the neural connections of the brain and the

repetition will reinforce the connections. These result in consistent and efficient brain functions responsible for the increase in attention span and focus, and the final result is an increase in I.Q. and E.Q. levels. The established neural connections will eventually become the foundation for lifelong learning (Shonkoff & Phillips, 2000).

- A predictable process assists the brain in channeling stimuli into long-term learning. If information is presented in a predictable sequence, learning becomes much easier. Therefore, children learn best in a supervised learning environment where there are clear expectations and patterns of behavior, consistent scheduling, and routines. It is easier for a child to learn something if it is associated with previous learning. The dynamic process of structured and planned instruction provided by a teacher in an enriching set-up fills up this need, because children are encouraged to think about how they will use the new information. When teachers introduce new ideas, they usually anchor these in old ideas.
- Environmental influences can contribute to increased alertness and memory (Jansen, 2001). Activities involving emotions, humor, music, and physical movement, as well as hands-on activities such as arts and craft, play, paper and pen activities, and dramatics can create new brain connections.

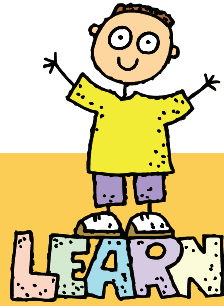
As parents, you must find ways to provide stimulation and good learning situations to your children. Bringing your children to an Early Childhood Enrichment Center (such as CDC/SNP sites/ Kindergarten) can provide them with age and developmentally appropriate experiences.

Brain growth is dependent upon good care, such as maternal care, health, and nutrition. Maternal smoking, alcohol, and drug use can impair the developing brain. Toxic stress also impedes brain development. Cortisol, a substance produced when humans are exposed to stress, is a necessary substance responsible for the body's healthy adaptation to stress. However, when cortisol levels get

too high and the body has prolonged exposure to it, general health and nutrition is at risk. Firstly, toxic stress diverts blood flow from the digestive organs to the heart and muscles, thereby slowing down the secretion of saliva and digestive enzymes, and hampers intestinal contractions and nutrient absorption (Talbot, 2007). Secondly, cortisol synthesis depletes the body's Vitamin C found in highest amount in the adrenal glands where cortisol is produced, and consumes other antioxidants such as Vitamin A, E, and the mineral selenium (Lavage & Yale, 2008). These only show how stress endangers not only children's psychological well-being, but also their health and nutrition in general.

Experts then suggest that appropriately managing stress and providing necessary dietary requirements must be done concurrently to mitigate this adverse effect of stress. For instance, dietary antioxidants found in fruits and vegetables may improve cognitive function and buffer the effect of cortisol on nutrition (Takeda, et al., 2004). In turn, addressing stress and related factors, such as negative mood state and fatigue, is also necessary for promoting nutrition (Davison, et al., 2012).

Key Learning Points



- There are 100 billion neurons at birth that are not yet connected.
- Brain activity in terms of speed of connection of one neuron to another peaks at age 5, which is about 2 1/2 faster than that of adults! It plateaus until the age of 8, then slows down after. Beyond 10 years old, the pruning of unused neurons takes place.
- Every new experience creates new neural connections.
- Information is passed on from one neuron to another and the final outcome, which are the cognitive functions that can be observed in our behavior.
- The first time may be hard but as the new learning is practiced or repeated, the actions become easier.
- The enriching environment, such as CDC, SNP, Kindergarten, and other similar services, provides the opportunity for new brain connections to be developed.
- Proper nutrition is very important in brain development, because the essential nutrients are the building blocks of the brain structure (e.g. protein, iron, iodine, vitamin A, and B- complex).
- However, stress can impair the proper use of these nutrients, thereby depleting the body of these essential components to build a healthy brain.
- Parents play a major role in providing opportunities for their children.

DEEPENING

Time Required: 15 minutes

To determine if the parent participants were able to appreciate the learning experiences, conduct this deepening session. Go back to the Check-up questions and discuss each item (answers are written below). Then, ask the parents to reflect on their own personal experiences in rearing their children and use the following as guide:

- Do you think you have provided your child with positive/ enriched experiences he or she needs in each developmental domain? (e.g. playing with them, story-telling, counting, singing)
- Provide situations you can recall which you think are not beneficial to your child's brain development (e.g. watching TV, being idle).
- Answers to Check-up questions:
 1. Is academic intelligence the only predictor of one's success? No. Competencies in all areas of intelligence (physical, cognitive, linguistic, and, most importantly, socio-emotional skills development) equate to a holistic intelligence which is essential for the child to perform well not only in school but to become a fully productive member of society. A delay in one area will trigger a delay in all other areas.
 2. Is intelligence inborn? No. Early years care and development in an enriched environment are crucial in the holistic development (physical, language, cognitive, social, and emotional) of children. Positive and enriched stimulation will provide great impact on his/her future performance, academically and socially.
 3. How can you make your child intelligent? Provide age and developmentally appropriate enriching activities to your child.
 4. Is education enough to make your child intelligent, or is it the only way? No. Integrated interventions such as health, nutrition, early education/learning, and child protection contribute to your child's holistic development.

5. How can you, as parents, increase the potential intelligence of your children? You should be active participants in your child's total development by being more mindful of what you can contribute to the needs of your child.

- Do you think you have provided rich experiences for your children to stimulate each domain of development? Why? How?
- What activities can you now provide for your children to help develop the different areas of the brain?

SYNTHESIS

Time Required: 15 minutes

NOTES TO THE FACILITATOR



- Prepare some pictures representing the skills to be developed in the windows of opportunity chart (physical development, emotional control, vocabulary, language, math/logic, instrumental music and vision —refer to Figure 4. Critical periods for learning on page 48).

Procedure

1. Randomly choose a participant and ask him or her to pick a card from the deck of cards (the card should be facing down).
2. The participant looks at the card and shows it to fellow participants.
3. He or she then provides a learning scenario at home and in the ECE center that is best suited for the skill to be developed.
4. Repeat the procedure for 10 to 15 more participants.

ASSESSMENT

Time Required: 10 minutes

Materials Needed

- Permanent markers

Procedure

1. Participants will be asked to draw a smiling face on the palm of one hand and a sad face on the other palm. It is up to the participants to choose which palm to draw on, so that the choices are not the same for everybody.
2. The facilitator will read the statements below and the participants will answer the question by raising their hands to show their palm. A happy face means “yes” and a sad face means “no.”

Questions

1. A child is born with a fully developed brain. (Answer: No. Only 25% of the brain is functionally connected upon birth, experiences from the environment will trigger neural connections and build a more complex brain structure).
2. A child can only be intelligent if he is born with an intelligent brain. (Answer: No. A child who is placed in an enriching environment and given stimulating activities like sorting utensils, paper folding, or origami will show an increase in brain capacity.)
3. Parents cannot contribute to their child’s intelligence. (Answer: No. The parents can and are encouraged to provide enriching activities to their child. They are the first teachers of their children. They can sing with their children or challenge their ability to do simple activities like playing “sawsaw suka.”)
4. New sets of neural connections are created when a child undergoes a new experience. (Answer: Yes. Every experience is different from the last and can be considered as a stimulus that can cause neural reorganization.)

5. 0 to 8 years old is an important stage in human development. (Answer: Yes. The foundation for our capacity to adapt to life challenges is formed by experiences during this stage.)
6. Allowing a child to help around the house can increase brain capacity. (Answer: Yes. Simple activities around the house help the child develop psychomotor and cognitive skills)
7. It is only the mother who is responsible for teaching the children. (Answer: No. Everyone in the child's environment can effect changes in the child's abilities: cognitive, physical — gross and fine motor skills, and psychosocial as well as moral.)
8. The child development center or supervised neighborhood play-site is a good place to find new experiences for children. (Answer: Yes. This learning place provides structured experiences with specific skills to develop.)
9. The windows of opportunity tell us that age is an important consideration in learning new skills. (Answer: Yes. There are age-associated critical periods when certain parts of the brain are more susceptible to certain types of stimulation.)
10. Rich experiences can make a child more intelligent. (Answer: Yes. Experiences can change the direction of how the brain structures itself. Positive experiences can increase neural connections that are beneficial to cognitive capacity, while negative experiences can inhibit positive neural formation.)
11. Children aged 3 to 5 are too young to attend CDC/SNP/ Kindergarten. (Answer: No. The CDC/SNP/Kindergarten program provides developmentally appropriate activities to children aged 3 to 5 in order to enhance their potential.)

ASSIGNMENT

- Observe your children and list down activities they can do or are doing.
- The observations will be discussed next time and will be related to the developmental milestones reflected on the windows of opportunity.

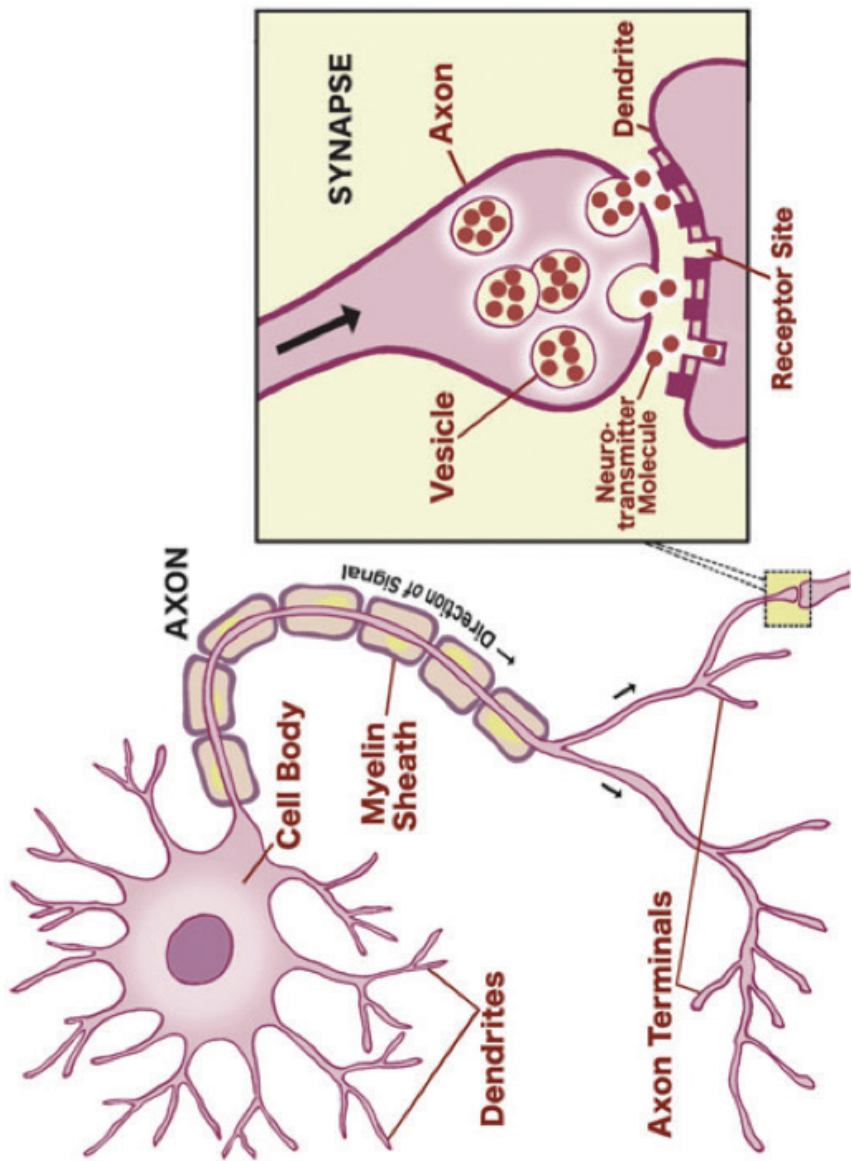


Figure 3. Enlarged visual illustration of a neuron connecting to another neuron via the synapse. (Source: <http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>)

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Session 2. WINDOWS OF OPPORTUNITY IN CHILD DEVELOPMENT

OBJECTIVES

At the end of this session, the participants should be able to:

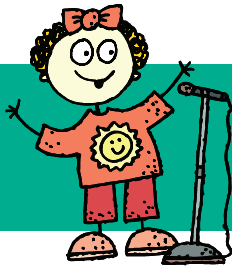
1. State what opportunities may be present and should be taken advantage of at a particular age in the child's development; and,
2. Discuss ways on how to provide stimulations and rich environmental experiences to promote the achievement of developmental tasks during the windows of opportunity.

TIME REQUIREMENT: 1.5 to 2 HOURS

NOTES TO THE FACILITATOR



- Prepare the needed visual aids and materials for the activities.
- You may want to visit website links on the following topics:
 - Windows of Opportunity
 - Brain development and early childhood
- You may opt to demonstrate the mechanics of the game.
- You may also review Module 4 on Child Development of the Manual on Effective Parenting 2011 edition as a reference for developmental milestones.



LEARNING EXPERIENCE

Icebreaker

The facilitator initiates any dancing activity or action song that the participants are already aware of, in order to energize them.

Checkup

Using the open forum method, ask the following questions to check if the parent participants have gained some knowledge and have experienced a change in attitude after the first activity. Take the opportunity to correct any misconceptions.

- In the past weeks, what activities have you done with your child that you think are results of the knowledge you have gained from the previous discussion?
- Did you observe any change in your child's behavior?
- Is it easy for your child to learn new skills and concepts?
- What do you think is the best way to teach your child to remember new learning?

Activity: "Brain Maze"

Time required: 20 to 40 minutes

NOTES TO THE FACILITATOR



This game is an analogy of the brain activity, that is, how neurons transmit information through neurotransmitters.

- Please take note that the objects used in the game represent the following but should only be revealed during the lecturette:
 - a. Pebbles - neurotransmitters, which are the carriers of information
 - b. Participants - neurons
 - c. Time pressure (5 seconds) - windows of opportunity in particular sensitive periods for learning
 - d. Actions performed by the player - behavioral manifestations of learning
- Take note of the reactions of the participants: how they organized themselves, how much time they spent doing the activity, and the actions that caused delay.
- Encourage everyone to participate and enjoy the game.

Materials Needed

- A Picture of the brain maze
- Pebbles or any substitute like corn kernels, sand, small seeds, macaroni shells, salt, and beads
- Any adhesive tape

Procedure

1. This is a relay game.
2. Form groups with six (6) members each.
3. Each group will form one line facing the facilitator.
4. For each group, lie down on the floor, parallel to each other, a picture of a brain about 3 to 4 meters away from the first players of each group.
5. Place a box of pebbles, corn kernels, or any substitute at the end of the line, behind the last player of each group.
6. Each player will be assigned an action (jogging in place, simultaneous action of laughing/crying/expression of anger, identifying five objects around the area, reciting a poem or a chant, counting fingers, or playing a musical instrument).
7. Show a sample picture of the brain (see Figure 3) and explain by demonstrating the following instructions to the participants.
 - a. The player at the back of your line will grab some pebbles from the box, then pass the pebbles from one player to the next until the pebbles reach the player in front of your line.
 - b. The player who is holding the pebbles will run to the picture and line the pebbles side by side to fill out the spaces in between the folds of the brain (maze like spaces). You will only be given 5 seconds to put all the pebbles in your hand on the picture.
 - c. After putting all the pebbles, you will face the audience and do the action assigned to you.
 - d. After doing the action, you must return to the back of the line, grab some pebbles from the basket and pass them to the player in front of you until they reach the player at the start of the line.

e. Again, the pebbles will be lined-up to fill up the spaces in between the folds of the brain.

f. This procedure will continue until all the spaces are filled up.

g. The first group to finish and whose pebbles are well arranged will be the winner.

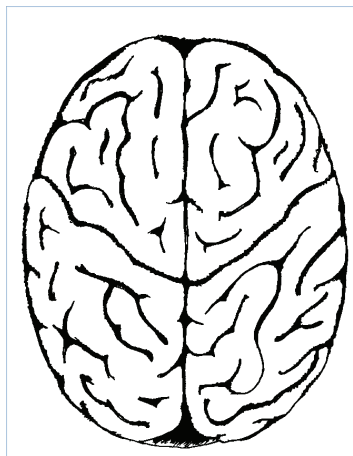
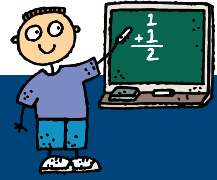


Figure 4. Visual illustration of a brain



Process Questions

- What can you say about the experience? (Expected answers: it awakened me or “nakakagising”)
- How did time pressure affect your performance? (Correct response: because of time pressure, some pebbles fell and scattered on the floor; made me nervous; team was disorganized in performing the task.) REMEMBER: Take note of participants’ answers because you may need this information to explain brain development and windows of opportunity.
- How can you make the output more organized given a limited time? (Expected answers: few pebbles at a time; do it as a group). Remember: During the lecturette, emphasize that enriching a child’s potential requires community effort.



Lecturette

Time Required: 20 to 30 minutes

NOTES TO THE FACILITATOR



- Show Figure 4 (Critical period for learning) as you relate the brain maze game to the concept of windows of opportunity.
- You may want to write or post on the board some words or pictures, which will help the parents remember and understand what you are explaining such as a clock to emphasize time and picture of an environment (home, school, park), and the diagram of the windows of opportunity.

Content

When you hear the word window, what comes to your mind? Similar to a real window, our windows of opportunity (critical period) open at certain stages in our lifespan. During these periods, it is important that the child is exposed to various experiences and activities which will provide stimulation to enhance their skills in the areas specified in the Windows of Opportunity chart (see Figure 5 and 9).

The stimulations that your child get from the activities are necessary to establish neural connections. Growth and development are products of neural connections and the strengthening of these connections will be discussed in succeeding sessions.

Like the relay game we played, many factors may affect the growth and development of the brain.

- Time. The needed stimulation or experience to maximize the growth of the brain may only be provided at a specific time of our life – the critical period. These are certain time periods when the brain is very receptive to certain types of learning. This interval of time is represented by the concept of “windows of opportunity” (Figure 5). As parents, just like in the game, you have limited time to provide enriching experiences to your child. Each participant in the game represents an opportunity, and the pebbles are the stimulation to enhance skills necessary for growth and development. It is the responsibility of the caregiver to provide the appropriate stimulation within a given time frame, and how it will be conducted. Therefore, you must give time and effort to plan activities for your children. Planning is very important. These activities should stimulate the senses and relate to the skills that need to be developed.
- Environment. The environment includes the things around us and the people we interact with. All these provide experiences that will lead to specific neural connections. If you cannot provide it to your child, you should look for other options such as early childhood enrichment services (e.g. Child Development Center, Supervised Neighborhood Play, Kindergarten, and other similar services for early childhood enrichment). Just like in the game we played, there are networks of individuals who can affect the child’s growth. They must collaboratively work together to provide the resources needed in order to facilitate the development of the several potentials that child possess.

Early education research points out that at the age 5 to 8, children are expected to have gained the potentials to:

- Become effective readers;
- Expand their abilities to use complex mathematical applications;
- Develop fundamental skills to understand the basic principles of science; and
- Acquire social skills necessary to blend socially to become responsible citizens.

It is in the early years of the child's life, from 0 to 10 years old, that these critical periods known as "Windows of Opportunity" demand certain types of inputs in order to create a stable and long lasting brain structure. These are critical periods because the brain can actively respond to certain types of stimulations creating consolidated neural networks. Most of these critical periods for brain development are over or waning by age of 6 (Durell, 2015). When these critical windows of opportunity close, the brain cells assigned to those tasks lose their ability to perform them (Diamond & Hopson, 1998, as cited by Sausa, 2006; Durell B., 2015). The windows of opportunity a representation of all the potentials which may be developed at certain periods of our lives, known as critical periods (Hickling, et.al. 2008). Figure 5 represents some of these windows of opportunities.

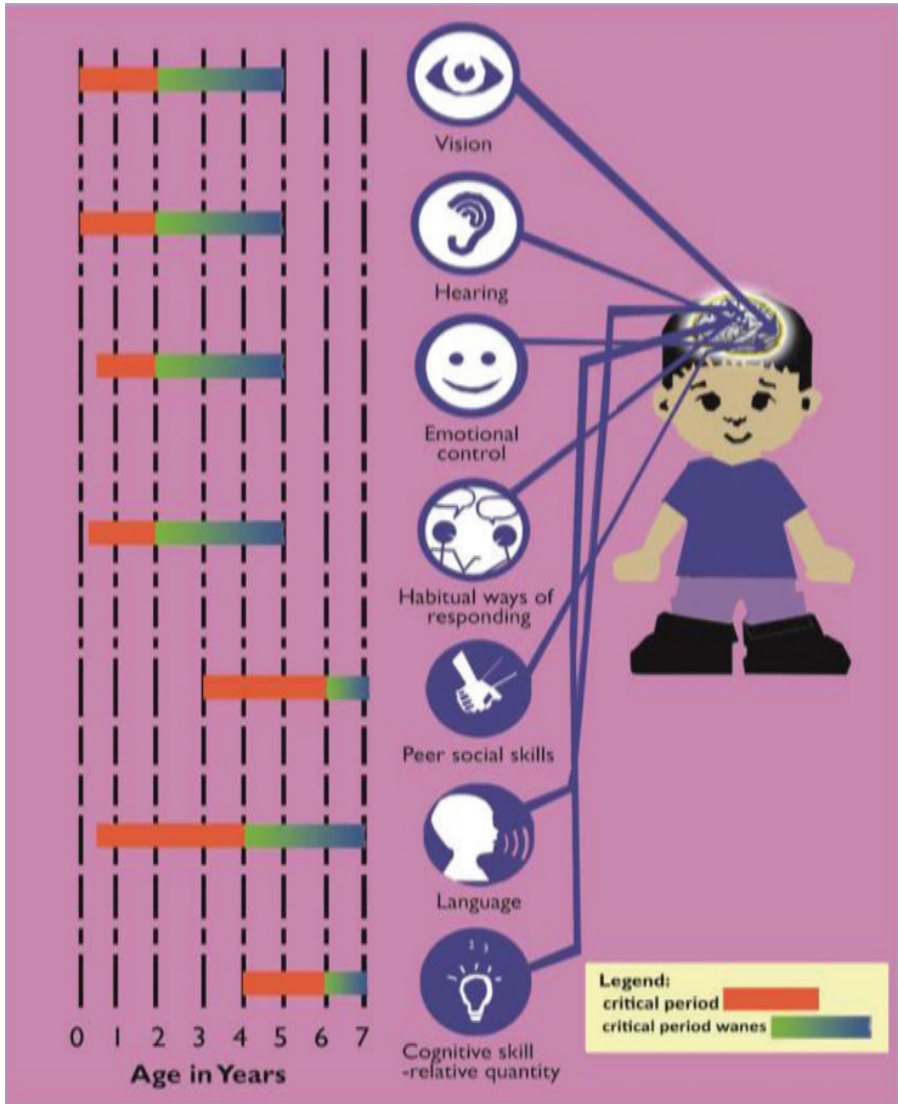


Figure 5. Critical periods for learning (age in years and skills)
 (Source : ECCD Presentation: Equity from the Start)

The Critical Periods

Vision and Hearing (0 to 2 years old with a waning period of until 5 years old). Vision and hearing are essential to allow the child to perceive and participate in the world around him or her. Through seeing and hearing, the child acquires the ability to synchronize and engage with the stimulus around him or her. To enhance the child's vision and hearing, he or she should be provided with visual and auditory activities such as "look for differences" and "name that sound" exercises.

Emotional Control (2 months to 30 months and gradually wanes until 5 years). The limbic system, known as the emotional center and the cortex's rational system, is composed of the two main characters in the development of a child's dispositional characteristics. The roles of adults are crucial in providing the right environmental scenario that inhibits friction or conflict between emotion and reason (e.g. do not provoke tantrums by showing objects or exposing the child to something which he cannot have).

Habitual Ways of Responding (2 months to 2 years old with waning period until 5 years old). The child's ability to manage emotions appropriately is critical upon entering school and in being successful. Between birth and age three, the child develops preferred ways of dealing with emotions being felt. The child must learn to self-regulate emotions and behavior particularly the control of impulses in a socially appropriate way. Thus, the caregiver must be able to assist the child on how to properly respond to stress and stimulus around him or her. The caregiver must be able to distract and divert the child's attention to something else, like producing peculiar sounds that will make the child giggle.

Peer Social Skills (3 to 6 years old with waning period until 7 years old). The child's social world has to expand from the first caregiver to eventually include peers and teachers in order to meet his social needs. It is expected that the child builds social competence at this age. He or she should be able to get along with peers and other adults, as well as learn how to follow directions

and cooperate upon request. He or she should be able to learn to identify thoughts and feelings for oneself and others. This is critical for success in school and beyond. Parents should allow the child to mingle with other children his or her own age as well as older children.

Language Acquisition (Soon after birth to 4 years old with waning period complete by 7 years old). The window for acquiring language opens soon after birth. He or she may not be able to say words but his or her brain is rapidly being structured to recognize the sounds associated with the spoken language. At about 8 months, the child tries to put sounds together. Children can learn more than one language without difficulty before the age of 10 or 11. Between the age of 3 to 5 years old, the child has the potential to acquire 900 to 3,000 words (Diamond & Hopsen, 1998). Several activities like singing and role-playing with your child can be helpful to increase the child's vocabulary and further improve his I.Q. level (Katulak, 1997).

Cognitive skills and Relative Quantity (4 to 6 years old with waning period up to 7 years old). As the child approaches school age, he or she must be able to grasp the concept of numbers, including simple addition and subtraction. More than the number concept itself, confidence in his or her number skills will help the child cope with the demands of academic requirements. Parents can do counting games with their child like counting plates and pairing them with family members who will take meals.

There are other windows of opportunity that open, but unlike the above mentioned, they never completely close, thus the skills associated with them can still be developed throughout adulthood but with certain level of difficulty. These are:

Mathematics and Logic (1 to 4 years old). Evidence has shown that upon birth, the child already possesses a sense for numbers and logic because of the presence of specific neural wirings in the

















brain. The scheme for mathematics comes later when these wirings are connected and developed through experience. A child at age 3 should be able to sort objects, solve simple puzzles, match colors and shapes. He or she is expected to demonstrate an awareness of concepts such as “more” and “less.”

Motor Development (0 to 6 years old). Simple tasks such as crawling and walking require complex synchronization of neural networks. It includes not only the motor skills but also the sense of balance. Motor-related skills acquired when the window is open will most likely be learned with mastery such as jumping, running, climbing, picking objects, and use of writing tool. Opportunities for such activities should not be taken away from the child.

Instrumental Music (2 to 3 up to 10 years old). The window for music opens at around 2 years of age. Brain imaging has shown that the areas for music, mathematics, and logic are within the same site. Evidences also showed that listening to music and making music triggers a reaction from the frontal cortex (site of logic). It also stimulates parts of the brain that are responsible for memory recall and visual imagery (Sausa, 2006).

Brain development is commonly monitored using its external expressions named as **developmental milestones** (Figure 6; Appendix A and B). The developmental milestone indicators are proofs that the child is able to achieve the expected developmental skills for each domain (motor, self-help, language, cognitive, socio-emotional).

Core Developmental Milestones of Filipino Children

	MOTOR	SELF-HELP	LANGUAGE	COGNITIVE	SOCIO-EMOTIONAL
60 months 5 years	 Throws ball overhead with direction	 Bathes unassisted	 Recounts recent experiences in order of occurrence using past tense	 Matches upper and lower case letters	 Uses cultural gestures or greeting without prompts (e.g. mano, bless kiss)
48 months 4 years	 Draws a human figure or house	 Uses toilet with occasional accidents	 Asks "WHAT", "WHO", and "WHY" questions	 Arranges objects according to size from smallest to biggest	 Plays organized group games fairly
36 months 3 years	 Runs without tripping	 Pulls down gartered shorts	 Speaks grammatically correct 2-3 word sentence	 Matches objects and pictures	 Imitates adult activities (e.g. cooking, washing)
24 months 2 years	 Holds crayon with palmar grasp; Scribbles spontaneously	 Drinks from cup with spillage	 Names objects in pictures	 Exhibits simple pretend play (e.g. feed, put doll to sleep)	 Rolls ball interactively with caregiver
18 months 1 year & 6 months	 Walks alone, rarely falls	 Feeds self using spoon with spillage	 Combines single words and gestures to make wants known (e.g., "out")	 Searches for completely concealed object	 Friendly with strangers but initially shows anxiety or shyness
12 months 1 year	 Stands with minimum support	 Feeds self with fingers (biscuits, bread)	 Uses meaningful sounds to refer to specific objects or persons (e.g., "mama", "dada")	 Looks at direction of fallen object	 Cries when caregiver leaves
8 months	 Sits alone steadily	 Begins to take solid foods	 Turns head when called by name, makes eye contact	 Explores objects by biting or holding	 Enjoys friendly handling
4 months	 Holds head steadily	 Sucks and swallows liquid	 Turns head toward sound	 Gazes slowly at moving objects	 Smiles and lifts arms to greet caregiver

Ensure the best possible start in your child's life. Monitor your child's development.

Figure 6. Chart used by ECCD workers to explain developmental milestones of Filipino children (see Appendix A). This chart is part of the Early Childhood Care and Development checklist (ECCD) used by ECCD workers to monitor the growth and development of children 0 month to 3 years old.

Activities to Enhance Growth and Development

As a parent, provide opportunities for your child to grow and develop in all domains (physical, self-help, language, cognitive, social, and emotional). You should provide them with experiences that would stimulate the senses (sight, hearing, taste, smell, and touch) as all activities directed to our senses result in brain stimulation. Here are some activities that you can do with your child:

Gross motor domain:

- crawl around
- climb stairs
- play in the playground
- run around and play games with other children
- play “luksong tinik,” “catch ball”
- dance around and play “freeze dance”
- tearing paper
- cutting with a pair of scissors
- closing zippers and buttons

Fine motor domain:

- mold clay
- free-hand drawing
- coloring book activity
- picking-up games using a pincer grasp (thumb and index finger)
- building towers
- tearing paper
- cut using a pair of scissors
- closing zippers and buttons

Vision:

- play “it bulaga”
- expose the eye sight to moving objects (follow the object with eyes)
- exposure to colorful objects
- bring child outside for natural light exposure

Hearing and Language domain:

- talk to the child
- listen to music
- play “name that object”
- read books on daily basis
- say nursery rhymes to children
- play “Simon says”
- use flash cards or pictures to introduce objects and their names
- encourage the child to tell or expand stories by asking questions

Cognitive domain:

- play “matching games” using a pair objects, colors and numbers
- puzzles
- play “find similar objects”
- play “I will describe, you name it”

Socio-emotional domain

- soothing the child (hugging him or her close to you) teaches him or her to sooth himself thereby handling emotions
- reading stories that talks about emotion, then explain and relate it to the child’s experiences
- allowing the child to play with other children, but under your supervision

To reinforce child development within these domains, you can bring your child to places where there are opportunities like the Child Development Center, the Supervised Neighborhood Play sites, Kindergarten, or other similar services. These places provide activities to help the child grow and develop into a more capable individual.

Key Learning Points



- Our senses (sight, hearing, taste, smell, and touch) are the windows to our brain and all activities directed to our senses result in brain stimulation creating a brain structure that becomes the foundation for future learning.
- Experience and the types of experience determine the structure of the brain and therefore the abilities of the child.
- Parents and other adults around the child can impact the development of the brain by creating an enriched environment.

DEEPENING

To further increase the parent participants' awareness of the importance of their conscious participation in their child's growth and development, ask parents to think about their daily activities along with their children and ask the following questions:

- Can you think of home activities that can provide opportunities to improve your children's skills within the windows of opportunity? (e.g. singing, dancing, story-telling)
- How can you make or modify these activities to make them more meaningful? (e.g. making it a game)

SYNTHESIS

To help the participants digest the information given, instruct them to imagine their children and then ask the following questions:

- What is your child capable of doing at his or her current age?
- Does he or she talk fluently? How would you describe the way he or she moves, walks, runs, climbs, and/or talks?
- How is your child compared with other children of the same age in terms of skills?
- How can the knowledge you gained from this session help you in improving your child's capabilities?

ASSESSMENT

Ask the following questions to assess the knowledge gained by the participants:

- How can your awareness of the "windows of opportunity" help you in raising your children? (Answer: Awareness helps parents choose appropriate activities to enhance expected age-related potentials.)
- Why is active parental involvement essential to a child's everyday activity? (Answer: By observing the child, parents can detect the child's readiness for an activity and then provide appropriate activities to enhance their potential.)
- Why is it critical to provide the child with activities directed to the different senses (sight, hearing, touch, taste, and smell) (Answer: The senses are the windows to the child's brain; information from the environment is received by our senses. Stimulating the senses means enhancing the potentials of our brain.)

- How can talking to your child help in his or her development?
(Answer: Talking to the child will enhance not only the language ability of the child, but also the ability to make sense of and understand their world.)

ASSIGNMENT

Ask the participants to engage their children in developmentally appropriate activities and take note of the reactions or behaviors of the children while doing and after doing the activity.

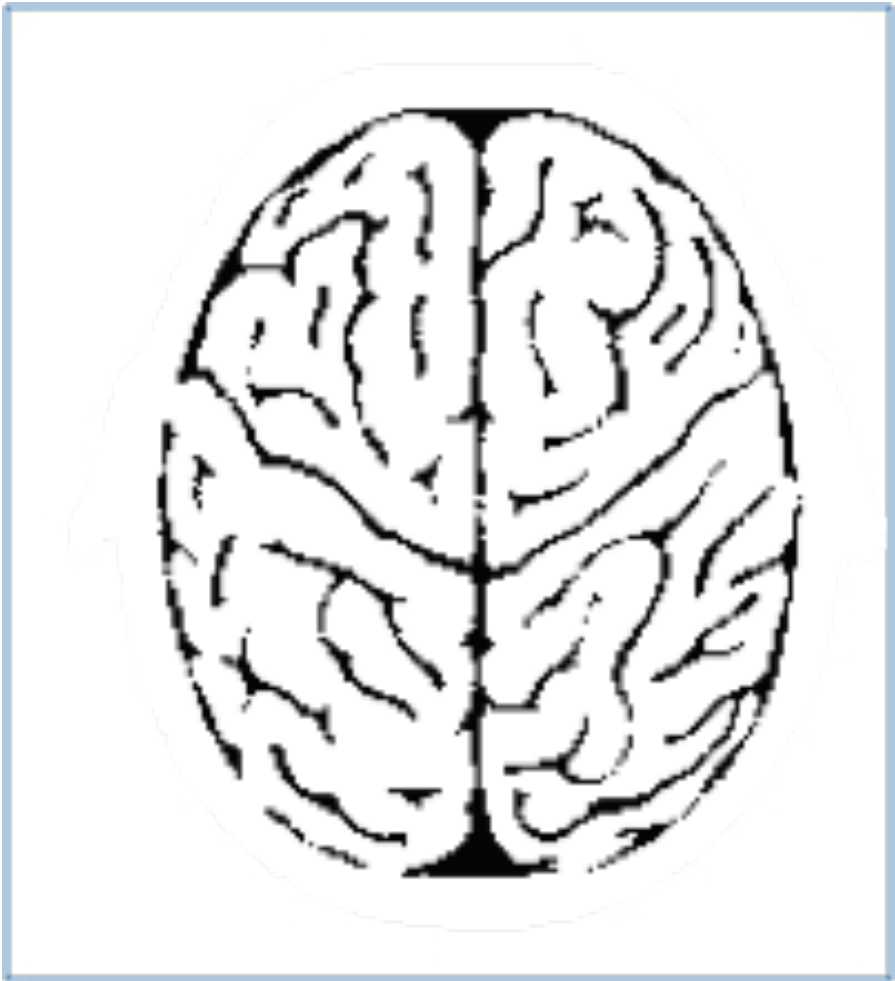


Figure 7. Enlarged visual illustration of the brain for the game "Brain Maze."

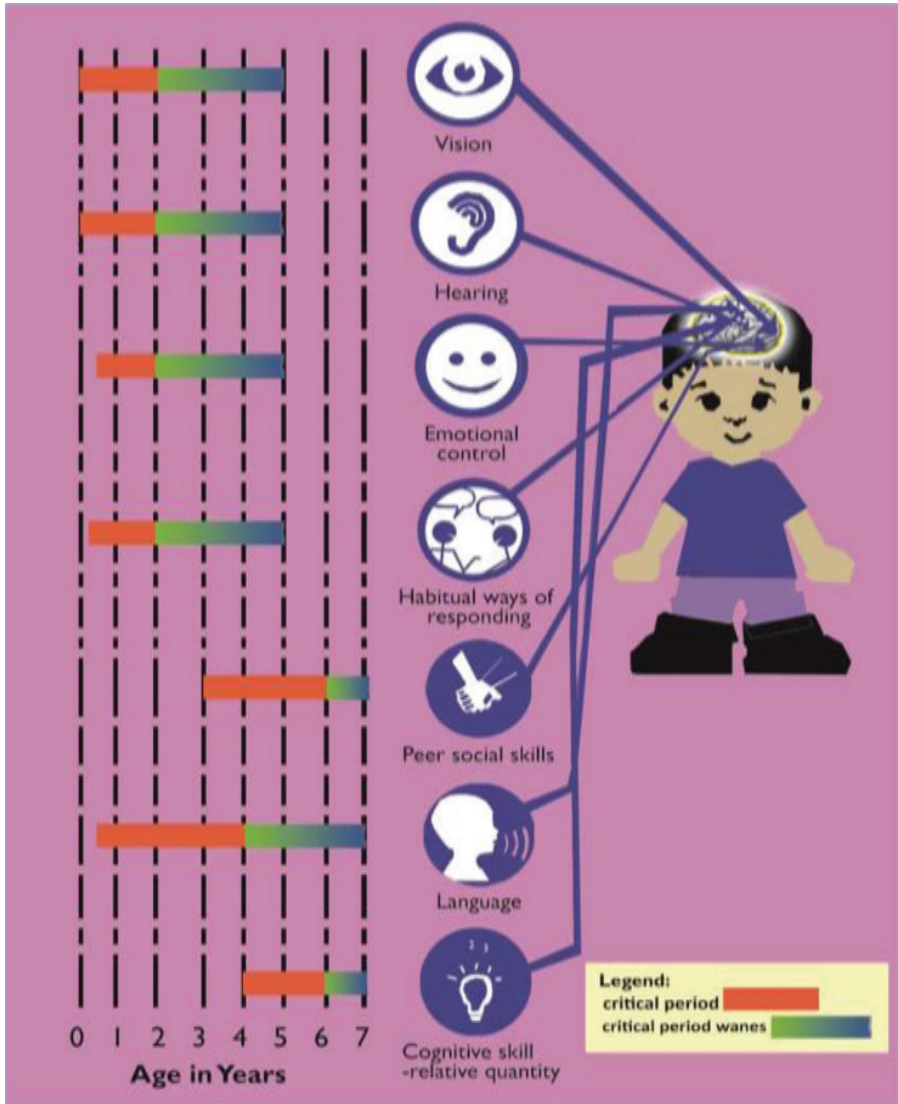


Figure 8. Sample visual aid for Critical periods for learning (age in years and skills)
 (Source :
 ECCD Presentation on Early Childhood Care and Development: Equity from the Start.

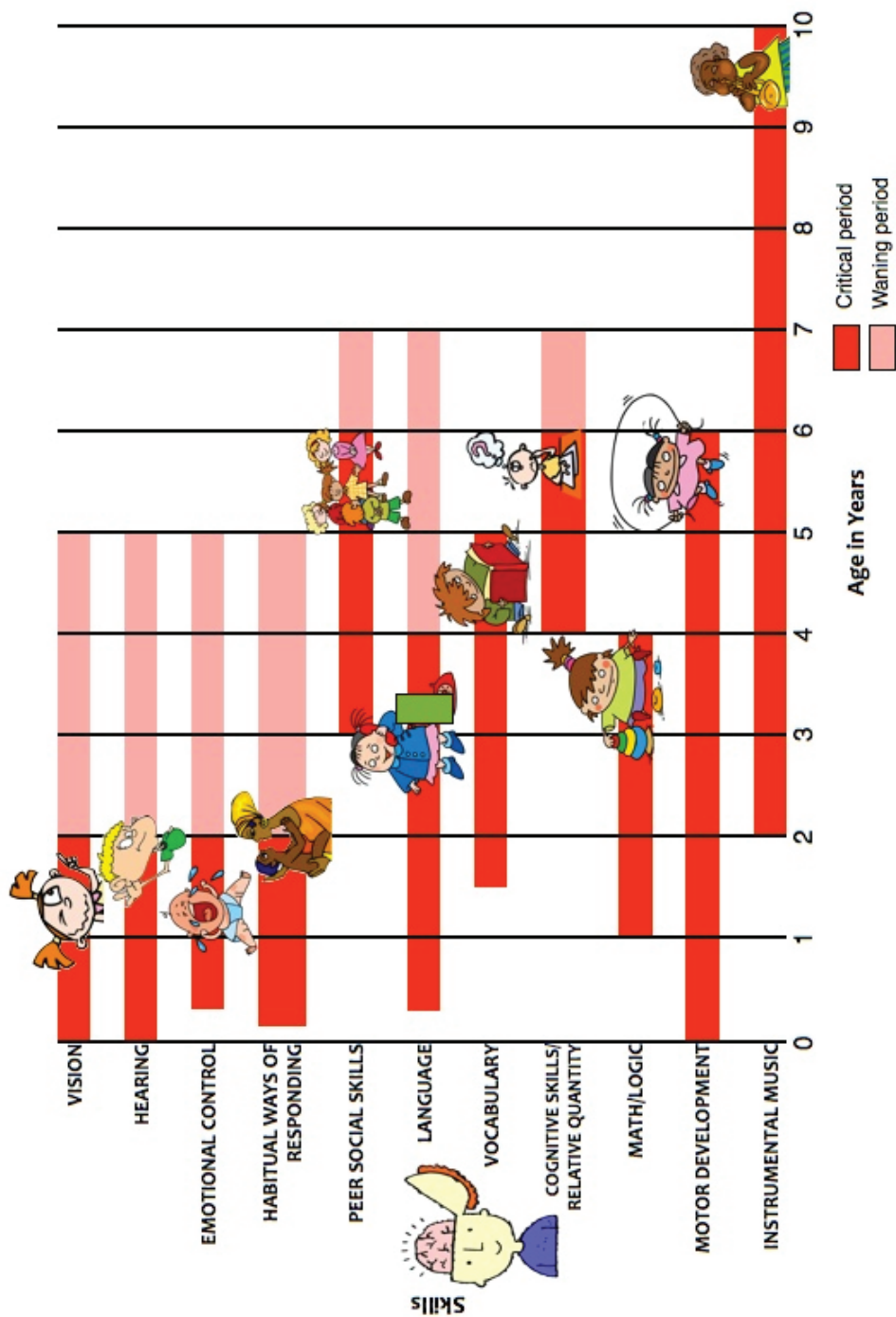


Figure 9. Sample visual aid for Critical periods for learning (age in years and skills)

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Session 2. MULTIPLE INTELLIGENCES

OBJECTIVES

At the end of this session, the participants should be able to:

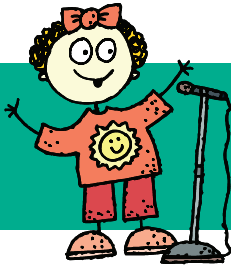
1. Discuss the concept of multiple intelligences;
2. Provide examples of skills associated with multiple intelligences;
3. Explain the importance of multiple intelligence as a component in a child's holistic development; and
4. Assume shared parental responsibility in developing the child's multiple intelligences.

TIME REQUIREMENT: 1.5 to 2 HOURS

NOTES TO THE FACILITATOR



- Prepare the needed visual aids.
- Prepare the materials needed for each activity session.



LEARNING EXPERIENCE

Icebreaker

The facilitator initiates any dancing activity or action song which the participants are already aware of, in order to energize them. Inform them that exercise oxygenates the brain and makes us more alert. It also helps improve memory.

Checkup

Activity: "I am intelligent"

Time required: 15 minutes

NOTES TO THE FACILITATOR



- Read and review the test on multiple intelligences.
- The test can be printed on a flip chart or dictated to the participants.

Materials Needed

- Multiple Intelligence Test
- Pencils
- Paper

Procedure

1. Before conducting the Multiple Intelligence Test, assess participants' understanding of intelligence by asking them what comes into mind when they hear the word INTELLIGENCE.
2. Ask the participants to answer a short Multiple Intelligence Test, then check what intelligences are dominant in the participants.
3. After the participants are done answering the test, tell them to compute the total points for each intelligence. The intelligence with the highest total points are more or less their dominant intelligence.
4. Explain to the participants that their intelligences are special talents and abilities which they can use to survive in their daily living.

Activity: "My intelligence is my treasure"

Time required: 45 minutes

NOTES TO THE FACILITATOR



- Enlarge the Multiple Intelligences Pie Chart (see Appendices). You will use this in the activities and also as your visual aid in explaining the Multiple Intelligences concept.
- Each of the intelligences is color-coded to help you explain which part of the brain is responsible for each intelligence (left brain or right brain).
- Study the reading materials seen in the appendices.

Materials Needed

- Multiple Intelligence Pie Chart (cut into slices)
- Masking tape
- Photos or drawings of people doing the different intelligences

Procedure

1. Ask for eight (8) volunteers.
2. Provide the volunteer participants with slices of the pie (made of paper) where each of the term referring to the multiple intelligences are written:
 - Slice 1 - Body Smart
 - Slice 2 - Number Smart
 - Slice 3 - Word Smart
 - Slice 4 - Music Smart
 - Slice 5 - Nature Smart
 - Slice 6 - Picture Smart
 - Slice 7 - People Smart
 - Slice 8 - Self Smart

The Multiple Intelligences Pie



Figure 10. Multiple Intelligence pie

Legend:

Blue - left brain function

Yellow - right brain function

Orange - left and right brain function

3. The participants then paste the slices on the board completing the whole pie chart.

4. Give the participants pictures symbolizing each of the multiple intelligences. Ask them to match each picture with the corresponding intelligence written on each slice of pie.

Examples:

- Body Smart - photos of a person dancing
- Number Smart - photos of a person solving math problems
- Word Smart - photos of a person writing a story or declaiming
- Music Smart - photos of a person singing or playing musical instruments
- Nature Smart - photos of a person planting or taking care of animals
- Picture Smart - photos of a person drawing
- People Smart - photos of a person playing with a group of friends
- Self Smart - photos of a person writing alone.



Process Questions

After performing the activity, ask the participants the following questions:

1. Which of the photos would best fit your interest or talent? (The answer would depend on the interest of the participant.)

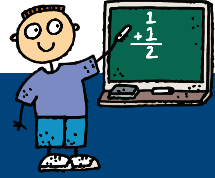
E.g. The photo that would best fit my interest is the photo of the man painting, because I love to draw and I usually draw things to remember my ideas.

2. If a person is good in at least one of the photos presented, would you consider him or her intelligent? Why? (Answer: Yes, because a person can use his or her strength in solving problems or create a product that can be appreciated by many people).

3. Give examples of famous people who are good at each of the following photos presented. (Note: The participants can have varied answers. His or her answer should match any of the photos presented).

E.g. Manny Pacquiao will match the photo of the person who is dancing because Manny Pacquiao is good in sports and both are examples for being body smart.)

Lecturette



Time Required: 20 minutes



NOTES TO THE FACILITATOR

- Use the pie charts and photos as your visual aids.

Content

Ages 0 to 8 are very important in human development. During this period, the foundational skills, abilities and competencies are being developed. Early brain stimulation can help a child acquire and develop necessary skills to face the challenges of life when they become adults.

Early Childhood Enrichment (ECE) programs, such as CDC, SNPS, Kindergarten, and other similar services, provide children ages 2 to 5 years old this needed early stimulation. Enrolling your child in these ECE settings will provide him or her the opportunities to develop holistically.

Holistic enrichment, provided by the ECE setting, helps prepare the child to meet the challenges of living as well as of academics. Its main goals are to:

- help the child build knowledge and a deeper understanding about themselves as individuals;
- build healthy relationships and pro-social behaviors;
- help build upon social and emotional development;
- promote resiliency; and
- teach children to appreciate the wonders and beauty of life.

Holistic enrichment in the ECE setting is provided by exposing the child to different activities that will help enhance the integration of the child's left and right brain functions and the child's brain development, as a whole. Each part of the brain is responsible for different functions and skills, which are manifestations of intelligence.

Intelligence is a person's ability to solve problems and create products and services valued in his or her cultural or social setting. For twenty years, Howard Gardner, a psychologist, studied the human abilities in relation to brain function and how they develop (Davis, 2011). He concluded that every individual possesses eight independent intelligences that can be harnessed and developed which he called this "multiple intelligences." Individuals may use these intelligences, individually or collectively, to create and solve problems relevant to the societies they live in (Gardner, 1983).

The eight identified intelligences include linguistic, logical-mathematical, visual - spatial, musical, bodily - kinesthetic , naturalistic, interpersonal, and intrapersonal (Gardner, 1983). Each intelligence can be described as follows:

- Linguistic Intelligence (language skills) is the ability to comfortably use words in analyzing information and creating products such as, poems, speeches, letters, and books. So if you enjoy writing poems or essays, then your linguistic intelligence is one of your strongest intelligences.
- Logical-Mathematical Intelligence (math skills) is the natural ability to solve and create math equations and solve abstract problems. It is this intelligence that you use in solving Sudoku puzzles.
- Visual-Spatial Intelligence (imagination of space) is the intelligence that you use when you navigate a city while driving, or hiking in a forest. It is your ability to interpret mental images in a more concrete product like drawings or visualizing oneself in a specific location.
- Musical Intelligence (musical skills) is your sensitivity to musical notes and sounds. It is because of this intelligence that great composers and singers like Ogie Alcasid can create great music.

- Naturalist Intelligence (understanding the nature and environment), on the other hand, is the intelligence that we use whenever we try to understand our natural environment. Farming and taking care of animals are examples of this.
- Bodily-Kinesthetic Intelligence (physical/movement skills) is the ability to understand our own body to use it productively. Athletes and dancers are examples of people who have harnessed this intelligence.
- Interpersonal Intelligence (social skills) is your ability to understand other people's mood, desires, motivations, and intentions. A psychiatrist uses this intelligence to help his or her patients.
- Intrapersonal Intelligence (understanding self), on the other hand, is your ability to understand your own feelings, moods, limitations and motivations. It is this intelligence that you use when you try to reflect about your purpose in life.

According to Gardner, only two intelligences have been tested and valued in schools for the past years, these are the Logical-Mathematical and the Linguistic intelligences (Gardner, 1999). The intelligence of one person was then measured through IQ tests. The higher the IQ the more intelligent a person is. But with the acceptance of the Multiple Intelligences Theory in the education system, every individual can now find their own niche depending on the intelligence that they choose to focus on.

Planned activities in Early Childhood Enrichment Settings (ECES) are designed to develop the different areas of the brain that would enhance your child's intelligence. The ECES provides brain exercises in math and logic, language, science appreciation, and, most importantly, in arts, music, and values.

Key Learning Points



- Each individual possesses a unique blend of all the intelligences.
- Each intelligence may be developed through practice.
- Every individual may create his or her own niche.
- Everyone can use his or her strongest intelligence to create products and services that he or she can earn from.
- There are particular areas in the brain associated with particular intelligences.

DEEPENING

Now that you have a better understanding about everyone's intelligence, how can you help your children strengthen their intelligence for them to succeed in life?

SYNTHESIS

Time required: 5 minutes

NOTES TO THE FACILITATOR



- Ask the parent participants to bring their Talaarawan.
- Ask the participants to write a short reflection about their realizations regarding their intelligence.

Materials Needed

- 4P's Notebook
- Pen

Procedure

1. Ask the participants to write on their notebooks a short reflection about their understanding of the multiple intelligences.

2. Use the following questions as their guide in writing their reflections:

- What have you realized about yourself after hearing the lecture?
- Has anything changed regarding the attitude about yourself and your child in terms of intelligence?
- How do you think you can help your child become successful in the future using his or her intelligence?

ASSESSMENT

Time Required: 15 minutes

Materials Needed

- Printed pictures representing each of the eight intelligences
- Printed pictures of Filipino celebrities who are known for any of the intelligences

Procedure

1. Lead the participants back to the Pie Chart of Multiple Intelligences.
2. Provide volunteer-participants with pictures of Filipino celebrities known to manifest any of the intelligences (e.g. Pacquiao for kinesthetic, Jovit Baldovino for musical, Kim Atienza for naturalistic, etc.)
3. Ask the participants to post the picture to the corresponding intelligence on the pie chart.
4. Affirm if all responses are correct.
5. If some responses are incorrect, ask the participants to correct them.
6. Affirm everyone's participation.

ASSIGNMENT

Observe your child and try to identify his or her intelligences. Write your observations on your notebook.



FACILITATOR'S READING ASSIGNMENT

Table 1. HOWARD GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

INTELLIGENCE	DESCRIPTION	CAREER PATH
Body Smart Bodily-Kinesthetic	The capacity to use your whole body or parts of your body to solve problems, make something, or put on a production.	<ul style="list-style-type: none"> • Athlete • Dancer • Actor
Number Smart Logical-Mathematical	The ability to understand the underlying principles of some kind of causal system.	<ul style="list-style-type: none"> • Engineer • Programmer • Accountant
Word Smart Verbal-Linguistic	The capacity to use language to express what's on your mind and to understand people.	<ul style="list-style-type: none"> • Journalist • Teacher • Lawyer
Music Smart Musical-Rhythmic	<ul style="list-style-type: none"> - The capacity to think in musical terms. - To be able to hear patterns, recognize them, and manipulate them. 	<ul style="list-style-type: none"> • Musician • Composer • Singer
Nature Smart Naturalist	The ability to discriminate among living things and sensitivity to other features of the natural world.	<ul style="list-style-type: none"> • Farmer • Environmentalist • Veterinarian
Picture Smart Visual-Spatial	The ability to present the spatial world internally in your mind.	<ul style="list-style-type: none"> • Navigator/Pilot • Architect • Sculptor
People Smart Interpersonal	The ability to understand other people.	<ul style="list-style-type: none"> • Psychologist • Politician • Sales person
Self-Smart Intrapersonal	Having an understanding of oneself, of knowing who and what you are.	<ul style="list-style-type: none"> • Researcher • Entrepreneur • Novelist

Source: <http://community.tncc.edu/faculty/dollieslager/weeklyspring07.htm>

Multiple Intelligence Test

Instructions: For each of the statements, choose a number from 1-5 to rate how the statement describes you.

- 1 - No the statement is not like me at all
- 2 - The statement is a little like me
- 3 - The statement is somewhat like me
- 4 - The statement is a lot like me
- 5 - Yes, the statement is definitely like me

Verbal/Linguistic

- _____ I can use a lot of words to express myself.
- _____ I enjoy word games.
- _____ I tend to remember things exactly the way they are said to me.
- _____ I find it easy to explain things to others.
- _____ I can easily write poems.
- _____ I read a lot.

Total: _____

Logical-Mathematical

- _____ I work best in an organized space.
- _____ I enjoy math and using numbers.
- _____ I always have a "to do list."
- _____ I enjoy solving puzzles like Sudoku.
- _____ I like to ask "why" questions.
- _____ I always do things one step at a time. Total:

Visual-Spatial

- _____ I understand color combinations.
- _____ I enjoys solving visual puzzles.
- _____ I read charts and maps easily.
- _____ I am observant. I often see things that people miss.
- _____ I can picture scenes in my head when I remember things.
- _____ I like to watch scenes and activities in movies.

Total: _____

Interpersonal

- _____ I can sense the moods and feelings of others.
- _____ I work best when interacting with people.
- _____ I enjoy team sports rather than individual sports.
- _____ I can sort out arguments between friends.
- _____ I enjoy social events like parties.
- _____ I enjoys sharing my feelings and ideas with others.

Total: _____

Intrapersonal

- _____ I know myself well.
- _____ I have a few close friends.
- _____ I work best when the activity is self-paced.
- _____ I am not easily influenced by others.
- _____ I enjoy working on my own.
- _____ I have a good understanding of my feelings and how I react to situations.

Total: _____

Musical

- I often play music in my mind.
- _____ My mood changes when I listen to music.
- _____ It is easy for me to follow the beat of the music.
- _____ I can hear an off-key note.
- _____ I find it easy to engage in musical activities.
- _____ I often find myself humming while doing other activities.

Total: _____

Naturalistic

- _____ Pollution makes me angry.
- _____ I like observing similarities and differences in trees, flowers, and other things in nature.
- _____ I feel very strongly about protecting the environment.
- _____ I like planting and caring for a garden.
- _____ I understand how animals behave.
- _____ I enjoy fishing, nature-walking, and bird-watching.

Total: _____

Body-Kinesthetic

_____ I like to move, tap, or fidget when sitting.

_____ I enjoy participating in active sports.

_____ I am curious about how things feel and I tend to touch objects and examine their textures.

_____ I like working with my hands.

_____ I prefer to be physically involved rather than sitting and watching.

_____ I understand best by doing (i.e. touching, moving, and interacting).

Total: _____

Now compute the total number of points for each intelligence. The intelligence with the highest total points are more or less your strongest type of intelligence.

Sample Visual Aid

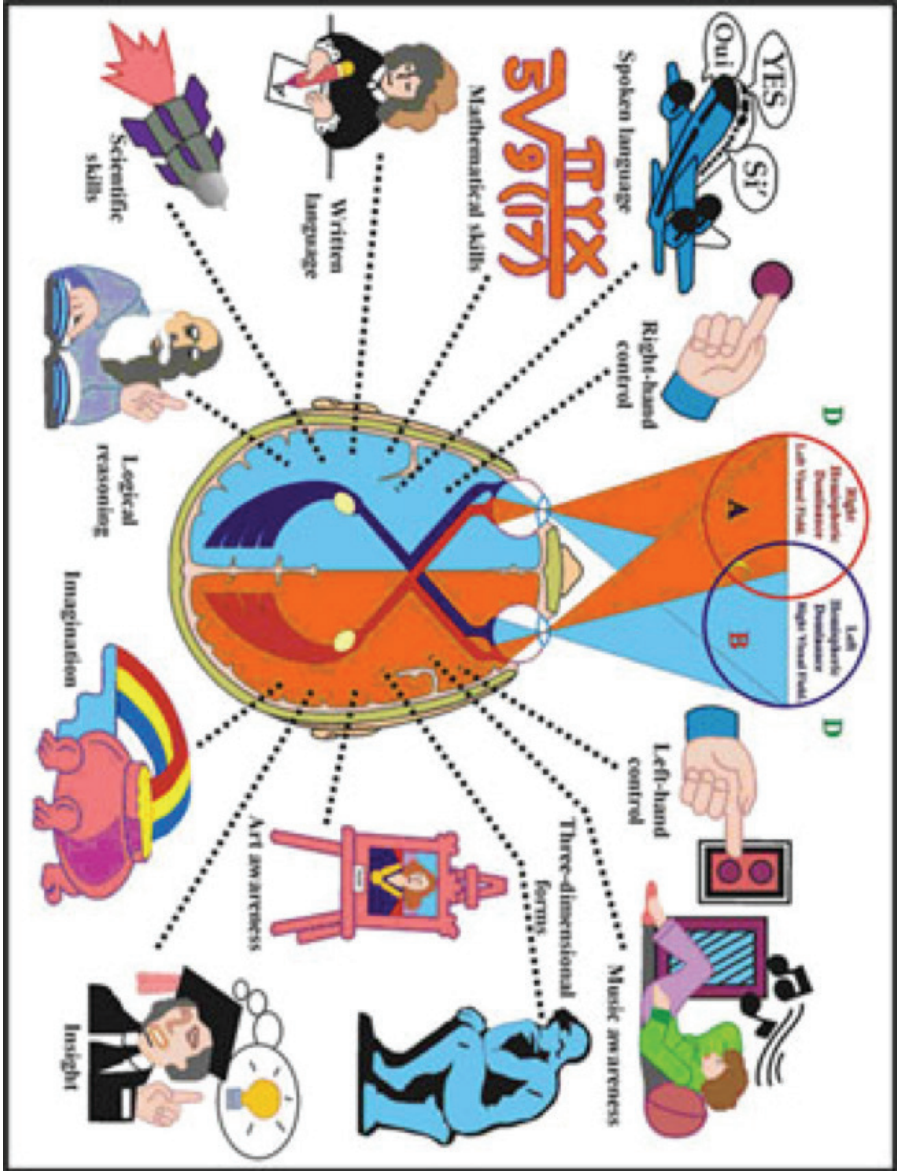


Figure 11. Sample visual aid to show function of the left and right side of the brain
<http://blog.minidet.com/2012/05/communication-breakdown-left-brain-vs-right-brain>

The Multiple Intelligences Pie

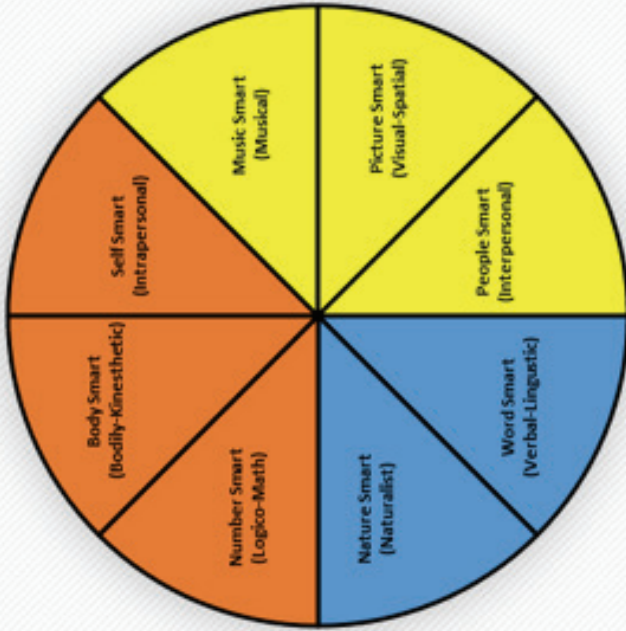


Figure 12. Multiple intelligence pie chart
Legend: Blue- left brain function
Yellow- right brain function
Orange- left and right brain function

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Session 4. PLAY IN EARLY CHILDHOOD ENRICHMENT



OBJECTIVES

At the end of this session, the participants should be able to:

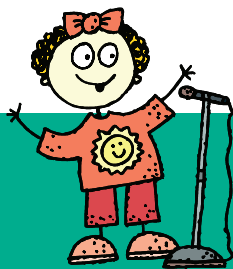
1. Describe the elements and stages of play;
2. Enumerate the importance of play in child development;
3. Discuss play activities supporting the development of skills associated with "windows of opportunities" and "multiple intelligences"; and
4. Explain the roles played by the home and early childhood enrichment settings in providing opportunities for play.

TIME REQUIREMENT: 2 HOURS

NOTES TO THE FACILITATOR



- As an additional source of information, refer to The Supervised Neighborhood Play Service Manual and Activity Guide by DSWD and UNICEF.
- Start by asking at least two parent participants to review what was discussed in the previous session on "Multiple Intelligences."
- Continue the discussion by asking parents if they prepared for the "Assignment" given, and request two parents to share their preparations.
- Affirm those who have prepared and shared their assignments.
- Make sure to consider cultural diversity as you go about with the sessions, with special attention to gender- and faith-related beliefs.



LEARNING EXPERIENCE

Icebreaker

Sing the song “Mga Batang Masaya’y Naglalaro” in the tune of “If You’re Happy and You Know It.”

MGA BATANG MASAYA’Y NAGLALARO
Mga batang masaya’y tumatalon
Mga batang masigla’y tumatalon
Mga batang masaya, mga batang masigla
Sa bahay at sa iskwela’y tumatalon.

Mga batang masaya’y tumatakbo
Mga batang masigla’y tumatakbo
Mga batang masaya, mga batang masigla
Sa bahay at sa iskwela’y tumatakbo.

Mga batang masaya’y lumulukso
Mga batang masigla’y lumulukso
Mga batang masaya, mga batang masigla
Sa bahay at sa iskwela’y lumulukso.

Mga batang masaya’y nagtataguan
Mga batang masigla’y nagtataguan
Mga batang masaya, mga batang masigla
Sa bahay at sa iskwela’y nagtataguan.

Mga batang masaya’y naghahabulan
Mga batang masigla’y naghahabulan
Mga batang masaya, mga batang masigla
Sa bahay at sa iskwela’y naghahabulan.

Mga batang masaya’y NAGLALARO
Mga batang masigla’y NAGLALARO
Mga batang masaya, mga batang masigla
Sa bahay at sa iskwela’y NAGLALARO.

Checkup

1. Ask participants to stand up shoulder-to-shoulder but not touching each other, in a long single line facing you.
2. Tell them to close their eyes.
3. Provide them with the instruction. Say:

"I will read five statements about very young children. If your answer is YES, step forward two times; if your answer is NO, step back one time (see questions below)."

- a. Play is important for children. (Answer: Yes. Play has benefits for children.)
- b. Play only helps in physical growth and not in brain development. (Answer: No. Play also helps in socio- emotional development and learning.)
- c. Play hinders learning among children. (Answer: No. Especially for young children, play is a learning opportunity.)
- d. Play is a way through which children express their feelings. (Answer: Yes. It helps children express emotion.)
- e. In play, children learn how to deal with other people. (Answer: Children learn how to socialize through play.)

4. After all the questions are answered, ask participants to open their eyes and to go back to their seats.

Remember: Tell participants to take note of their answers and refer to these items as you go about the activity and lecturette.

Activity: "Arte Mo, Hula Ko"

Time required: 20 minutes



NOTES TO THE FACILITATOR

- Depending on your audience, you may think of other formats such as "Pinoy Henyo" or role play to introduce the concepts.

Materials Needed

- Materials Needed
 - Strips of papers with the "magic words":
 - "patintero"
 - "taguan" (hide and seek)
 - "habulan" (catch and chase)
 - "timbang lata"
 - "trumpo" (top)
 - Jumping rope
 - Blackboard/illustration board
 - Chalk

Procedure

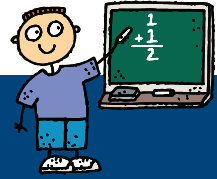
1. Divide the participants into five (5) groups.
2. Provide the instructions to the participants. Say:

"We are going to play a game. The game is called "Arte Mo, Hula Ko. Has any of you played charades before? Charades is a game where you pick a 'magic word' and act it out, while the rest of the players guess what the 'magic word' is. However, this time, we are not going to act out alone but with our group mates! This makes it a group charades."

3. Provide writing materials to each group.
4. Note that at any given time during the game, there will be one (1) acting group and four (4) guessing groups.
5. Randomly, select the acting group and ask one of its members to pick a 'magic word.'
6. Give the acting group 1 minute to act out the 'magic word.' Meanwhile, the guessing groups shall figure out what is being acted and write a word or a phrase to name it.
7. After one minute, ask the acting group to stop and request the guessing groups to raise their answers. Groups with correct answers earn a point.
8. Allow the rest of the groups to act out their 'magic words' one after the other.
9. When all groups have taken their turn, count the number of correct answers. The group with the highest score wins.
10. Initiate a creative clap for the winner (e.g. 10 million clap, Nanay Dionisia clap).

Process Questions

- What did you feel during the game?
- In your opinion, what values (pagpapahalaga) can children learn from the game? (Possible answer: Apart from physical benefits and enhancement of communication skills enabled by these games, children can also learn important values like waiting for their turns, such as in tumbang lata, leadership and teamwork such as in patintero, or perseverance such as in catch and chase.)
- How do you think the 'magic words' mentioned in the charades relate to our topic for today? (Possible answer: All these words pertain to games and play activities commonly observed among Filipino children.)



Lecturette

Time Required: 30 minutes



NOTES TO THE FACILITATOR

- Use the pie charts and photos as your visual aids.

Content

All of us were once children. When you were a child, what activities did you enjoy the most? Indeed, many would say play is one of them.

Experts have the opinion that if there is one activity which occurs so naturally in childhood, it is play. They recognize that play is a behavior especially important and unique to children wherever they are, regardless of gender, ethnicity or race, or religious affiliation. Some would even opine that just as our brain is a social brain, play is hardwired in our genetic make-up (Siegel & Bryson, 2011).

Play is considered as the most natural of all childhood activities and one most frequently observed (Hughes, 2003). It is the language of children. For children, play is done for its own sake and not for any other purpose. Likewise, play is a basic right for children. The United Nations on Convention of the Rights of the Child (1989) suggests that children have four fundamental rights: (a) to survive, (b) to develop, (c) to participate, and (d) to be protected. Right for development and participation are exercised when the child is given the opportunity to play and interact with other children. Even the Philippine law suggests the importance of play. Republic Act 6972, otherwise known as the Barangay-Level Total Development and Protection of Children

Act, stresses the inclusion of “supervised wholesome recreation, with a balanced program of supervised play, mental stimulation activities, and group activities with peers” in early learning.

What activities can be considered play and what cannot? For an activity to be considered play, it must be fun and pleasurable for the child. It must have a desirable effect intimately related to the development of social behavior and communication. On the other hand, an activity is not play if it is excessive, a source of shock/terror, an obsession, a manifestation of indifference and being inconsiderate, or if it is too abstract (Eberle, 2014, p. 230).

Play can either be free or guided. Free means the child initiates what to do during the play activity. Guided means the adult can extend help or assistance as the child plays.

Play occurs in stages according to the child’s engagement with other children (see Table 2). While there are stages more common among younger children, all stages can be observed among children of any age (i.e. a 6-year-old child can be a spectator but still engage in solitary play). For example, cooperative play is a more complex level of play but it can already be observed among children aged 3 to 5. Parents just need to provide opportunity for the different stages and varieties of play.

Table 2. Stages of Play

Stage of Play*	Characteristics
Solitary (Birth to 2 years old)	The child plays alone. More common among younger children (2 to 3 years old). Example: A child playing a ball on his or her own.
Spectator/onlooker (around 1 to 2 years old)	The child looks at other children at play but does not engage with them. More common among younger children. Example: While other children are playing "patintero," the child just looks at the players and watches.
Parallel (around 2 to 3 years old)	The child plays on his or her own beside other children but does not engage with them. Example: One child is playing ball, the other child is playing clay. No conversation between the two.
Associate (around 3 to 4 years old)	The child sometimes plays together with other children, but the aim remains to be individual. Example: Children are playing with different toys. They converse with each other but their attention is mostly focused in their own activity.
Cooperative (around 4 to 5 years old; later preschool years)	The child plays with other children and the aim of the play is shared. Example: Children are playing "bahay-bahayan," constructing a makeshift house together.

* Age ranges are approximations based on Kay Sikich's discussion on the stages of play (<http://www.district196.org/ec/TeacherCurriculum/KaySikichTheFourStagesofPlay.cfm>)

Benefits of Play

Play offers a lot of benefits to children, too. Do you know that play is more frequent in times when brain development is at its peak? Oxygen is needed by the brain to function well. Play, particularly highly physical ones, increases the amount of oxygen in the blood. Integration of different brain functions, as shown by simultaneous activities in multiple brain areas, also takes place during play. Note that play increases the amount of dopamine, a neurotransmitter associated with the reward center of the brain (Siegel & Bryson, 2011). Similarly, play is believed to promote "self-control, language,

thinking, and social skills" (National Association for the Education of Young Children, 2009, p.14).

According to Smilanski (1968), play:

- initiates more social interactions
- enhances perspective taking (ability to see other's point of view), which is a precursor to empathy
- develops impulse control (ability to stop oneself from doing an undesirable behavior such as when strictly following rules or patiently waiting for one's turn despite eagerness to satisfy personal desires) which is a prerequisite to moral development
- improves creativity
- increases attention span

According to Donaldson (n.d.), as cited by Goldstein (2012), play also:

- lessens stress and anxiety
- increases self-esteem and positive self-concept
- improves emotional control and stability
- heals emotional hurts
- develops ability to express oneself through actions
- enhance empathy (ability to feel what others feel)
- supports the immune system
- increases movement skills (i.e. dexterity, sense of balance, muscle control and strength)

Play does not only benefit physical growth but also learning and the child's ability to express emotions. In most cases, play is healing for children. Do you know that laughter brings healing?

However, we, adults, may tend to find play as secondary to other activities such as education. We sometimes fail to appreciate that play is, in fact, complimentary to other forms of childhood preoccupations and can be an opportunity to teach children life and social skills. For example, when children engage in socio-dramatic or role play, where they assume different roles and identities, they start to learn social behaviors (e.g., socially acceptable ways of relating with other people), which are precursors to adult roles.

Moreover, most of the time, we, parents, do not realize that adults have a role to play. We must make sure that the environment is safe

and that play behaviors are not hurting or putting your child and other children in danger.

Role of Parents

The primary role of adults is to make sure that the environment where the child is playing is safe and secure. Safety does not only mean that the child is not endangered by any object found in the environment, but also that the child is not exposed to any form of social threat (e.g. abuse, violence).

The adult also has the role to observe the child's behavior at play and take note of this behavior. Through this, the adult can gain insights about the child's reality. For instance, abused children would usually reveal their experiences and trauma at play. It is in play where the child manifests what he or she feels or thinks or worries about.

Likewise, the adult has the role to restate what the child said particularly in moments when the child manifests unclear or misconceived value judgment. A child acting out as if hurting others with a stick may aptly be explained that hurting others is undesirable and that the stick is not supposed to be used for that hurtful purpose. Moreover, the adult has the role to help the child clarify feelings and thoughts and enhance his or her vocabulary. Play can be an opportunity to teach values (such as cooperation, leadership, self-control, determination), and other skills related to literacy, but parents must also allow the child a considerable amount of free play – that is play for the sake of play.

Role of Early Childhood Enrichment Center

Unfortunately, we may not have enough time and skill to supervise children's play. The Child Development Center, the Supervised Neighborhood Play Site and Kindergarten (collectively referred to as early childhood enrichment settings) may be a good place where your child can receive additional opportunity to play apart from your home. Here, children have peers (age-mates) to play with and a CDC/ SNP worker to supervise their play activities.

The early childhood enrichment setting augments some gaps in parents' lack of time and resources to facilitate play activity. While children play at home and on the streets, some early childhood enrichment settings are equipped with toys and play materials which children can engage in.

Peer socialization is also a major contribution of the CDC and SNP site. While most children would have siblings, it is through playing with non-relative children coming from different families through which children learn and appreciate cultural differences and understand how to relate with others appropriately.

Most importantly, Child Development and SNP workers and Kindergarten teachers are deemed as parents' partners in making sure that children are exposed to a safe and secure play environment. If parents work hand in hand with Child Development and SNP workers, and Kindergarten teachers, there is a greater probability that play for children will be more meaningful and engaging since parents and teachers can collaborate in planning for play activities which can benefit the child.

Imagine your child being able to play freely at home and outside the home! Your child will have a happy childhood through the joint efforts of you, parents, and your child's teacher.

Key Learning Points



- Play is important for children.
- Play should be pleasurable but not excessive, obsessive, and violent.
- Through play, children learn how to make friends and how to properly deal with other people.
- Play has positive influence not only in physical but also in cognitive and psycho-emotional domains of development.
- Play comes in different stages and becomes more complicated as the child's age increases. For instance, children 3- to 5-year-olds may already engage in cooperative play. A child's engagement in the different stages is also influenced by the interaction between opportunities in the environment and individual differences such as personality.
- Children will play even without adult interventions, but adults have a significant role to play to make play more engaging and meaningful for learning.
- Parents should spend time playing with their children although they may not have enough time and skills to facilitate play at home.
- Early childhood enrichment services augment limitations and support parents in providing for children's need to play.
- Peer socialization is the most significant contribution of early childhood enrichment settings in children's play activities.

DEEPENING

Activity: "Ang Batang Naglalaro ay Masaya"

Time Required: 30 minutes

Materials Needed

- Manila paper
- Markers

Procedure

1. Divide the participants into three (3) groups.
2. Instruct groups to choose among their members a facilitator and a documenter.
3. Say: "On the Manila paper given to you, create three columns labeled Column A, Column B, and Column C. In Column A, write down the kinds of play activities you observe among very young children. In Column B, indicate the benefits of each particular play activity towards child development (relate to brain development and multiple intelligences)."
4. Each group will list down as many play activities as they can observe among young children.
5. Give 15-20 minutes for the groups to brainstorm and prepare for the task.
6. Give 5 minutes to each group to present the list of play activities they identified.

Process Questions

- How did you come up with the lists given the short span of time?
- How will you address these challenges at home?
- How do you think early childhood enrichment settings can support in addressing these challenges?

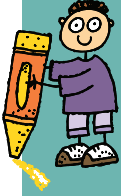
Remember: Ask parents to share their “apprehensions” (e.g. unclear concepts, doubts, disbelief, resistance) about play and the topics discussed, and solicit help from other parents to clarify these areas. Likewise, refer to Checkup and discuss the participants’ answers to address misconceptions about play, and emphasize its importance and benefits. Deal with resistant parents with utmost compassion and try to explore the root of their resistance.

SYNTHESIS

- Tell parent participants to write down on their Talaarawan their realizations on how play can benefit their children’s development.
- Ask five participants to share what they have written in their Talaarawan.
- Initiate commitment setting to encourage parent participants to apply what they have learned during the session in their respective homes.

ASSESSMENT

Time required: 10 minutes



NOTES TO THE FACILITATOR

- Feel free to modify the instructions of the game depending on the availability of materials. In some cases, raising of hands will do.

Materials Needed

- Blank sheets of paper
- Red dots and blue dots made of paper

Procedure

1. Provide the parents five (5) red dots (made of paper), five blue dots, and a blank sheet of paper.
2. Tell parents to write the numerals 1 to 5 on the paper.
3. Instruct parents to paste the red dot on the corresponding item number when their answer is "True" and to paste the blue dot when their answer is "False."
4. Read the statements below and allow parents to answer.
 - Play does not have any benefit on the child's growth and development. (Answer: False. Play significantly contributes to a child's physical, cognitive, and social development as children engage with one another and with their environment.)

- It is beneficial for children 3 – 4 years of age to be under CDC and SNP services. (Answer: True. CDC and SNP services, just like any other early childhood enrichment services, provide ample play support and opportunities.)
- Parents should encourage their children to participate in early childhood enrichment activities. (Answer: True. As adults, parents act as facilitators of their children’s development by inspiring and motivating them to participate in the learning opportunities offered by ECE settings such as CDC and SNP services.)
- Children across all age categories only have one kind of play and do not develop any changes in the play interaction they are doing. (Answer: False. There are different variants of play such as those proposed by the parent.)
- Play can develop the child’s self-esteem and readiness to attend primary school. (Answer: True. Play prepares children for more complex tasks such as socializing with peers at school, self-regulating, and initiating learning activities, among others).

ASSIGNMENT

From today until the next session, observe your children at play. As you observe, take note of the following questions:

- What changes happened to you as a parent after this session, especially about your attitude towards play?
- What have you done to make your child's play activity more meaningful and enjoyable?

Technique used	How you felt about yourself as you used the technique	Changes in yourself, your spouse, and your children however small

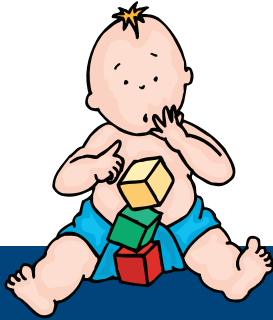
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Module 2. UNDERSTANDING MORAL DEVELOPMENT

SESSIONS

Session 1. Fostering Moral Development

Session 2. Developing Emotional Control

Session 3. Fostering Positive Discipline

Session 4. Communicating with Young Children

Background

As individuals, we are social and emotional beings who are motivated to react emotionally as we constantly interact with our environment. Our instinctual impulses create a series of brain activities which manifest through our actions as we react to the stimulation from the environment. The development of brain imaging techniques has allowed researchers to discover the underlying neural networks that encourage and inhibit certain behaviors. These discoveries allowed us to understand how the emotional brain works, which can help us choose the appropriate actions that elicit desirable behaviors from our children.

Inasmuch as a child's brain and cognition are developing, affect is also tremendously changing and emerging from within the child through exposure to direct and vicarious experiences and as an aftermath of the child's interaction with the social and natural environment (Bubolz & Sontag, 1993). The first two years of a child's exposure to his or her environment is crucial in the structuring of a neural network that will become the foundation of a child's dispositional attitudes, the core of his or her moral characteristics.

Introduction

Parents are the primary caregivers and educators of their children. It is their responsibility to provide a social condition that is pro-social, such as a caring and a nourishing relationship in an environment with social rules. It is therefore essential to conduct a parenting education session that is meant to equip them with the following: a) knowledge on how socio-emotional and moral development in children take place; b) skills on how to foster moral development in very young children; and c) appreciation of the role of the early childhood enrichment setting in supporting, instilling and strengthening moral values in children.

These goals will be realized by the inclusion of the following in this module:

Session 1. Fostering Moral Development

Session 2. Developing Emotional Control

Session 3. Fostering Positive Discipline

Session 4. Communicating with Young Children

In the session on Fostering Moral Development, parents will become aware of the neurological basis of moral character and gain skills on how to facilitate their children's moral development. Sessions 2 and 3 will equip parents with knowledge and skills on how to communicate with their children in a pro-social manner.

Objectives of Module 2

After experiencing the three sessions of Module 2, the parent-participants should be able to:

1. Explain the effect of children's early childhood experiences to moral development and emotional development;
2. Demonstrate age and developmentally appropriate methods of reinforcement and communication within the context of home and early childhood enrichment settings;
3. Practice appropriate and useful communication strategies and disciplining relative to a particular social situation; and
4. Cultivate parenting practices in support of emotional and moral development.

Session 1. FOSTERING MORAL DEVELOPMENT



OBJECTIVES

At the end of this session, the participants should be able to:

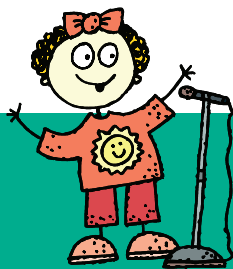
1. Express their own understanding of morality in the early stage of a child's development;
2. Determine the importance of moral development in early childhood and its impact on adulthood; and
3. Recognize their responsibility in enriching their children's environment in order to experience diverse situations relevant to their respective stages.

TIME REQUIREMENT: 2 HOURS

NOTES TO THE FACILITATOR



- Read the Reading Assignment for Session 1 before the actual session.
- Prepare the needed visual materials and learning objects.
- Prepare the materials needed for each activity.
- Take the time to discuss the participants' assignment.



LEARNING EXPERIENCE

Icebreaker

Initiate any dancing activities or action songs that the participants already know.

Checkup

Using the open-forum method, ask the question below to check the knowledge of the participants. Use the given question's format; just replace using the suggested behaviors. You may add more if there is a particular problem you want to ask about. (You can use their insights as examples in later discussions.)

1. Do you think (disrespect) is a problem among the youth today?
Why?
 - a. not wanting to attend school or class
 - b. coming home late
 - c. not doing assigned household tasks
2. Are you affected by these behaviors? How?

Activity: "Arte Mo, Hula Ko"

Time required: 25 to 30 minutes



NOTES TO THE FACILITATOR

- Use the game as introduction to the concepts to be learned in the Lecturette.
- Take note of the reactions of the participants: how they follow instructions, how they listen, and how they react to the leader.
- Encourage everyone to participate and enjoy the game.

Materials Needed

- 1 metacard (misbehavior card) for each of the following scenes:
 - A child answers back to his or her parents (Expected answer: Disrespect - walang paggalang)
 - A child gets money from his or her mother's bag in a suspicious way (Expected answer: stealing - pangungupit)
 - While a child is playing he or she is asked to do a task. Instead of obeying he or she stomps his or her feet and continues to play. (Expected answer: disobedience – pagkasuwail)
 - A child not sharing his or her toy (Expected answer: selfishness – pagiging maramot)
- 1 metacard for each of the following words to be used by the facilitator in case nobody gets the correct answer:
 - respect (respeto)
 - honesty (katapatan)
 - obedience (pagkamasunurin)
 - generosity (pagkamapagbigay)
- 4 chairs or more depending on your number of groups
- 16 blank metacards (4 metacards for each group)
- Permanent marker

Procedure

1. Put four (or more) chairs in the front part of the room about 3 meters from each group. The chairs must be facing the participants.
2. Ask for four volunteers who will act out each of the scenes.
3. Ask participants to count off to form four groups.
4. Ask the members of each group to assign a group leader.
5. Instruct each group to sit in semi-circles facing each other.
6. Give each of the volunteers a misbehavior card.

7. The volunteers will act out the scene in front of the groups one at a time.

8. Each scene depicts a particular misbehavior seen in children.

9. Each group will convene to guess each of the mimes.

Afterwards, they will have to identify the good behavior opposite what they have observed in mime (e.g. bullying – caring, unmindful – thoughtful) and write it on a metacard.

10. Once finished, the leaders will run to the chair, sit and wait for instructions.

11. When all leaders are seated, ask them to raise and show their answer cards to the rest of the participants.

12. The group with a correct answer gets a point.

13. The answer cards are posted on the wall.

14. The process continues until all misbehavior cards are guessed.

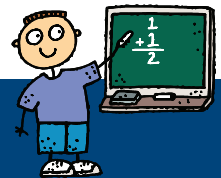
15. The facilitator proceeds with the process questions.

Process Questions

Use the following questions as guide:

- What have we done? (Expected answers: miming of misbehaviors, processing of answers, identifying the behaviors – the undesirable and corresponding desirable, sitting and waiting, revealing of answer, rewarding of correct answer)
- How were you able to guess the correct answers? (Expected answers: discussing, following the rule of the majority)
- To those who were not able to immediately guess, what factors do you think contributed to the delay? (Expected answers: lack of information, knowledge, confusion)

NOTE: you may want to write the expected answers on metacards and post them as they are mentioned. Also post those that were not mentioned. You can refer to them as you discuss the lecturette.



Lecturette

Time Required: 30 minutes



NOTES TO THE FACILITATOR

- You may want to write or post on the board words or pictures that will help the parents remember and understand what you are explaining.
- Role-playing may be conducted to demonstrate the important parenting skills needed to facilitate the development of good moral character among children.

Content

Let us reflect on the activity that we have just done. Some answers may be wrong and some answers may be close to the expected answers. In actual life, misinterpretation or confusion happens because we do not deliver the message properly, or messages are not directed to the person who needs the instruction. Children usually learn through observation and imitation. Parents need to provide instruction to children to develop desirable behaviors. Standards of behavior should be established, communicated, and modeled by the parents to their children.

Notice that in the activity, misbehaviors were mimed by the volunteers and were processed and labeled by the group members. Then the corresponding good behaviors were also identified. In the same way, when children notice any misbehavior, adults or authority figures should be present to help him or her process the behavior and ultimately correct it by presenting an alternative. Otherwise, children may simply imitate the behavior, and continue doing it until it becomes a habit. (Mirror neuron may be mentioned.)

During your group discussion, it took time for you to arrive at a particular answer due to the lack of information (e.g. proper term to describe the behavior). It is therefore important for adults (parents, teachers, or other authority figures) to have the proper knowledge that will guide them in communicating the standards of behavior that will mold children to become morally developed individuals.

Standards are important to facilitate the development of these two important factors of moral character building:

1. Developing your child's conscience
2. Developing a sense of guilt

Conscience is not innate, what is innate is the brain's capability to store and process the needed information to develop a clear conscience. Conscience is the internalized collective information containing social norms. It is like a treasure box inside our head that contains all the expected social behaviors to be followed for peace

and order in our society. Guilt on the other hand is the accompanying feeling of discomfort that follows a wrongdoing or violation against the socially expected behavior.

In developing your child's conscience and feeling remorse:

- Have clear rules to follow. Giving a clear instruction is very important. Provide him or her with clear directions of what is good (desirable) behavior and bad (undesirable) behavior, followed by constant monitoring until the desirable behaviors become a habit.
- Help him or her develop the ability to feel guilty by developing his or her empathy skills. To empathize is to understand another person's feelings by allowing yourself to momentarily imagine and feel what they feel. To build your child's empathic skills, it is important to help him or her recognize his or her emotions. Ask him or her to describe what he or she is feeling and why they are feeling such emotions, and then relate this to the feelings of others in similar situations. In this way, the child is able to understand that other children can also feel what he or she feels (You may refer to the scenes used in the activity. For each of the scenes, ask the participants to suggest ways on how to counsel the misbehaving child).
- Give them tasks according to their capabilities. To develop the habits of taking orders and following rules, it is again emphasized that children must be given tasks at home. But the tasks must be age and developmentally appropriate, meaning they have the physical and cognitive ability to do the tasks. The task has several purposes: to establish routine, to become a reason or avenue for parental monitoring, and to develop in the child a sense of guilt and an opportunity to explain.

The social environment is a powerful tool in controlling behaviors. The learned social actions and social norms transmitted through teaching help us assess a situation. They determine what behavior is acceptable and not acceptable. Likewise, the rules in an early childhood enrichment setting are more structured; hence, they are very helpful in training children to follow social rules. More important are the unspoken rules of children among themselves learned through play and daily social interactions.

Key Learning Points



- Conscience and guilt are two important factors that determine moral character. It is important to establish both factors at a very early stage of the child's life.
- Social structure in an early childhood enrichment setting helps in the development of conscience and the habits of following social rules.
- Social context (situation) is powerful in behavior control.
- The teacher, as the authority figure, together with a child's inherent desires to belong and be accepted by his or her social group are motivating factors to follow social rules.
- Again, emphasize that the types of experiences determine the structure of the brain and therefore the abilities of the child.
- Parents and adults can impact the development of a child's brain by creating an environment suitable for moral development.

DEEPENING

Use the following questions to help participants digest the concepts that were discussed:

- What is the role of communication in getting the expected behavior from your children? (Answer: Instructions and directions should be clearly communicated to children in a positive way so that they can direct their behavior according to socially acceptable ways.)
- How important is time in teaching your children the desirable behaviors? (Answer: Socially desirable behavior is not learned instantly, children need to be guided and monitored until the behavior becomes a habit.)
- How are parents responsible for instilling desirable and undesirable behaviors among children? (Answer: Children can learn behavior through direct instructions from their parents, and by imitating the significant persons around them particularly their parents; furthermore, when children learn through trial and error, parents should be present to correct them.)
- What contributes to desirable behaviors? (Answer: Good parenting skills and parental moral character.)
- What contributes to undesirable behaviors? (Answer: Lack of parental guidance and, more importantly, lack of parental monitoring.)

SYNTHESIS

Your parenting attitude is important in teaching your children how to become morally responsible individuals. Teaching them the appropriate and acceptable behavior will help them understand what is socially and morally correct, instead of punishing them when they do unacceptable actions.

Giving your time to help them analyze their behaviors and the consequences of their actions will help them understand how they affect other children around them, especially in the early childhood enrichment setting.

Allowing your children to experience various situations, like bringing them to the park or enrolling them in an early childhood enrichment setting, will enhance their social skills.

ASSESSMENT

As a form of assessment, ask parents to assess their parenting style. Ask the following questions:

- Can you recall an encounter with your children that you think you have handled correctly but which you now think is not the proper approach? Why?
- How would you now respond to this encounter if it happens again?
- When you get home, be more mindful of your interaction with your children. Take note of how you respond to your child's behavior and the result of such encounter. Take note of the changes in your child behavior when you changed your strategy. Also, observe if there will be an improvement or a change in the nature of your relationship with your child. You can share this with us in our next sessions.

ASSIGNMENT

“Initiating a conversation with your child”

Bring your child to a park and observe how he or she mingles with other children. Take note of how he or she interacts with them, and how he or she initiates the interaction or encounter. Then when you go home, try to ask your child how he or she felt going to the park and how he or she feels having new friends. Ask him or her what he or she wants to do next time.



FACILITATOR'S READING ASSIGNMENT

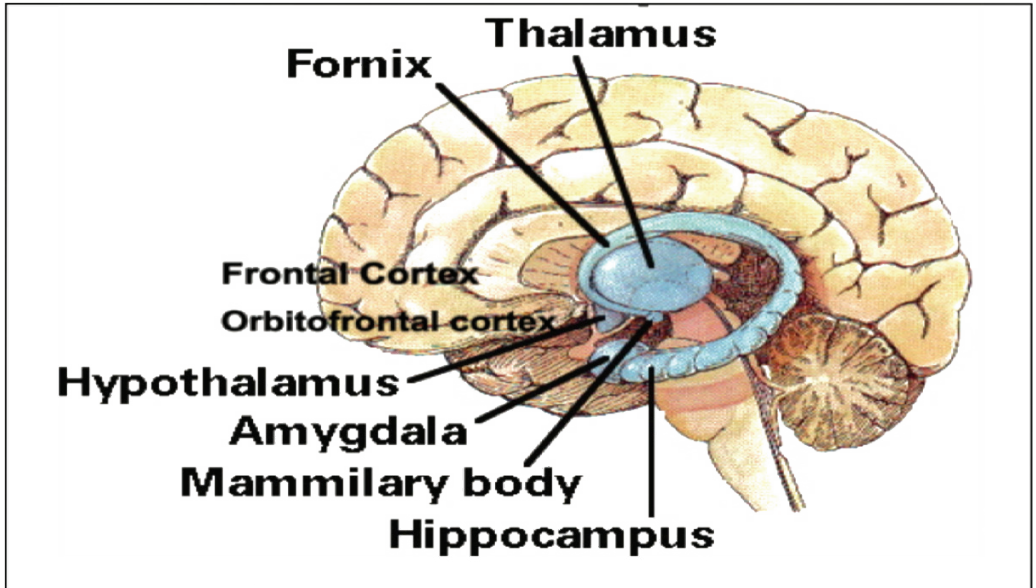


Figure 13. Visual representation of the limbic system
(Source: <http://accweb.itr.maryville.edu/myu/Bio321/321on19.html>)

Our emotion, through our instinctive response, plays a big role in the quick assessment of surrounding stimulus and our reaction to them. Emotional message guides our behavior. It guides our attention and responses to the objects and situations around us. It directs our attention and motivates us to become curious, ignore, or even react aggressively to specific situations. In other words, our emotions drive our attention and attention drives learning (Sousa, 2009). Learning takes place depending on how the focus of our attention motivates us to engage in it and how well our emotional control participates in information-processing.

Our instinctive responses are responsible for our survival because they filter the incoming signals picked-up by our body senses (e.g. sight) to detect if we are in danger or out of danger. This is probably the reason why our limbic system or the emotional region of our brain develops much faster and much earlier than the frontal lobes, the brain region responsible for inhibition and control (Bloom, 2013; Berger, 2011). The limbic area matures around age 10 to 12, while the frontal lobes mature closer to 22 to 24 years of age; and significantly, ages 0 to 2 is the critical period for the development of emotional control (Sausa, 2009). It is therefore important for parents to assist their children in the regulation of their emotions, since children are not yet fully capable of making rational decisions to control their impulsive behaviors.

Our control of our instincts depends on how we are able to tame the emotional side of our selves. It is important to understand the mechanics of our emotion, or how it is processed in our brain in order to understand how we can gain control over it. Looking at our brain, we have the limbic system to investigate. The limbic system is in the middle of our brain where the amygdala is located (see Figure 13). It is the structure responsible for processing emotions. Brain imaging (a technical process of looking at brain activity) shows that when we are processing or "taming" (trying to control) our emotion, the frontal cortex (reasoning or thinking area) and the hippocampus (involved in processing learning and memory) are also activated.

The processing of emotional reaction to a stimulus transpire in several steps (Sausa, 2009):

1. Sensory impulses from the external environment are received by the senses (e.g. sight or hearing) and transported to the thalamus in the limbic system (emotional center).
2. The thalamus simultaneously coordinates the signals to the orbitofrontal cortex in our frontal cortex (thinking area), which immediately evaluates the situation and transmits a "breaking signal" to the thalamus.
3. The thalamus will then send signals to other parts of the brain to stop motor movement to allow the other parts of the limbic system (hippocampus and amygdala, and again, the orbitofrontal cortex) to assess the situation.

4. After assessing the situation, a decision will be made on how to react to the situation.

All four steps happen within a split second (millisecond). The described brain processing is the ideal cognitive process exhibited by an individual who has mastered the art of self-discipline. For instance, you disembarked a bus or a "jeepney." Absorbed in your own thoughts, you instantaneously crossed the street without looking at both sides to check for upcoming vehicles. As you put your step forward, you heard a screech of brakes and the blast of a horn. Your immediate reaction would probably be to stop in a freezing position and then immediately to step backwards. At an instance you may feel a flow of hot flashes moving through your body. The next thing you would do is to calm yourself down instead of allowing the tension to overcome you, which may lead to crying or hiding (both are a child's normal reaction) or some adults would probably throw a curse (if they are not able to control themselves). As an adult, however, you have the ability to pause and reflect on situations before making decisions, but a young child would react impulsively.

An impulsive personality will exhibit a quick route (e.g. throwing a curse). That is, signals are directly sent to the thalamus and to the amygdala without the help of the frontal area (reasoning area) and immediately acts on it. An immediate emotional reaction manifested in our behavior (e.g. fear, rage) is an indication of a neural activity in the amygdala. Distress prompts the amygdala to generate negative emotions (e.g. anger) that can escalate unless some interventions occur. Children take this path until their brain is trained to process the information before making actions. This is the reason why at ages 0 to 2, children need to be trained on how to control their impulses and prevent them from experiencing distress.

Imitation is a very powerful tool for a child to learn a behavior. Brain researches have revealed that a "mirror neuron" system exists in our brain, and it is responsible for learning new skills by imitation (Sausa 2006). Laboratory experiments have shown that between two persons, one person doing an action and one person viewing the action, the same set of neurons is simultaneously activated (e.g. you tend to yawn when you see somebody yawning). Mirror neurons are also believed to be responsible for our empathy

skills, a prerequisite in developing conscience and guilt. By imitating a behavior, a child experiences what the model figure feels in doing the behavior. Through this process, the child is able to understand and make sense of his social world according to how the adults present it to the child. Therefore if we want our children to become good individuals, then it is important to show good examples to them to promote and elicit morally and culturally desirable behaviors.

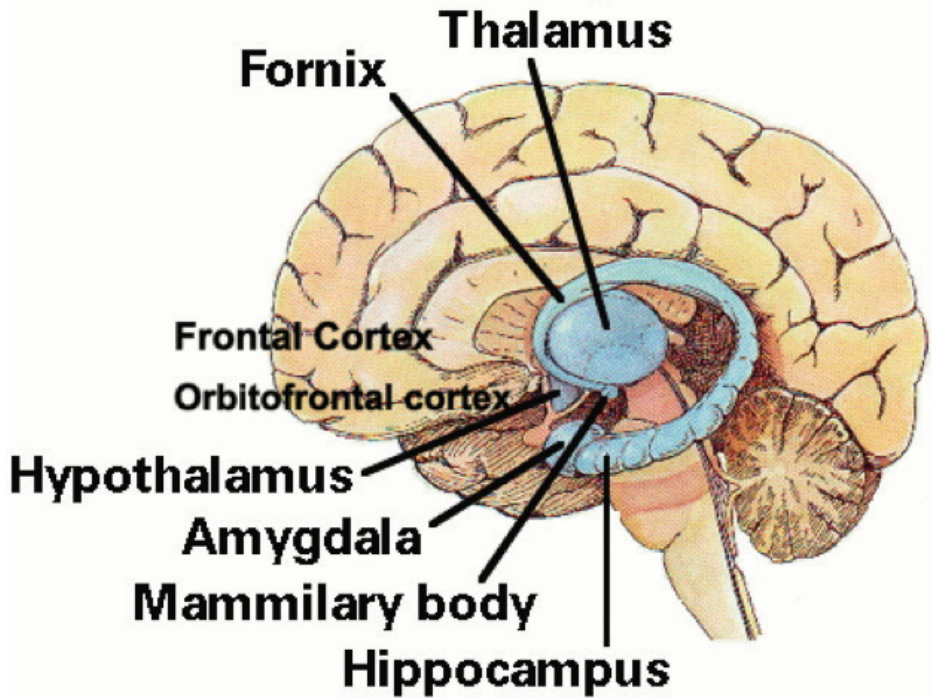


Figure 14. Sample Visual representation of the limbic system
(Source: <http://accweb.itr.maryville.edu/myu/Bio321/321on19.html>)

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Session 2. DEVELOPING EMOTIONAL CONTROL



OBJECTIVES

At the end of this session, the participants should be able to:

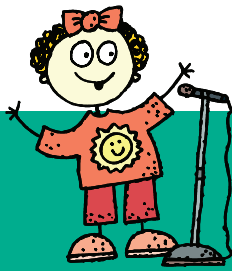
1. Explain the effects of natural instincts in our behavior;
2. Demonstrate ways on how to develop children's emotional control; and
3. Explain the value of early childhood enrichment settings in cultivating emotional control among children.

TIME REQUIREMENT: 2 HOURS

NOTES TO THE FACILITATOR



- Read the lecturette prior to the session.
- Review the previous session on "Moral Development."



LEARNING EXPERIENCE

Icebreaker

Activity: "Picture Us"

Time required: 15 minutes

NOTES TO THE FACILITATOR



- You may think of other icebreakers depending on the participants and time.

Procedure

1. Ask for ten volunteers. Other participants may observe or guess the scenario.
2. Tell the nine volunteers to form a circle while the other one (Let us call her Ana) stays at the center of the circle.
3. Ana will mime one of her favorite activities (e.g. swimming).
4. After a while, she will freeze in the mime position or the swimming pose.
5. Another person (e.g. Ben) will then move to the center with Ana.
6. Ben will tell Ana his name then he will do an action (e.g. blowing a whistle as if calling Ana) that complements Ana's action.
7. Then Ana sits down, leaving Ben who continues to do his mime (blowing a whistle).
8. Another person (Carla) will join Ben.
9. Carla will mime an action (e.g. running in place as if she is running away from Ben) that will complement Ben's.
10. Ben moves out and another person (Dianna) takes his place.
11. The process will continue until all participants have done a mime.

Checkup

Assess the participants' belief on moral training by asking them this question, "At what age do you think is the proper time for parents to influence their children's moral development? Why?"

Activity: "Touch the Object"

Time required: 20 minutes



NOTES TO THE FACILITATOR

- Make sure to read again the reading assignment on the "Development of the brain's emotional and rational areas."
- The "Touch Something" activity is meant to serve as an introduction to the concepts that need to be emphasized.

Procedure

1. Require everyone to stand up.
2. Lead the participants in a stretching exercise. Say: "Let us do some stretching before we begin our session. Stretch your arms and body – upwards, sideways, and backwards. Try to inhale and exhale as you do the stretching. Try to wiggle your arms while stretching them upwards, sideways, and down. Now, let's do 10 seconds of jogging in place. Now relax and breathe deeply, inhale, exhale. Your body is now ready to respond to my instructions."
3. Provide instructions. For the first part, instruct everyone to touch the body part, person, or object that will be announced.

Say:

"Listen to me carefully. I will name an object or body part.

After I name the object, your task is to touch the object or body part that I mentioned (the facilitator may add to the list).

- a. Touch your toes
- b. Touch your knees
- c. Touch the shoulder of the person to your right
- d. Touch the shoulder of the person to your left
- e. Touch somebody whose name begins with a letter
- f. Touch somebody with long hair
- g. Touch something blue

4. For the second part, instruct participants to touch the body part, person, or object, and then explain why he or she touched that particular object. Say:

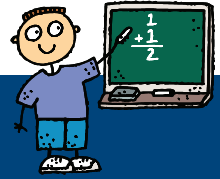
“Now, you will be touching something that means something to you or has some significance to you. The objects that you will be touching will be limited to what I am going to say. After touching it, we will all pause and I will point to someone and that someone will explain to us why he or she touched that object.”

- a. Touch something round
- b. Touch something that starts with a letter “P”
- c. Touch something smooth
- d. Touch something useful
- e. Touch something useless
- f. Touch something important to you

5. Let the participants go back to their seats.

Process Questions

- What was your initial reaction while we were doing the first set of “touch me” commands? (Possible answers: alert, nervous, anticipating)
- Relate your experience as we did the second set of “touch me” commands.
- Did you notice how you made use of your thought process more in the second part compared to the first part?



Lecturette

Time Required: 20 minutes



NOTES TO THE FACILITATOR

- Before starting the lecture, you may want to define or explain impulse control and delay of gratification by providing an example.

Content

How do you understand the word "instinct"? Instinct is an innate or natural behavior. It is our natural inclination to respond to a specific stimulus (e.g. child's initial reaction to being hit is to hit back). It is biologically imprinted in us to help us respond quickly to danger to preserve our life. Basically, the emotional response system of our brain, manifested as the "like" or "dislike" response, responds like instinct. It drives our attention to certain stimuli surrounding us. It is the emotional region of our brain that responds first to the surrounding stimuli even before we make decisions to respond to it. The response that follows is called "emotional impulsiveness."

Since we are social beings, we need to cultivate our instinct into a socially acceptable behavior to prevent conflict with other people. These behaviors are called "controlled" or "self-monitored" behavior.

At a very early age, children must be taught and trained on how to control their impulses and instincts. The training begins at 0 to 2 years of age, the critical period for learning emotional control. The "let them be" attitude in some situations (e.g. getting a toy of another child without permission) does not give children a strong emotional foundation. Parents should start guiding their children in developing their power to reason with their own emotions. The following are some tips on how to develop a child's emotional control (NOTE: After discussing each item, ask parents to share their experiences and ideas and process them.):

1. Help children regulate their impulse control. Do not put children in situations where their impulses and strong desires will be tested. If you cannot avoid it, make sure that you immediately find a way to distract them.

Example:

Two siblings are playing with a toy which interests both of them. You know that this can lead to a fight later on. How do you distract the children to prevent them from fighting over the toy?

2. Use situations to introduce children to the strategies for delaying gratification. If they want something and you can afford it, do not immediately give what they desire. Give them responsibilities to earn points until they reach a target number of points that both of you have agreed upon.

Example:

Your child wants a new school bag. How will you devise a strategy for the child to earn points before he or she can get what he or she desires?

3. Assign simple, age and developmentally appropriate tasks to be done on a daily basis or routinely. Demand that they do the tasks and monitor regularly. Also make sure that the task you assigned is safe for your child.

Example:

How will you involve your child in simple household chores such as setting the table, placing dirty clothes in the hamper, putting their shoes in their proper place?

4. Provide affirmation when tasks are done. Make sure that you notice your child's accomplishments. This way you are teaching them to love and respect themselves.

Example:

Your child accomplished a household chore. How would you show your appreciation?

5. Be a good example. They imitate adults and they learn it quickly until it becomes integrated in their personality. This process can be associated with the presence of the "mirror neurons".

Example:

What habits would you like your child to adopt from you?

6. Enroll your child in an early childhood care and development services. The CDC, SNP sites, and Kindergarten are a good place to meet children of their age. The socialization process with other children, plus the supervision of the teacher will help your child's ability to control himself or herself.

Example:

What socialization skills related to impulse control do you think your child can learn from early childhood learning services?

Key Learning Points



- Emotional attention comes before cognitive recognition.
- Behavior is brain-based; the brain can be trained therefore behavior is learned.
- Social circumstances and situations (eg. abusive relationships, happy environment) are powerful inhibitors or encouragers of behavior.

DEEPENING

To encourage participants to contemplate on their behaviors as parents, initiate a discussion using the following questions as guide:

- How do you make your child follow your instructions? Do you think your ways are in agreement with the prescribed ways?

Alternative actions: Be guided by these 3 steps to effective parenting (Phelan and Webb, 2007):

1. Control unpleasant behavior at its initial manifestation before it becomes a habit. The undesirable habits will definitely become a source of conflict between you and your child; and you will never get along well with your child if he or she is constantly irritating you.
 2. Encourage good behavior. Notice and appreciate your child's efforts especially those of his or her own initiatives (e.g. Picking up litter).
 3. Strengthen your relationship with your child. Recognize his or her existence in the family; acknowledge his or her ideas and feelings; be generous with affirmation and compliments.
- What is the difference between the home environment and early

childhood enrichment settings when it comes to the rules to be followed?

Early childhood enrichment settings (e.g. CDC, SNP, Kindergarten, and other similar services) are guided by planned daily activities that promote self regulation. In addition, the child is motivated to respect and cooperate with his or her classmates in order to be accepted.

Who do you think are the people responsible for the development of your child's moral character? Why?

Everyone around the child can stimulate and elicit emotional responses from the child, especially the parents and other family members. They can contribute to the development of a healthy disposition or an easy irritability.

SYNTHESIS

Morally accepted behaviors do not grow on trees to be picked by a child. They are taught to children and nourished until they become the very core of their personality. It becomes part of their identity thereby becoming recognized either as a morally endowed person or a misfit.

The parents, the learning environment, and the social group are all providers of nourishments needed by the child to become a more socially responsible individual.

ASSESSMENT

Activity: "Linking Neurons"

Time required: 20 minutes



NOTES TO THE FACILITATOR

- Prepare the magic ball before going to the session (a ball with several one inch cut masking tapes on it, some with "□" mark on the sticky part, others unmarked).
- Using an open-forum or question-and-answer technique, ask the parent participants to verbally express their own understanding of morality in the early stage of a child's development and its importance to child development.

Procedure

1. Ask the participants to form a circle.
2. Play the prepared music. NOTE: You may instead ask the participants to sing a song.
3. Instruct participants to pass the ball to their right.
4. When the music stops or the participants stop singing, tell the person who is holding the ball to peel off the tape. If the tape is marked with "□", they need to share one learning they got from the session. If the tape is not marked, play the music again and continue passing the ball.
5. In order to lessen the time, put only five "□" marks.
6. Repeat the activity until all the ball covers have been peeled.

ASSIGNMENT

Ask the participants to fill out the form similar to the table shown below. This will be checked and discussed every time they come to the session:

Undesirable Behaviors observed before FDS	Behaviors to be instilled	Check if positive behaviors are practiced after FDS	Enumerate family members with whom they shared positive behavioral practices

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Session 3. FOSTERING POSITIVE DISCIPLINE



OBJECTIVES

At the end of this session, the participants should be able to:

1. Define positive discipline in their own terms and based on their own understanding;
2. List down or illustrate at least five discipline techniques they are currently practicing at home;
3. Demonstrate a chosen positive discipline technique through role play; and
4. Explain how positive discipline in the ECE setting can reinforce the child's behavior at home.

TIME REQUIREMENT: 2 HOURS

NOTES TO THE FACILITATOR



- Read the Reading Assignment on Positive Discipline.
- Prepare the materials for the activities.
- Review on "Facilitating Moral Development." Ask two participants what the last session was about. Also, ask two participants to share their answers to the last session's assignment.



LEARNING EXPERIENCE

Icebreaker

Play the song "The Greatest Love of All." Let those who want to sing along do so.

Checkup

Teach the following song to the parent participants. After they have sung the song, ask them what they think of the song; then, ask willing participants to share their style of disciplining and how they actually discipline their children.

"Palo Dito Palo Doon"

(To be sung to the tune of Twinkle, Twinkle, Little Star.)

Palo dito, palo doon
Ayoko nyan, ba't ganon?
Sabihin mo ang mali ko
Ipaliwanag mo ng husto
Matututo din ako, matututo din ako.

Activity: "I-connect Mo"

Time required: 30 minutes



NOTES TO THE FACILITATOR

- Prepare as many pictures, illustrations, or drawings of parent-child interactions, especially on discipline for this activity. Write on one part of the board "Gusto" and on the other part "Ayaw."

Materials Needed

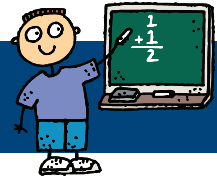
- 5 pictures or drawings of positive or happy parent-child interactions
- 5 pictures or drawings of negative or hurtful parent-child interactions
- Manila paper
- Markers
- Masking Tape

Procedure

1. Present pictures showing positive (happy) and negative (hurtful) parent-child interactions one at a time.
2. Randomly distribute the pictures to 10 participants.
3. Ask the participants to categorize each picture as either "Gusto" (desirable) or "Ayaw" (undesirable).
4. Instruct them to tape the "Gusto" pictures on the right side of a wall and the "Ayaw" pictures on the left side of the wall.
5. Divide the group into five (5).
6. Ask each group to have a documenter and a reporter.
7. Ask the participants to recall some discipline experiences at home during their childhood years. They will write these down on the left half of the Manila paper.
8. Ask the participants the ways of disciplining they now apply to their own children. They will write these down on the right half of the Manila paper.
9. Instruct the reporter of each group to present their output.

Process Questions

1. Why did you categorize the pictures on the right as “Gusto” and the pictures on the left as “Ayaw”?
2. How did you feel when you were recalling your childhood discipline experiences?
3. How did you feel when you recalled how you discipline your children now?
4. Are there similarities between how you were disciplined as a child and how you discipline your child now?



Lecturette

Time Required: 30 minutes



NOTES TO THE FACILITATOR

- Prepare a Flip Chart on Positive Discipline and some strategies parents can use at home.
- Remind the parents that although the list may seem long and difficult at first, implementing the techniques is strongly advised.

CONTENT

Positive discipline is a non-violent, solution focused, and respectful way of guiding a child. It is based on child development principles.

To discipline means to “TEACH, not to PUNISH” the child. We should RESPECT the child as we discipline and guide him or her.

How can we do this? There are techniques to provide a healthy, nurturing environment for the child focusing on positive discipline that teaches and trains. The goal of positive discipline is self-discipline and not making them fear us. We want the child to learn to make good decisions for himself or herself and become the good person that we want him or her to be. The bottom line is respecting the rights of the child. When we treat a child with respect, then he or she comes to treat you with respect and comes to respect himself or herself. Remember the “mirror neuron” wherein your behaviors are imitated by your child? Whatever you do to the child, there is a possibility that he or she will also do that to other people or even back at you.

Here are the techniques (Cooper, n.d.):

1. Give the child something to do that will direct his or her attention to more productive behaviors.
2. Give the child two choices, both of which are positive and acceptable to you. e.g. “Do you want to draw or do you want to read a book?”
3. Emphasize responsible, considerate, appropriate behavior with attention, thanks, praise, thumbs-up, recognition, hugs, and special privileges. Train yourselves to look for the good behavior and look away when it is inappropriate (as long as it is not dangerous or destructive).
4. Tell your husband or the other siblings good things about the child. He or she would be very happy to hear good things about himself or herself.
5. Model the behaviors you want. Show the child, by example, how to behave.
6. Tell the child to “take a break” and think about what he or she could do differently that would work better or be more constructive. Tell him or her that he or she can come back as soon as he or she is ready to try again.

7. Never embarrass a child in front of others. Always move to a private place to talk when there is a problem.
8. At the end of the day, remind your child that he or she is special and loved. Help him or her look for something good about the day that is finished and the day that lies ahead.
9. Focus on two-way communication rather than preaching to children. Listen as well as talk.
10. Keep your eyes and mind on what is happening. Step in before the child loses his or her control. Remove the child from the situation if necessary. Stay calm and emotionally detached. Let him or her know what his or her options are. Be firm but not mean.
11. Use actions instead of words. When the child continues to get out of bed at night and goes to the living room, take him or her back to bed – as many times as it takes. Stay calm. Your child will learn that nighttime is for sleeping and that you are serious about enforcing bedtime.
12. Instead of yelling, screaming, or talking in a loud voice, surprise the child by lowering your voice to a whisper. This often evokes immediate attention and helps you stay in control and think more clearly.
13. Get down to child's eye level. When talking with the child, get down on his or her eye level and look him or her in the eye while talking softly.

We have to practice these techniques until we can become confident we can get the child to obey us in other ways given that a child may not immediately respond to the principles. Habits are hard to break or cultivate. We need to think of ways to help the child become responsible for his or her own behavior. It helps if we can find a way to make the new behavior important enough for him or her to want to do it until it becomes habitual.

Key Learning Points



- The goal of positive discipline is self-discipline.
- The parent or adult teaches and guides the child to do the right behavior with respect, love, calmness, and firmness.
- There are many techniques that one can use. What is important is to try to use them to guide the child.

DEEPENING

Time Required: 30 - 40 minutes



NOTES TO THE FACILITATOR

Write the following hypothetical situation on a Manila paper:

“Pag-uwi mo ng bahay, naabutan mo ang iyong dalawang anak na nag-kukulitan at nag-aasaran hanggang sa umiyak na ang isa sa kanila. Ano ang gagawin mo?”

Materials Needed

- The hypothetical situation written on a manila paper.

Procedure

1. Group the parents into five (5).
2. Ask them to read the hypothetical situation.
3. Then, have parents talk for 3 minutes on how they intend to address the issue.
4. Ask them to role play how they can resolve the issue using one of the techniques discussed, or the facilitator can assign one technique per group.
5. Give the presenters 5 minutes for the role-playing.

Process Questions

After the role play, ask the participants the following:

- Based on the hypothetical situation, do you usually experience such misbehaviors at home with your children?
- How do you feel when they are misbehaving?
- What do you usually do whenever you encounter such behaviors or actions coming from your children?
- Are you willing to use some of the positive discipline techniques to guide your children?

Emphasize

- Changes in themselves and in their children will not happen overnight.
- The techniques are there for them to try. They should be patient and consistent, calm and loving as best as they can.

- They will start to see changes some weeks after, depending on their commitment to use positive discipline.

SYNTHESIS

The facilitator shares this:

Negative behaviors in the home and outside the home by adults beget negative values in a child as shown in the poem (Nolte, 1998) below:

1. If a child lives with criticism, he or she learns to condemn.
2. If a child lives with hostility, he or she learns to fight.
3. If a child lives with fear, he or she learns to be apprehensive.
4. If a child lives with ridicule, he or she feels sorry for himself or herself.
5. If a child lives with shame, he or she learns to feel worthless.

Positive behaviors in the home and outside the home by adults generate positive values in a child like:

1. If a child lives with patience, he or she learns to wait.
2. If a child lives with praise, he or she learns to appreciate.
3. If a child lives with approval, he or she learns to like himself or herself.
4. If a child lives with acceptance, he or she learns to give acceptance to others.
5. If a child lives with love, he or she learns to love himself/herself and others.

ASSESSMENT

Time Required: 20 - 30 minutes

Materials Needed

- A happy face and a sad face drawing for each participant

Procedure

1. Read the following statements to the participants:

- It is all right to scold a child in front of people whenever he or she commits a mistake.
- Comparing your child to others is an appropriate act of motivating him or her.
- It is appropriate to reward your child when throwing tantrums.
- A child's behavior can be improved through affirmation.
- Modeling is one way to foster positive discipline.
- Discipline is punishment.

2. Tell them to raise the happy face if they agree or the sad face if they disagree.

ASSIGNMENT

Journaling: Noting and Sharing of Best Practices/Experiences on the Application of Positive Discipline

It is recommended that parents and CDC/SNP workers try one or two principles for the week until it becomes a common practice.

Take note of the good things that may happen to you and your child on your experiences of inculcating positive discipline. You can make a journal to document this (see the format below).

Then, next meeting, share how you have applied some of the principles of Positive Discipline that we have discussed and how it helped in preventing occurrence of negative behaviors among our young children.

Technique used	How you felt about yourself as you used the technique	Changes in yourself, your spouse, and your children however small



FACILITATOR'S READING ASSIGNMENT

Caring for and guiding young children are among the most challenging tasks parents will ever face. No matter how much you love your child, there will be moments that may be filled with frustration, anger, desperation, and disappointment. Questions such as “Why does my 4-year-old deliberately hit his brother?”; “Why won’t my 3-year-old listen to me?”; and, “Should I spank my preschooler when she is disobedient?” may enter your mind.

Positive discipline is a way to influence and change a preschooler’s behavior in a warm environment where he or she does not have to feel shame. The following are strategies that one can use.

Nonverbal Signs

The aim of positive discipline is to teach children important life skills, including responsibility, self-discipline, and problem-solving. Positive discipline not only requires kindness but also firmness. The focus is on teaching the child to behave and control himself or herself instead of punishing him or her. Use nonverbal signs to help remind the child about things that he or she should do. In advance, plan these signs and tell the child what the signs mean. Signs like an empty cup turned over at the kitchen table means that he or she needs to get dressed before he or she eats. Play a little game to introduce this sign. Use dolls or soft toys, turn over a cup, and then role-play that they want a drink but they have to get dressed first.

Limiting Choices

Creating an environment where everyone wins is achieved by encouraging good behavior and making the activity appropriate for the preschoolers. Clear communication is important, and by limiting the child’s choices you are limiting the opportunities for conflicts. A bedtime game where you let the child choose between two bedtime stories helps to teach him or her to think about what he or she wants.

Use this way of limiting choices by saying, "Do you want an apple or a banana?" instead of saying "Do you want any fruit?" Ask older preschoolers to ask these kinds of questions themselves. Prompt them by saying "Today, I can choose between the red jumper and the striped jumper."

Active Listening

Take time to listen to each other, and try to understand what the child means. Play little games where you say things as clearly as possible or as unclearly as possible. This activity helps him or her to listen and to reflect on what you are saying. Make sure that you have eye contact when you talk to each other. Closeness and hugs are part of positive discipline. Say, "I like cookies" or "I like blue socks." Talk about what it means to like something. Prompt him or her by asking, "Do you like teddy?" Use extreme ideas to help him or her understand that when you use an unclear message, it is possible to interpret it in a number of ways.

Doing Things Together

Doing things together rather than asking the child to do things by himself or herself creates a friendly environment. Make the activity engaging by creating games. For example, a game where you pick up as many toys as possible in 30 seconds. Beating the clock turns the chore to pick up toys into a game. Set a timer for the activity. Create a wheel of choices where he or she can pick an activity that he or she wants to do by drawing a big circle and dividing it into wedges. Make the wheel together and let her suggest things that he or she wants to include. This wheel can act as a good distraction when you are having a conflict. Let the child choose an activity and do it together.

Then, next meeting, share how you have applied some of the principles of Positive Discipline that we have discussed and how it helped in preventing occurrence of negative behaviors among our young children.

PARENTING PRESCHOOLERS

by Jane Nelsen, Cheryl Erwin, and Roslyn Ann Duffy

An excerpt from the book *Positive Discipline for Preschoolers*

Understanding your preschooler's development and filling your toolbox with Positive Discipline parenting tools will go a long way toward resolving conflicts with your young child. It also helps to know that temperament, birth order, brain development, physical and intellectual abilities, and skill acquisition underlie much of your child's behavior in these early years. Still, even the most delightful preschooler isn't perfect, and misbehavior can be frustrating. Why do children misbehave? And what should parents do about it?

Alberto knows that brushing his teeth is part of his bedtime routine. He also knows that this procedure is extremely important to his father. When Alberto's dad approaches with a loaded brush, Alberto folds his arms, furrows his brow, and clamps his mouth tightly shut. Alberto's dad threatens, pleads, and brushes Alberto's lips, but Alberto keeps his mouth tightly closed. Why?

Are these children misbehaving? Well, it certainly seems so. Most parents have experienced moments like these and have struggled to find a solution. As you will learn, before you can help your child choose a different behavior, you must understand why your child is behaving this way, and what he is trying to accomplish with his behavior.

Behavior actually is a coded message that reveals a child's underlying beliefs about himself and about life. When your child misbehaves, he is telling you in the only way he knows that (at least for the moment) he is feeling discouraged, or that he doesn't belong. As you learn to decipher the code, you will find that your responses (and eventually, your child's behavior) will change.

There is a parable that urges us to walk a mile in someone else's shoes before we condemn or criticize his actions. When you can get into your child's world (and walk in his small shoes), his behavior may begin to make sense.

What is misbehavior?

Parents sometimes view any atypical behavior as misbehavior. For just a moment, put yourself in your child's place; make an effort to get into his world.

4-year-old Richard was at home with his mom, recuperating from the chicken pox. Mom had had to take a few days off from work and needed to spend some time on the phone keeping up with business. One afternoon, after a particularly long phone call, she walked into Richard's room and found him absorbed in using the permanent marking pens. The imaginative little boy had looked at his chicken pox spots and been reminded of his dot-to-dot coloring book. Richard had removed his clothes and was busily drawing lines from one spot to the next with the marking pens. He was covered with brightly colored lines connecting his red spots.

Richard's mom was wise enough to realize that this was not misbehavior. He was not trying to get attention or make a mess; he was being wonderfully creative. Richard had discovered that his body looked like a large dot-to-dot drawing, so he had simply connected the dots! What did his mom do? She let her sense of humor take over. She went and got the washable markers and finished connecting the dots with him. It would have been easy for Mom to scold and humiliate Richard. The entire event could have disintegrated into tears and misery. Instead, Mom made room for one of childhood's treasured moments. When Richard is a dad himself, sitting with his children around Grandma's table telling "Remember when..." stories, Richard and his mom will both laugh as they remember Richard's dot-to-dot chicken pox! And as they laugh, they can re-create that moment of fun and love shared long ago.

The child was behaving in ways that are developmentally appropriate — and quite creative. Yet it would have been easy to interpret the situation as a misbehavior.

So how do you know when a behavior is misbehavior? The key is discouragement. Children who feel discouraged about their ability to belong are more likely to misbehave. Richard was not discouraged; instead, he was exploring the world around him (and the parents and teachers should probably supervise the use of permanent markers).

Richard's behavior might have been a misbehavior if he had wanted his mother to play with him rather than talk on the phone. His behavior then might have been intended to get attention or power, as a mistaken way to feel belonging. As you have learned, one of the primary human needs is the need to belong, to feel a sense of worth and significance. When a child believes he or she does not belong, he or she feels discouraged. Out of that discouragement he chooses what Rudolf Dreikurs, author of *Children: The Challenge* (New York, 1991), called a "mistaken goal of misbehavior." They are considered "mistaken" goals because the child mistakenly believes the behavior will help him or her regain a sense of belonging. You may view misbehavior differently when you recognize that a misbehaving child is simply a discouraged child who wants to belong and has a mistaken idea about how to achieve this goal.

Breaking the Code

If you can learn to read the code behind your child's behavior in different situations, you can deal effectively with his or her beliefs instead of just the behavior itself. There are three specific clues that will help you break the code. Let's examine the clues that help you decode the message behind a child's misbehavior — and, finally, what to do that will encourage your child and change his or her behavior.

Your Own Feelings in Response to the Behavior

How you feel in response to a child's misbehavior is the first important clue to understanding the child's mistaken goal. For instance, when the child's goal is undue attention, his or her actions invite adults to feel annoyed, irritated, worried, or guilty. When a child seeks misguided power, adults usually feel challenged, threatened, or defeated. When the child's mistaken goal is revenge, his or her actions invite adults to feel hurt, disappointed, disbelieving, or disgusted. When a child is so discouraged that he or she gives up completely (the mistaken goal of assumed inadequacy), adults also feel inadequate, despairing, hopeless, or helpless.

When faced with a misbehaving child, note that you do not need to do anything about your feelings; simply notice and use them to help you understand your child. Also notice that your child's behavior does

not “cause” you to feel a certain way. Your feelings flow from your understanding of your child’s behavior. When your understanding changes (and you understand the coded message), your feelings also will change.

Your Usual (Ineffective) Attempts to Stop the Behavior

Another clue is your usual response to your child’s behavior. Adults often respond to the behavior of each mistaken goal in predictable ways. For instance, Dad and Ryan are constantly battling over something, whether it’s what to wear, how much to eat, or how long Ryan can play at the computer. Their struggles reveal an ongoing battle for power: Dad gives a command, Ryan resists, and Dad reacts by fighting with Ryan, thinking, “You can’t get away with this; I’ll make you do it.” Some adults just give in. In either case, there is a power struggle with a winner, a loser, or a slight pause while each side gathers strength and ammunition to continue the battle.

Your Child's Response to Your Ineffective Action

The next clue in deciphering a child’s mistaken goal is how a child responds when the adult tries to stop the misbehavior with punitive or permissive methods instead of Positive Discipline methods.

When the teacher at his childcare center tells 5-year-old Matthew, “Behave yourself,” Matthew usually responds by damaging his toys or knocking over other children’s blocks. Sometimes he even yells, “I hate you!” Matthew’s mistaken goal is revenge. The goal is revenge when a child reacts to an adult’s actions by hurting others, damaging property, or retaliating in some other way, such as using insulting words.

Sometimes it is hard to determine a child’s mistaken goal. Don’t be overly concerned about getting the “right” answer, and don’t get hung up in analyzing the problematic behavior. Observe carefully, and do the best you can. Remember, no one is perfect. Learn to see your mistakes as opportunities to learn and grow.

In a nutshell, this article emphasizes how delicate understanding behavior among preschoolers is. It encourages parents to:

1. Put themselves in the child's place (empathizing with the child) to be able to get into his or her world
2. Encourage the child to explore his or her abilities since the opposite (discouragement) leads to misbehavior
3. Reflect upon their feelings towards a child's behavior
4. Identify one's impulse reaction to a child's misbehavior
5. Evaluate a child's response to their parenting style

Paying attention to the above-mentioned techniques makes parenting more mindful and purposeful rather than instinctual.

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Session 4. COMMUNICATING WITH YOUNG CHILDREN



OBJECTIVES

At the end of this session, the participants should be able to:

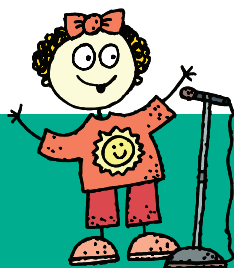
1. Identify types and forms of communication;
2. Demonstrate strategies on positively communicating with young children; and
3. Explain the importance of communicating positively with young children at all times.

TIME REQUIREMENT: 2 HOURS

NOTES TO THE FACILITATOR



- Read the Reading Assignment on Positive Communication.
- Prepare the materials for the activities.
- Ask two participants what the last session was about. Also, ask them to share their answer to the last session's assignment.



LEARNING EXPERIENCE

Icebreaker

The facilitator leads the group in singing “Kumusta Ka” or “Hello, Hello, Hello.”

Kumusta, kumusta, kumusta
Kumusta kayong lahat
Ako’y natutuwa, masaya’t nagagalak
La la la la

This song teaches a simple lesson – as parents, it is important to ask our children how they are, what happened during the day, and how they felt about the day’s events.

Checkup

Ask the participants what they associate with the word “communication.” Get some answers and tell the group what you will be discussing today and why it is important in relationships.

Activity: "Face to Face"

Time required: 20 minutes

NOTES TO THE FACILITATOR



- Prepare the materials. Be creative and resourceful. Also, in doing the activity, do not give a hint on whether or not their responses are correct.

Materials Needed

- 10 pictures or cut outs depicting different forms of communication
- Happy face and sad face drawings (used in the previous session)
- Marker
- Masking tape

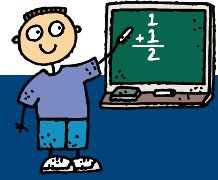
Procedure

1. Show the pictures with different forms of communication between parents and children one at a time.
2. Ask the participants to raise the happy face if they feel that the picture shows positive communication, or the sad face if they feel that the picture shows negative communication.
3. Count the number of happy faces and sad faces for each item.
4. Probe why parents identified each picture as such.

Process Questions

- Why did you identify the pictures as positive or negative communication?
- For those who gave an unexpected answer, why did you raise a sad face instead of a smiling face? There must be a reason why. We are interested in your opinion.

Lecturette



Time Required: 30 minutes



NOTES TO THE FACILITATOR

- Review the reading assignment.
- Prepare the necessary visual aids.

CONTENT

There are two forms of communication: the verbal and the non-verbal. Verbal communication refers to spoken words that we use, while non-verbal communication refers to body language, facial expressions, tone of voice, and hand gestures. These two should agree with each other as much as possible to not confuse the child.

It is always said that communication may be positive or negative depending on what we say and how we say it. Positive communication focuses on respect for the child and involves both speaking with and listening to the child.

It is important to communicate positively with young children because it builds self-confidence, feelings of self-worth, and good relationships with others. It also helps build or promote harmonious relationships between children and parents. Negative communication can result to displeasing personality traits among children. This may turn off adults, may lead to conflicts and bickering, and may cater to feelings of worthlessness.

The following are ways for parents to improve their communication with children (Harrelson, n.d.):

- Get the child's attention before speaking. Tell him or her that there is something you want or need to talk about.

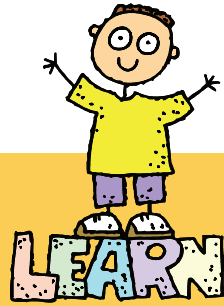
Communicate on the same level as the child. Make sure that you are at the eye level of the child. Sit or kneel if you have to.

- Speak sincerely and calmly.
- Make your request simple, short and clear. Use more positive instructions than negative (e.g. "Place your toys in their container" than "Don't leave your toys on the floor.")
- Talk with—not at—children. This means that you are willing to share and to listen to the child.
- Keep the lines of communication open by listening attentively when the child talks to you.
- Use kind words and actions to encourage and support the child. Your verbal and non-verbal behaviors should be saying the same thing.
- Be consistent with your communication style. Try to use this style every time you interact with your child.

Ask the participants to go back to the pictures. Select two pictures and say, "Look at these two pictures. How do we categorize them? Positive or negative? Verbal or non-verbal? Why?"

Key Learning Points

- Positive communication focuses on respect for the child and involves both speaking and listening.
- It is important to communicate positively with young children because it builds self-confidence, feelings of self-worth, and good relationships between family members.



DEEPENING

Activity: "Anong sasabihin mo?"

Time Required: 20 - 30 minutes

NOTES TO THE FACILITATOR



- Read the Reading Assignment on Positive Discipline.
- Prepare the materials for the activities.
- Review the "Facilitating Moral Development." Ask two participants what the last session was about. Also, ask two participants to share their answers to the last session's assignment.

Materials Needed

- A hypothetical situation written on a Manila paper
- Masking tape

Procedure

1. Group participants into six (6).
2. Post the hypothetical situation written on the Manila paper on the wall and read it to the participants.
3. Hypothetical situation:

A woman and her friend were having a conversation inside the house when the woman's child came in and ignored them, not bidding respect to the visitor. The child went directly to his or her room and never came out until the visitor left. The mother got confused why her child behaved that way. How will she initiate conversation with her child?

“Sa loob ng isang bahay, nag-uusap ang nanay at ang kanyang bisita ng biglang pumasok ang anak na walang bati sa kanyang magulang at bisita. Dumiretso ang anak sa kuwarto at hindi na lumabas hanggang umalis ang bisita. Nagtataka ang nanay kung bakit hindi man lang ito bumati sa kanila. Paano ngayon kakausapin ng nanay ang kanyang anak?”

4. Ask the groups to plan a 3-minute skit on how they think positive communication could apply to this situation.
5. At the end of the time allotted for planning, ask each group to present their skits.
6. While a group is presenting, ask other groups to observe and write comments.

Process Questions

After the role play, ask participants the following questions:

- From the presentations, what were the positive ways of communicating with a child?
- Why do you think these were the best ways to communicate with young children?
- Why do you think is it important to communicate positively with young children?

Emphasize

- Communication with children can be positive if we take the time to understand them.
- Think of ways to send your message across in a calmer, more patient and consistent manner.

SYNTHESIS

Ask a volunteer to share insights based on what they learned from the session, guided by the following questions:

- Have you already applied positive ways of communicating with your children?
- Can you share what else you can do to improve your way of communicating with your children?
- What ways can you apply it to your children immediately after returning to your own homes?

Emphasize

- Positive communication is important for child development and is achievable.
- But, it takes time and practice to make this skill a part of your daily life.
- "Say what you mean, and mean what you say, but don't say it mean!" – Author Unknown

ASSESSMENT

Time Required: 15 minutes

Materials Needed

- 10 Pictures to be used in Activity 1

Procedure

1. Lead the participants back to the picture in Activity 1 to check if all of the responses are correct. Refer to the tally you made of the number of happy or sad faces raised in the first activity.
2. If some responses are incorrect, process the situation by referring to the lecturette to correct misconceptions.
3. Affirm the participation of all parents.

ASSIGNMENT

Ask the participants to practice at home at least three strategies for communicating positively with their children that they learned, and share their experiences during the next session. They are to log their experience in their Talaarawan.



FACILITATOR'S READING ASSIGNMENT

Communication problems are never far away from relationships. Parent-child relations and marital relations will definitely experience communication problems at some point in time. It is important to remember that with communication, a message is sent by the sender and the message is received by a receiver. There can be obstacles or barriers to positive and effective communication as there are conditions which foster it.

The following are some tips from Wakeland (n.d.):

Be Attentive

Listen to the person and be attentive. Pay attention to the topic being discussed. Instead of forming an opinion, try to just listen and see how the conversation turns out. Before moving forward, reflect back on the conversation and make sure you understood what was just said. If you have any questions, do not be afraid to ask. At the same time, wait for the appropriate time to ask questions instead of interrupting the one talking. A break in the conversation may result in the person losing his or her train of thought, which may seem inconsiderate on your part.

Body Language

Be aware of body language during communication. Allow your body to show that you are interested in what the person is saying. Sit or stand up straight while listening. Do not roll your eyes, play with your hair, pop bubble gum, or look around the room during the conversation. Doing this may cause the speaker to believe you are not interested in anything being said, or perhaps you are in a rush to leave. Instead of yawning and looking bored, look directly at the person speaking, nod your head when appropriate, and follow the conversation as well as you can.

Do Not Pass the Blame

Communicate without passing the blame. Instead of saying "you," redirect it at yourself with "I feel a certain way and would like to discuss this issue." If you are angry or upset, count to 10 before attempting a conversation. Positive communication can occur when both people are calm and there is no blame directed at one single person. Be sure your thoughts are expressed accordingly. Always listen to the other person's point of view, and when it is your turn to discuss your own feelings on the matter, talk in a clear voice, free of anger and accusations.

Allow Time to Communicate

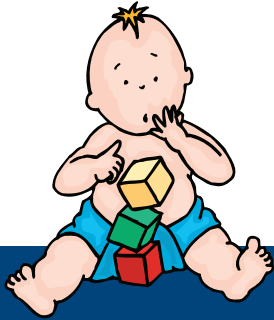
Set aside enough time to have a conversation. Even if tempers are flaring, and something has set you off suddenly, consider the time and place and whether or not communication would be appropriate. Having a discussion in the middle of a grocery store, school, or street may not result in a positive outcome. Instead ask the other person if she has time later to discuss the issue. Arrange a place to talk that will allow positive communication between the two of you.

Be careful of the words you say and how you say it. Make sure you listen truly and respond sincerely. It will make a difference over time in your relationships at home.

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Module 3. PARENTAL INVOLVEMENT IN EARLY CHILDHOOD ENRICHMENT

SESSIONS

Session 1. Preparing the Child for the ECE Program

Session 2. Managing Child Stress

Session 3. Addressing Common Behavioral Red Flags

Session 4. Parents' Role in Early Childhood Enrichment Settings

Background

An African proverb says: "It takes a village to raise a child." Indeed, no single unit or organization can alone ensure that our children are reared in developmentally appropriate ways. This goal is best achieved through collaboration and shared responsibility.

Very young children have unique developmental and educational needs. At home, parents are expected to provide a child-friendly environment with an atmosphere of care and compassion. They are required to manifest a healthy combination of warmth and control to achieve effective, care-based, and non-violent parenting. The school, on the other hand, is expected to educate children through developmentally appropriate methodologies. It must provide enough opportunities for children to play and engage with their peers. Learning must be fun and meaningful, neither grueling nor purely cognitive. Policymakers and other partners must ideally concern themselves about laying down infrastructures, programs, and initiatives to enable home and school optimize their roles in caring for and educating the child. They must be involved in scanning for and acquiring resources to support best practices in the home and at ECE settings.

Because of a preoccupation with other affairs or with their own roles in early childhood care, adults in the community sometimes forget that their investments will be futile if these are not sustained by other units of the community which directly or indirectly influence the child. For instance, investments in positive discipline at home will be put to waste if violence is not addressed at school and vice-versa. Efforts of teachers to create a play-based environment will be difficult without the support of local partners in providing play materials.

The home, the school and the community as a system must work together to provide the child the best environment to thrive, to grow, and to develop into a happy and responsible person.

Introduction

It is important for parents to understand that their role in early learning does not end in sending their children to school but extends to a myriad of other responsibilities expected of them.

Module 3 discusses how parents can collaborate with CD/SNP workers and Kindergarten teachers towards a better enriching environment for the child.

Session 1 (Preparing the Child for Early Childhood Enrichment Program) provides parents skills on how to prepare their children for CDC/SNP/Kindergarten by providing age and developmentally appropriate activities at home.

Session 2 (Managing Child Stress) emphasizes the role of parents in educating children on how to manage their body's and mind's reactions to stress.

Session 3 (Addressing Common Behavioral Red Flags) underscores parents' responsibility to support CD/SNP workers and Kindergarten teachers in addressing anxiety during the child's first few days at early learning settings and to continuously monitor behavior at home and at ECE settings.

Session 4 (Parents' Role in Early Childhood Enrichment Settings) encourages parents to participate in the early childhood enrichment activities of their children by inspiring them to use their talents and skills in providing assistance to the CD/SNP workers and Kindergarten teachers.

Objectives of Module 3

After experiencing the sessions in Module 3, the parent participants should be able to:

1. Create learning situations that will encourage children to actively participate (or engage children) in activities in the ECE settings;
2. Address separation anxiety during the first few days in early childhood enrichment settings;
3. Involve themselves in the activities in CDC, SNP, Kindergarten or other similar services;
4. Teach their children very simple yet effective techniques in managing stress and anxiety;
5. Collaborate with the CD/SNP workers and Kindergarten teachers in observing, describing, and addressing behavioral patterns; and
6. Appreciate the shared responsibility between the home and the early childhood enrichment setting in providing meaningful learning experiences to children.

Session 1.

PREPARING THE CHILD FOR THE EARLY CHILDHOOD ENRICHMENT PROGRAM



OBJECTIVES

At the end of this session, the participants should be able to:

1. Identify the developmental capabilities that a child should possess to prepare him or her for attending an early childhood enrichment program;
2. Identify child-friendly learning materials at home that could facilitate the expected developmental capabilities; and
3. Enumerate parental practices that they need to do to prepare their child for the early childhood enrichment program activities.

TIME REQUIREMENT: 2 HOURS

NOTES TO THE FACILITATOR



- Read the session guide prior to the actual session.
- Prepare the needed visual aids.
- Prepare the materials needed for each activity session.
- Review the Developmental Milestones for Filipino Children (p. 51) and the ECCD Checklist (p. 235).



LEARNING EXPERIENCE

Icebreaker

(To be sung in to the tune of “Chickadee”)

May limang bulilit naglalaro sa kalsada
Umalis ang isa, apat na lang sila Bulilit,
bulilit
Palarolaro
Bulilit, bulilit
Palarolaro

May apat na bulilit naglalaro sa kalsada
Umalis ang isa, tatlo na lang sila Bulilit,
bulilit
Palarolaro Bulilit,
bulilit
Palarolaro

(change the underlined words with the following)

Tatlo, dalawa
Dalawa, isa
Isa, wala nang natira.

This song teaches a simple lesson – as parents, it is important to ask our children how they are, what happened during the day, and how they felt about the day's events.

Checkup

Ask the participants the following questions:

- Is your child ready for an early childhood enrichment program?
- Why do you think he or she is ready?

Activity: "Busy productive hands"

Time required: 3 minutes



NOTES TO THE FACILITATOR

- Bring materials to be used for each station in this activity.
- Set-up the four (4) stations as follows. Make sure to include the station number and post the instructions for each station:
 - Station 1. Sorting sizes of leaves (sort the leaves according to sizes).
 - Station 2. Stacking boxes (stack the boxes on top of each other from the largest to the smallest).
 - Station 3. Catching a ball (play "throw and catch the ball").
 - Station 4. Paper-tearing (create shapes by tearing the paper).
- Prepare visual aids on developmentally appropriate activities and materials for young children.

Materials Needed

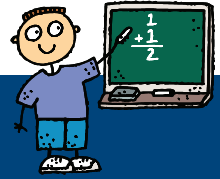
- Materials for your center activities
- Visual aides on developmentally appropriate activities
- Manila paper
- Markers
- Masking tape

Procedure

1. Divide the parent participants into four (4) groups.
2. By group, let the parents experience the different stations for 5 minutes and then proceed to the next station until all the groups have gone through all the stations. Say:
 - “Group 1 will begin with Station 1, Group 2 with Station 2, Group 3 with Station 3 and Group 4 with Station 4.
 - As you go around the stations, read the instructions before doing the activity.
 - I will signal when to begin, stop and move.
 - Make sure to clean the station before going to the next one.”
3. The facilitator will then discuss and process the activity by asking the parent participants to share their reflections on the activity.

Process Questions

- What can you say about the activities that you have done? (The answer will depend on the participants. For instance, the activity can be done by my child; my child will enjoy doing the activity.)
- Are there similarities or differences between the activities that you have done and the activities that your child normally does at home? (The answer will depend on the participants. Example, there are no similarities because I just allow my child to play freely with his or her friends.)



Lecturette

Time Required: 30 minutes



NOTES TO THE FACILITATOR

- Prepare visual aids (e.g. flip chart) on the developmental tasks of a child (refer to Appendix B on p. 235) and some activities that the parents can do at home to help enhance their child's developmental skills. These will also be used during the Deepening and Assessment parts.

CONTENT

Ages 0 to 3 are regarded as a child's "windows of opportunity" for his or her holistic development. During this stage, several skills emerge naturally. There are five developmental aspects that closely complement each other. These developmental aspects are the physical, mental, social, emotional, and moral/spiritual. The physical is the ability to move and coordinate the different body parts. The mental aspect is described as the ability to think and learn. The social aspect is the ability to relate to others. Emotional on the other hand is the ability to express one's feelings. And the moral aspect is the ability to distinguish right from wrong. If one aspect is neglected, the rest will suffer.

Early Childhood Care and Development service providers like rural health midwives and child development workers use an ECCD checklist to determine if a child is developing adequately or is at risk of developmental delays (see Appendix B for the complete guide). The checklist covers seven developmental domains to ensure a more accurate assessment of the Filipino child's levels of development at specific stages of his or her formative years.

Core Groups of Developmental Domains

Physical Domain - Gross and Fine Motor Development. The physical development includes the rate of physical growth, physical fitness, fine motor skills, gross motor skills, and self-care abilities. Gross motor includes the child's body, trunk, and leg movements. At 1 year old, a child should be able to at least sit alone steadily, move from a sitting to a crawling position with minimal assistance, and stand with minimum support. By the age of 3 years old, children become more independent and they are able to walk and run without tripping or falling. They can also walk down stairs with one hand holding on a railing. They are also able to walk backwards.

Fine motor, on the other hand, refers to the abilities to involve movements of the hands and fingers. During the first year a child learns to wave the arms, and use the hands to reach and hold small toys or a spoon. By the end of 3 years, a child can now hold a crayon with all the fingers of the hand as though making a fist. A child can also unscrew the lid of a container.

Self-help, a child's ability to do daily activities such as feeding and dressing, develops between 0 to 3 years old. 1 year old children learn to self-feed using a spoon with minimal spillage. They also learn to wear their clothes on their own.

Cognitive Domain. Cognitive development includes advancement in analytical skills, mental problem-solving, memory, and early mathematical abilities (Naudeau, et. al., 2011). The progress in the child's cognitive skills during the first 3 years are prerequisites in the development of a child's literacy and numeracy skills. From infancy to toddler age, early cognitive development involves problem-solving, like learning to stack objects, and early understanding of arithmetic such as sorting objects, and knowing the concept of "one" or "two." The child should exhibit the ability to retain information in his or her short-term memory, and knowledge of personal information such as his or her name and address.

Language Domain. Language also develops at a fast rate between the ages of 1 to 3 years old. At age 1, a child uses body movements and gestures to communicate what he or she wants. At this age, a child also learns to combine sounds and use them meaningfully to

refer to specific objects or persons like “mama” and “dada.” Their verbal skills continue to grow until they learn to talk in full sentences by the time they reach 3 years old.

Social and Emotional Domain. Socio-emotional development encompasses the child’s ability to respond in an age and culturally appropriate manner to social situations and interpersonal relationships. The child’s socio-emotional disposition in his or her preschool years builds upon previous experiences specifically the trusting relationships with caregivers. The pleasurable response to friendly people would expand to include social competence (such as getting along well with others), behavior management like following directions and cooperation, empathy, and behavior regulatory abilities (emotional and behavioral control) especially in difficult situations. In addition, the child should manifest impulse control, sustain attention, and persistence.

However, to develop the child’s maximum potential, adults should enrich his physical and social environments. Stimulation in the early years can help enhance skills that are essential to lifelong learning. It is essential to provide the child with fun activities that can be easily done at home in order to physically and emotionally prepare him or her to the demands of early childhood enrichment program. Just like what we did earlier, the activities can enhance essential skills. For example, sorting enhances basic mathematical and logical skills, while stacking and catching do not just promote muscle building but also promote eye-hand coordination.

Here are some examples of activities that you can do with your child to help them enhance their developmental skills:

- Play, sing, talk, and read to them regularly.
- Ask them to sort items at home.
- Draw with them.
- Ask them to help you gather stuff.
- Ask them to clean their own toys.
- Allow them to stack boxes or cans.
- Allow them to get their own plates and bring it to the sink after eating.
- Allow them to play with other children.

It is common among parents to get frustrated if their child refuses to attend early childhood enrichment program. Many children would often cry or simply become stubborn in preparing for the ECE setting every morning. Many parents would just give up and withdraw their child from the DC or SNP. Maintaining a routine or following a schedule of activities will help reduce stress in preparing your child for school.

Here are some advantages of maintaining a routine:

- helps eliminate power struggles between you and your child;
- helps teach the child how to take charge of his or her own activities;
- teaches the child to look forward to upcoming activities and events;
- teaches the child how to follow planned schedules; and
- helps parents maintain consistency in expectations.

Another common problem that parents encounter when they bring their child to early childhood enrichment setting is separation anxiety. Separation anxiety is when your child cries or clings to you every time you leave them during CDC/SNP sessions. So how do we help reduce separation anxiety?

Tips on reducing separation anxiety.

- Visit the school compound even before the school year starts for familiarization.
- Expose the child to CDC/SNP/Kindergarten for 30 minutes first then increasing as the day progresses, before fully leaving the child.
- Set realistic expectations from your child's performance.
- Explore the causes of anxiety and address them.
- Identify activities that are interesting for the child and use these activities as motivations to go to school.
- Let them feel that they belong in school.
- Make them feel that school is safe and secure.
- Train your child to follow routines.
- Allow your child to adjust to the new schedule and environment.
- Assure your child that you will come back to pick him or her up.
- Never be late in picking up your child especially for the first few weeks.

Key Learning Points



- The pace of development occurs more rapidly in the very early years than at any other time in life, because it is during this time that the neurons are rapidly connecting to each other.
- The achievement of specific developmental milestones depends very much on the opportunities available to them at home and at the CDC/SNP/Kindergarten.
- Enrolling your child in early childhood enrichment program help him or her become ready for the “big school.”
- Developmental delays in one area will impact the development in others.
- Teaching your child to follow routines will help reduce stress for you and your child every time you prepare them for school.
- Separation anxiety is common among young children and it can be prevented.

DEEPENING

Time Required: 20 - 30 minutes

Materials Needed

- Some materials that are commonly found at home.
- Manila paper
- Markers
- Masking tape

Procedure

1. Ask the participants to go to their groups.
2. Instruct them to go out for 5 minutes and look for common materials found within the vicinity (e.g. rocks, leaves, wood, used bottles, used paper).
3. Using the materials they found, ask participants to plan activities for their child to help him or her enhance his or her developmental skills.
4. Tell them to write on the Manila paper the materials and procedures for the activity they designed.
5. After 15 minutes of planning, ask participants to demonstrate their activities to the other groups.
6. Instruct participants to post the Manila papers on the wall for succeeding discussions.
7. If time permits, encourage other groups to also do the activities the other groups designed.

SYNTHESIS

Discuss with the group the activities they designed. Ask them to share their insights using the following guide questions:

- Did you have any difficulty in designing these activities? Why? (Possible answers may include the degree of difficulty in designing the activity, available resources, and time. Encourage them to be creative.)
- Do you think these activities are appropriate for your child's age? (Answers will depend on the participants.)

ASSESSMENT

Time Required: 20 - 30 minutes

Materials Needed

- Output designed during the “Deepening” part (e.g. activities for children)
- Metacards
- Markers
- Masking tape
- A visual aid on developmental tasks used during the lecturette

Procedure

1. Ask participants to review as a group the activities they designed during the “Deepening” part and the flip chart on developmental tasks.
2. Tell them to identify how the activities can help the child develop (e.g. improve balance, strength of pencil grip, refine movements).
3. Instruct them to write these on the metacards and stick them on the corresponding Manila paper.
4. Discuss the results of their activity.

Process Questions

Ask the participants the following questions. Encourage them to be creative and to share their ideas with each other:

- Can you replicate these activities at home?
- What activities can you create for your children at home?
- How much time can you devote to do these activities with your child?

ASSIGNMENT

Try to do the activities that you have done today with your child. Observe their reactions for each activity. Tabulate your observations in your Talaarawan.

Table for Observation

Activity	Reactions of your child	Improvements in your child

REFERENCES

Daniel, B., Wassell, S. & Gilligan, R. (2010). *Child Development for Child Care and Protection Workers* (2nd ed). Jessica Kingsley

Session 2. MANAGING CHILD STRESS



OBJECTIVES

At the end of this session, the participants should be able to:

1. Distinguish good from bad stress;
2. Identify the sources of child stress;
3. Enumerate signs of unmanaged stress among children;
4. Maintain a child-friendly environment at home; and
5. Teach children simple techniques on how to manage stress.

TIME REQUIREMENT: 2 HOURS



NOTES TO THE FACILITATOR

- This is a workshop session where parents are taught how to manage child stress and anxiety by teaching them how to manage their own stress and anxiety first.
- Before entering the session, perform a few relaxation exercises yourself. Have enough sleep the night before, so that you appear well-rested and relaxed.
- Remember that in this session, you must model calmness and relaxation to your participants and must not be fidgety and restless.



LEARNING EXPERIENCE

Icebreaker

Sing the song “Awit ng Ginhawa” to the tune of “Ako ay May Lobo”

AWIT NG GINHAWA (lyrics by NJBBotor)

Huminga sa ilong (touch the nose),

Umihip sa bibig (touch the mouth)

Aangat ang tiyan (gesture the diaphragm expanding)

Tila lobo sa langit (form a huge circle with your hands)

Balikat ay lalambot (cross your arms, touch shoulders)

Dibdib ay gagaan (caress your chest)

Masasayang bagay lang (smile and touch corners of mouth)
sa isip ilaman (touch both of your temples).

Checkup

Materials Needed

- Red and white balloons for each participant

Procedure

1. Provide each participant with two balloons (red and white).
2. Give instructions as to what participants must do. Say:
“I will read five statements about very young children. If your answer is YES, raise the red balloon (sa pula); if your answer is NO, raise the white balloon (sa puti).”
3. Read the following questions:
 - Stress is also experienced by children. All sorts of stress are normal and must not cause any concern.
 - There are techniques to address stress and anxiety in a positive way.

- Children can be taught how to manage stress.
- Children learn how to react to stress by modeling adults.

Remember: If real balloons are available, use them and tell participants to keep them as they may be useful in succeeding activities. If not, you may opt you use other symbols or objects as replacements, or just ask participants to stand if their response is "Yes.'.

Activity: "Ang aking masayang lugar" (My happy place)

Time required: 20 minutes

Materials Needed

- Bond papers
- Crayons
- Soothing music

Procedure

1. Provide blank sheets of paper and crayons to the participants.
2. Request participants to remain silent for a minute or two.
3. Provide the detailed instructions. Say:

"We are going to perform a simple stress management activity which you can teach your children. This is called the 'breathing exercise.' Every single second we breathe. But not all of us pay attention to our breathing and we mostly don't bother if we are breathing properly or not. When we are stressed, our body reacts by gasping or by shallow and rapid breathing. Our shoulders rise and fall (show participants by raising your shoulders and pulling them downwards) causing painful tension to our shoulder and back muscles. When we are relaxed, we breathe slowly and deeply. Our diaphragm expands like a balloon (gesture the expansion of your diaphragm) and relaxes. Our shoulders and chest are also relaxed

and without tension. By breathing in a relaxed manner, we believe that we can also relieve ourselves of the negative effects of stress.

4. When everyone seems to understand the instruction, provide the suggestions in the succeeding minutes and ask participants to do the exercise repeatedly.

Say: "In this exercise, you will have to follow my instructions. When I say INHALE, you will have to slowly and steadily breathe air into your nose. When I say EXHALE, you will have to slowly and steadily blow the air out through your mouth. Your shoulders should be relaxed and only your diaphragm should expand and relax. As you inhale and exhale, tell your muscles to relax. Feel the parts of your body where there is too much tension, and tell these parts to soften.

INHALE...2...3...EXHALE...2...3... As you inhale, think that you are taking in all the positive energies around you. All the love, happiness and peace. As you exhale, think that you are releasing all the negative energies, emotional baggage, and stress inside you. INHALE...2...3... EXHALE...2...3...

As you inhale, you feel that your head is becoming soft and light. It is becoming more relaxed. This relaxation goes down to your neck... shoulder... arms... hands...and fingers. It goes down to your back... hips... thighs... knees... feet... until your toes." (NOTE: As you facilitate the progressive relaxation, guide them through breathing in between.)

As you are in that relaxed state, I want you to think a beautiful place. What is in that place? How does it feel to be there? Pay attention to the thoughts and feelings coming in. (Allow participants 5 minutes to be in this state).

You seem happy and secure in that place in your mind but you realize you have to go back to where you came from... now with renewed feelings and refreshed thoughts... full of positivity and energy to face all the challenges that will come along the way.

As you leave that place, you slowly feel that your body is regaining strength. This starts from your toes... going up to your feet... then knees... then thighs... hips... back. You start to feel your fingers...

hand... arms... shoulders... neck, and finally you can feel your head. Pay attention to your environment now.

In the count of ten, you may slowly open your eyes. Ten, nine, eight, seven, six, five, four, three, two, and one. You may now open your eyes.

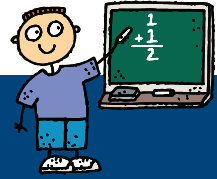
5. Once everyone has opened his or her eyes, ask them to draw the place they imagined.

6. When everyone is done, ask three (3) participants to share their output with the group.

Process Questions

Ask the participants the following questions:

- How did you feel while doing the breathing exercise?
- What difficulties did you encounter? How did you address these difficulties?
- What have you drawn? If you asked your child to do the same, what do you think your child would have drawn?
- What do you feel as you think about the happy place?



Lecturette

Time Required: 30 minutes

CONTENT

Stress and its types and sources. Every person, including a child, experiences stress, which is a reaction to any experience which disturbs physical and mental balance. Children are relatively new to many experiences that is why they may experience stress in several situations. Common sources of stress are, but not limited to, the following:

- strangers
- new environment
- lack of confidence
- heights
- darkness
- animals
- blood
- insects
- being left alone or separated

When we are faced with challenging or problematic situations we primarily react in three ways: fight (face the challenge), fly (escape from the challenge), or freeze (stop doing). These are our main stress reactions. (Ask parents to share their own experiences of fight, flight or freeze.)

Hence, not all stresses are bad. There is eustress (pronounced as “ee- yoo-stress”) or good stress, which allows us to face challenges. For example, when parents provide rules to children, the child may at first feel uncomfortable or stressed but it teaches the child how to follow directions (ask parents to provide their own examples of eustress).

However, there is also distress or bad stress. This is the harmful form of stress which does not bring any good to the child.

Violence and neglect are examples of distress (ask parents to provide their own examples of distress).

People, including children, whether experiencing good or bad stress, must be able to manage the experience. They must be able to handle stress (ask parents what they think happens when stress is not managed well).

While brief and predictable stress is also found to be beneficial as it prepares children for coping with more complex forms of stress as they grow up (Shonkoff & Phillips, 2000), long-term exposure to toxic stress (distress) adversely affects brain development. Exposure to toxic stress can alter the neurochemical balance in the brain such as, for instance, the production of excessive and high cortisol level which is detrimental to learning and memory (National Scientific Council on the Developing Child, 2005/2014). Moreover, persistent exposure to stressful events may make the nervous system overly sensitive to stressors and increase the possibility of disorders in adulthood (Gunnar, Herrera & Hostinar, 2009).

Continuous exposure to stress will make us break down. Some people even get sick when unable to handle stress. It was mentioned in previous sessions that the stress hormone, cortisol, depletes some vitamins and minerals of the body and that the toxic stress itself hampers absorption of nutrients in the digestive track (see Lecturette on "Brain Development" in Module 1, Session 1 for a more detailed discussion). Reactions to stress vary from child to child but the following are common:

- biting and hitting
- becoming clingy, impulsive, or distracted
- shaking
- sleep problems (sleeplessness or too much sleep)
- sweating
- fast heartbeat or breathing
- dizziness
- headaches
- stomachaches and sometimes loose bowel movement (LBM)

However, if we are able to allot some time to relax, we are able to cope and handle stress effectively. As parents, there are some

general things you can do to make sure that your children are not exposed to undue stress. You can;

- Use positive discipline. Violence is a traumatic experience causing anxiety.
- Make children know how much you love and care for them both verbally and non-verbally.
- Prepare your children before exposing them to a new situation (e.g. describing to them what to expect from a place or from a person).
- Know what causes the anxiety, and minimize or remove it (technically called negative reinforcement).
- Do not condition fear (e.g. scaring the child away from undesirable behavior by using objects or persons to fear — police, priests, “moo-moo”).

Child-friendly Spaces. As parents, you are also encouraged to keep your home a child-friendly space for your child. Often, child-friendly spaces are only heard of during post-disaster response. For example, after typhoons and people are compelled to evacuate, there are usually areas in the evacuation camps which are allocated for children to play and enjoy the company of their peers. However, you must note that children need a safe and secure environment with or without disasters. How do you now create a child-friendly space for your child, within the home or in evacuation centers?

- Make sure that the child’s space is safe from any environmental hazards that can cause accidents or injuries to your child. For example, any metal or wooden protrusions that may harm your child must be removed.
- Children must be guided by adults when going to rest rooms and other public spaces.
- Whenever possible, make sure that materials (e.g. toys, books and other art materials) that your child likes playing with are

available. These will allow your child some opportunities for self-expression and creativity, and provide him or her avenues for play. This can be a healing process for your child.

- Ensure that the space is violent-free. The greatest threat to a child's emotional wellbeing is being exposed to an aggressive social environment. This causes trauma and undue stress to the child. During disasters, the situation might be chaotic causing conflict between and among adults. It is very important to maintain a calm disposition at all times, even when resolving conflicts.
- Cater a positive and caring environment for the child. Re-assuring your child that you are there to protect and nurture him or her spells a big difference in moments when the situation surrounding him or her is stressful, painful, or confusing.

Stress management. Aside from ensuring that your child is in a child-friendly space, you can apply very specific techniques to manage stress. Note that stress is a relationship between the mind and the body. First, we can try to manage the bodily manifestations of stress (e.g. shortness of breath, shaking). Then, we can try to manage our thoughts (e.g. stopping a negative thought).

By teaching children how to breathe properly, we are teaching them to gain control over their body's reaction to stress. Another way through which children can manage stress is by leading them to focus on positive thoughts, either through play or other creative activities. By teaching children how to entertain happy thoughts and refrain from thinking over negative ideas, we are teaching them to gain control over their mind's reaction to stress.

- Feeling the heartbeat – This is a simple way of biofeedback or being aware of what your body is experiencing at a given time. Tell the child to touch his or her chest with his or her palm. Ask the child, "What do you feel?" (The child feels the heartbeat). Tell the child, "If it beats so fast, it means you are afraid or tired. If this happens, go to a place where you feel secure and safe and tell your body to relax." Assure the child that what they feel is normal and can be managed.
- Bubble-making – This is an alternative to the breathing exercise. There are available child-safe bubble-makers in the

supermarket. Sometimes, you may also play with detergent bubbles, but pay close attention such that the child does not incorporate the toxic detergent solution.

- Balloon blowing – This is an alternative to breathing exercise. Give the child a deflated balloon. Ask the child to blow air into the balloon. If balloons are not available, you may use plastic or paper bag.
- Paper blowing – This is an alternative to the breathing exercise. Lay down pieces of colorful papers on the floor. Ask the child to blow the papers until they reach an identified finished line. An alternative to this is to create a “paper wheel” by forming a cylinder made out of paper and asking the child to roll the wheel on the floor by blowing on it.
- Playing with a wind instrument like a flute – This is an alternative to the breathing exercise. When able, acquire a toy flute. Whenever the child feels anxious or stressed, let the child blow the flute.
- Holding on to something hard. Tell your child that when his or her hands and knees are shaking, he or she can hold on to something hard (e.g. table, chair), to help him or her ease the shaking.
- Thought Stopping – Tell your child to use a “magic word” when he or she is anxious. The magic word can be “Love!”, “Stop!”, “Frozen!”, “Smile!”, or any word in your dialect which means to end the scary or discomforting thought. You can add gestures (e.g. putting palms on chest or head) to make it more concrete.
- Looking for a beautiful thing – Know what your child thinks is beautiful. Tell your child to stare at any of these beautiful things whenever he or she is anxious. You may also want to give your child an object (e.g. a doll, a ring, a necklace, a picture of somebody he or she associates with care and love) to symbolize this beautiful thing.
- Thinking a happy thought – Talk with your child about what his or her “most happy thought” is, or provide him or her with lively thoughts to think about (e.g. balloons rising in the air). Tell him or her to remember this happy thought whenever he or she is anxious.

- Painting, scribbling, and other expressive artwork – Arts, aside from being a medium of expression, can also distract your child from stressful thoughts.

Caution: It does not mean that since you are trying to divert your child's anxious mind, you are going to ignore the anxious thought. It is best to look for the root cause of your child's stress reaction. The best technique is to address the root — minimize or remove your child's exposure to the stressful situation. Discuss it with your child. Reassure your child that, whatever happens, you will be there to comfort him or her.

To conclude, maintaining a child friendly space and practicing stress management techniques must be part of your daily routines. These will make it easier for you and your child to manage stress not just in day-to-day situations, but even during disasters. or her hands and knees are shaking, he or she can hold on to something hard (e.g. table, chair), to help him or her ease the shaking.

Key Learning Points



- Every person experiences stress.
- Stress can either be good (eustress) or bad (distress).
- All kinds of stress must be managed.
- Unmanaged stress have negative effects to the child. Long- exposure to distress negatively affects the brain and poses problems in learning, memory and mental well-being.
- Relaxation can resolve the bad effects of stress.
- Stress can be managed in two ways: by not thinking about the issue over and over again, instead focusing your mind on other positive thoughts; and by being aware of the body's reactions to stress and trying to manage them by doing relaxation exercises.
- Children can be taught how to manage stress.

DEEPENING

- Ask participants to share other techniques which they use to make their children feel safe and secure.
- Ask them how they intend to teach the stress management exercise to their children. Remember to remind them that the song, "Awit ng Ginhawa," can be used to teach children how to breathe properly.
- Likewise, ask them to share their "apprehensions" (e.g. unclear concepts, doubts, disbelief, or resistance) about stress and seek help from other parents to clarify these areas.

SYNTHESIS

- Ask three (3) participants to share one profound insight or new learning they gained from the session.
- Initiate commitment setting to encourage parent participants to teach children how to manage stress and maintain child-friendly space in their homes.

ASSESSMENT

Time Required: 10 minutes

Procedure

1. Instruct parents to clap twice when their answer is "True" and to clap once when their answer is "False."
2. Read the statements below and allow parents to answer.
 - There are good and bad stresses. (Answer: True. Good stress is called eustress, while bad stress is called distress. Good stress is brief and sensible such as that experienced by children when they are given realistic rules to follow; bad stress is toxic and prolonged, such as stress experienced in abuse or any form of violence.)
 - Children can manage stress. (Answer: True. Children, just like adults, have natural mechanisms for resilience. When they are guided by a nurturing adult, children become more efficient in managing their own stress.)
 - Stress does not manifest physically. (Answer: False. Sweating, shaking, and loose bowel movement are a few physical symptoms of stress.)
 - Parents must teach children how to manage stress and maintain a child-friendly space at home. (Answer: True. As adults, parents are looked up to by children and are models of stress management. The parents' role is not just to ensure that children are provided their basic needs, but also to make sure that they are psychologically well and mentally healthy.)
 - Stress can be harmful to the child when unmanaged. (Answer: True. When stress is unmanaged, it can disrupt the healthy development of the child's brain, it can manifest adversely in other settings, and it can eventually lead to behavioral concerns in school.)

ASSIGNMENT

Tell participants to create a table like the one below in their Talaarawan and to write down the information required.

Date & Time	Source of Stress	Technique Used	Reason using the Technique	Result using the Technique

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Session 3. ADDRESSING COMMON BEHAVIORAL RED FLAGS AMONG PRESCHOOL-AGE CHILDREN



OBJECTIVES

At the end of this session, the participants should be able to:

1. Identify emotional and behavioral red flags among pre- school age children;
2. Observe and note the child's behavior at home and at school;
3. Identify possible interventions for common red flags; and
4. Distinguish areas where they can collaborate with CDC/SNP facilitators to improve behavior at the early childhood enrichment setting.

TIME REQUIREMENT: 2 HOURS



NOTES TO THE FACILITATOR

- This is a workshop session where parents are asked to identify red flags in children's behavior at home and at the early learning services.
- Prepare by reading the lecturette and reviewing previous sessions in Modules 1, 2, and 3, particularly on Positive Discipline, Moral Development, Child Stress, and Preparing the Child for the Early Childhood Enrichment Program.



LEARNING EXPERIENCE

Icebreaker

Sing the song “Si Pepeng (Nenang) Paikot-ikot” to the tune of “Tong tongtong Pakitong-kitong.”

SI PEPENG (NENANG) PAIKOT-IKOT
(lyrics by NJBBotor)

Si Pepeng (Nenang) paikot-ikot,
Umiiyak, natatakot
Ayaw niyang magpaiwan.
Sa ‘skwela, nakakapit Kay
nanay (tatay) Nakakabit.

Si Pepeng (Nenang) patakbo-takbo
Nanununtok, nangangagat Ayaw niyang magpapigil.
Sa ‘skwela, di masaway
Si titser ay nalulumbay.

Ano kaya ang gagawin
Ni nanay/tatay, ni titser
Kay Pepeng/Nenang, ginigiliw.
Sa ‘skwela, sa bahay

Checkup

Materials Needed

- A red flag for each participant

Procedure

1. Provide each participant with a red flag.

2. Give them the instructions. Say:

"I will read five statements about very young children. If your answer is "Yes," raise the red flag."

3. Read the following questions:

- It is fine for children to hit or bite others. They are children anyway. (Answer: No. As long as the behavior harms the child or others, it has to be modified towards more desirable alternatives.)

- It is better to leave the child in CDC/SNP abruptly instead of doing it gradually. (Answer: No. Abruptly leaving the child to CDC/SNP/Kindergarten brings undue anxiety to the child.)

- Excessive and nonstop crying during the first few days of school is an indicator of a behavioral concern. (Answer: Yes, especially if the child does this repeatedly, with great intensity and longer duration.)

- Positive discipline can be used to address behavioral concern. (Answer: Yes. Positive discipline is a strategic approach in addressing behavioral issues.)

- Parents must observe and reflect about the roots of their children's problematic behavior. (Answer: Yes. Finding the roots of the problem behavior is the key to solving it.)

4. Take note of the number of participants who raised their flags. This will help you in correcting misconceptions later in the discussion.

Remember: Collect the red flags for use in future sessions. If unavailable, you may use other objects to symbolize participant response, or just simply ask them to raise the right hand if their answer is "Yes" or the left hand if their answer is "No."

Activity: "I-connect mo"

Time required: 30 minutes

Materials Needed

1. Manila paper
2. Marker
3. Copy of the "First Day High" Scenarios:

- Unang araw ng anak mo sa early childhood enrichment services. Unang beses din siyang papasok sa iskwela. (Today is the first day of school and it is your child's first time to attend the CDC/SNP.)

- Unang araw ng anak mo sa early childhood enrichment services. Noong isang taon, sumubok na rin kayong ipasok siya pero hindi niya natapos. (Today is the first day of school. In the previous school year, your child was not able to finish the school year.)

- Pangalawang araw ng anak mo sa early childhood enrichment services. Noong unang araw, hindi siya nagpaiwan mag-isa. (Today is the second day of school. Yesterday, your child refused to be left alone.)

- Noong unang araw nagpaiwan siya, pero nung ikalawang araw nang sunduin mo siya ay umiiyak kasi inaway daw ng kaklase. (Today is the second day of school. Yesterday, when you fetched your child, you found him/her crying because, according to him/her, he/she quarreled with a classmate.)

Procedure

1. Divide the participants into four (4) groups.
2. Provide a copy of the scenarios to each group. Emphasize that these are common scenarios among very young children enrolled in early childhood enrichment programs. If there are parents whose child is not yet enrolled in an early childhood enrichment program, encourage them to imagine or think about what they will do if they experienced the above-mentioned situations in the future.

3. Ask them to draw a table on the Manila paper as found below. Say:

- "In the first column, write down how you think the child will behave at school given the scenario.
- In the second column, indicate what you think the reasons are why the child in your case behaved that way.
- In the third column, write down what you think you should do to avoid the situation.
- In the fourth column, write down what you think you should do to address the situation."

How do you think the child will behave at school today	What do you think are the reasons why the child behaved that way	What do you think you should do to avoid the situation	What do you think you should do to address the situation

4. Tell them to complete the table.

5. Then, instruct them to prepare a mini-skits showing what they think is the best approach to addressing the child's situation (refer to column 4 of the table. Hint: Recall all the lessons you learned from the sessions of Modules 1 to 3).

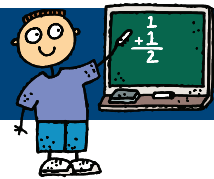
6. Allow each group to present their output. Affirm participation.

Process Questions

- What similarities or differences have you observed among the responses of different groups?
- Which practices are best or most appropriate, and why?

Lecturette

Time Required: 30 minutes



CONTENT

One of the many apprehensions of parents hindering their decision to send their very young children to an early childhood enrichment setting is their fear that their child cannot keep up with the demands of going to an ECE program at an early age. However, we discussed that the sensitive periods in brain development occur during the first five years of the child's life (refer to the sessions on "Brain Development" and "Windows of Opportunities"). Given the previous knowledge on "Positive Discipline," "Moral Development," and "Managing Child Stress," you are now equipped with a set of tools to address your children's behavioral concerns.

Often, the first concern of parents when their children go to preschool happens during the first few days. Earlier in our discussion

on "Preparing the Child for Early Learning Services" and "Managing Child Stress," we mentioned that children are prone to "stranger anxiety" (discomfort with unknown people or even places) or "separation anxiety" (discomfort when taken away from a significant person). These anxieties and stresses may lead children to "act out" or manifest an undesirable behavior (e.g. tantrums, hitting and other aggressive behaviors, excessive crying) at school.

Adjustment varies from child to child. Some children are able to quickly adapt to new situations, others cannot. Hence, there is no solid reason to compare your child with other children.

When confronted with these situations, it was mentioned in a previous discussion (refer to session on "Fostering Moral Development") that parents are themselves significant persons in early intervention. A basic skill that you have to possess as an interventionist to your child's development is the ability to observe behaviors and change undesirable behaviors to desirable ones.

The first thing to do is to identify red flags or warning signs ("babala"). These are indicators of potential problems related to your child's development, which manifest through observable behavior. Emotional problems can lead to undesirable behavior (ask parents how this idea applies to them or their child). Hence, red flags can either be emotional or behavioral.

Emotional (feelings and relationships)

- Ignoring adults' instructions or guidance
- Unexplained fears on particular objects, people, or situations
- Excessive clinginess and refusal to speak
- Lack of remorse from hurting others
- Inability to engage in play
- Refusal or inability to express emotions (i.e. flat affect)
- Emotions are not appropriate to situations
- Refusal to interact with other people (e.g. sitting in a corner or under the table)

Behavioral

- Biting and hitting
- Eating inedible materials
- Aggressiveness even if not provoked
- Portrayal of abuse or sexually explicit actions
- Bursting into tantrums frequently for more than 10 minutes
- Stealing or hoarding stuff from others

Once the red flag is identified, the next step is to find the cause. You are already trained in communicating with children, so it will be easy for you to talk to your child about possible causes. Likewise, as parents, you should be sensitive in assessing what element of the child's environment causes the undesirable behavior. Is it the lack of time? Is it the lack of interesting activities? Is it the undesirable behavior of other people such as peers, classmates, or teachers?

Then, as parents you have to address the cause using "Positive Discipline" and by being extra vigilant of your child's affairs at school. Collaborating with your child's ECE program facilitator is highly recommended. Likewise, removing or lessening the elements (e.g. stress, anxiety, negative emotions) that lead to the undesirable behavior is suggested.

After you have done all the steps, you are encouraged to reflect upon how effective your intervention was. If it worked in minimizing the undesirable behavior and promoting the desirable behavior, then you must keep enhancing and practicing your response. If it did not work, then you must think over what went wrong and try improving your response. At this point, it is also recommended that you approach a professional (e.g. doctor, psychologist) in your community to seek advice for any potential concerns (e.g. Attention Deficit and Hyperactivity Disorder, Autism Spectrum Disorder, etc.). Note: See the Facilitator's Reading Assignment for common redflag behaviors for each psychological concern.

Key Learning Points



- Red flags are indicators of potential problems.
- Red flags are not only behavioral but also emotional.
- Undesirable behaviors may manifest as an effect of negative emotions, unsatisfied needs, or separation anxiety.
- Parents can either be proactive (solving the problematic situation even before it happens) or reactive (lessening the effect or frequency of the problematic situation) in addressing this situation.
- Emotions manifest through behaviors.
- Behaviors are learned.
- All behaviors have a cause (antecedent) and an effect (consequence).
- Parents must identify this cause, respond to the behavior by looking at the cause and think over if their response to the child's behavior is effective in achieving the desired behavior change (e.g. a decrease in the undesirable behavior or increase in the desirable behavior).

DEEPENING

- Looking back at the table the groups have made, ask the participants if they want to add more behaviors or interventions.
- Tell them to share any doubts, second thoughts, or confusion about the red flags.
- Ask the following questions:
 - a. Using all the tips you learned from previous sessions, are there any better responses you can think of aside from the ones you listed down?
 - b. What could be the advantages of these alternative responses?
 - c. How can you help your child's CDC/SNP worker/ Kindergarten teacher in addressing the same undesirable behaviors?

SYNTHESIS

Time required: 20 minutes



NOTES TO THE FACILITATOR

- Parents who are unable to write may opt to make a card (collage or drawing) for their child.

Materials Needed

- Pen
- Paper
- Coloring materials
- Used newspapers and magazines
- Paste
- Scissors

Procedure

1. Provide each participant with a pen and a piece of paper.
2. Tell them to write a letter to their child. Say:

“Imagine that you are now enrolling your child in early learning services. Using the writing materials given to you, write a letter or make a card for your child. The letter should express your message of encouragement as your child journeys towards a meaningful early learning experience. Likewise, write one significant value (e. g. care, respect) you want your child to possess. Explain to your child why this value is necessary.”

3. Once they are done, ask two volunteers to share their message.

ASSESSMENT

Procedure

1. Go back to the items in the Checkup.
2. Check the participants' learning by asking the participants the same questions asked earlier.
3. Tell them to answer using the red flags they used in the Checkup. Say:

"I will read five statements about very young children. If your answer is "Yes," raise the red flag. The facilitator takes note of the number of participants who raised their flags. This will help the facilitator in correcting misconceptions later in the discussion."

4. Read the same questions in the Checkup and take note if there is improvement in parents' perceptions.

RED FLAG ASSESSMENT:

- It is fine for children to hit or bite others. They are children anyway. (Answer: No. Developmentally, children might be predisposed to hit and bite others especially when they are unable to express verbally what they wish to convey. However, since this entails hurting others and being hurt, hitting and biting must be addressed at the earliest time possible by equipping the child with better ways of communicating).
- It is better to leave the child in CDC/SNP/Kindergarten abruptly instead of doing it gradually. (Answer: NO. First day away from home, in a strange place such as the CDC/SNP/Kindergarten, brings about anxiety to children. While some children are able to adjust smoothly, others need some assurances).
- Excessive and nonstop crying during the first few days of school is an indicator of a behavioral concern. (Answer: Yes. The keywords here are “excessive” and “nonstop.” While children may naturally cry and act out as they try to adapt to new situations, uncontrollable and persistent crying may mean that the child is unable to cope effectively to the strange environment.)
- Positive discipline can be used to address behavioral concern. (Answer: Yes The first interventionists when it comes to behavioral concern are the parents. Even before children are referred for more specialized forms of interventions, the parents’ parenting and disciplining styles are the immediate response to children’s behavior. Hence, positive discipline is a strategic regimen in honing desirable behavior among children.)
- Parents must observe and reflect about the roots of their children’s problematic behavior. (Answer: Yes. More than anyone else, the parents are the frontline observers who can monitor the antecedents and consequences of a behavior. In fact, parents’ input is a significant source of information for specialists who are assessing or developing interventions for children with behavior concerns.)



FACILITATOR'S READING ASSIGNMENT

List of Common Symptoms for Clinical Red Fags

A. Autism Spectrum (Wetherby, et al., 2004) Impairment in Social Interaction:

- Lack of appropriate eye gaze
- Lack of warm, joyful expressions
- Lack of sharing interest or enjoyment
- Lack of response to name

Impairment in Communication:

- Lack of showing gestures
- Lack of coordination of nonverbal communication
- Intonation, irregular rhythm, unusual voice quality

Repetitive Behaviors & Restricted Interests:

- Repetitive movements with objects
- Repetitive movements or posturing of body, arms, hands, or fingers

B. Attention Deficit and Hyperactivity Disorder

- Finds it hard to pay attention
- Easily distracted
- Difficulty in attention and concentration
- Shifting from one task to another
- Delaying activities
- Forgetting things
- Moving around restlessly
- Roaming excessively
- Talking excessively but shifting content

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Session 4. INTEGRATION: PARENTS' ROLES IN EARLY CHILDHOOD ENRICHMENT SETTINGS



OBJECTIVES

At the end of this session, the participants should be able to:

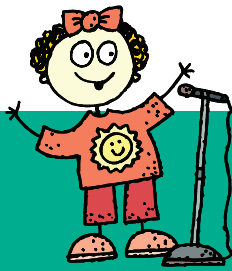
1. Explain the importance of early childhood enrichment in the lifelong learning of their children;
2. Identify their roles in the ECE program; and
3. Volunteer in specific early childhood enrichment settings.

TIME REQUIREMENT: 2 HOURS



NOTES TO THE FACILITATOR

- Review multiple intelligences lecture notes.
- Prepare the needed materials and visual aids.
- Treat this activity as a closing rite and commitment setting for the parent participants in the family development sessions.
- Before the session, visit the ECE Setting closest to you. Coordinate with the ECES facilitator regarding the implementation of the participant's output and invite him or her to attend the family development session.



LEARNING EXPERIENCE

Icebreaker

Lead the participants in a “Zumba” exercise for 3 minutes.

Checkup

Time required: 5 minutes

NOTES TO THE FACILITATOR



- Prepare “Yes” and “No” labels.
- Set up the venue for the game.

Materials Needed

- Masking tape
- Two (2) sheets of bond paper with “Yes” and “No” labels
- Markers

Procedure

1. Give instructions to the participants.
2. Read each question to the participants twice.
3. The participants will then answer the questions by standing in front of the “Yes” or “No” label.

4. Ask the following questions one at a time and discuss the answers after each question:

- Does early attendance in an ECE program decrease the interest of children in attending formal school? (Answer: No. As long as the program is age and developmentally-appropriate, is considerate of the child's needs and diverse abilities, and does not unnecessarily cause anxiety or undue stress to the child, it will not significantly demotivate a child from liking more advanced opportunities for learning).
- Does early schooling significantly contribute to the future career of your child/children? (Answer: Yes. Early schooling, when done appropriately, capitalizes on the child's windows of opportunity, hence serving as a foundation for later learning.)
- Does early learning start at CDC/SNP/Kindergarten? (Answer: NO. Learning starts at home and parents are the earliest teachers. Hence, how the child will respond to outside-the-home learning (CDC, SNP, Kindergarten) partly depends on how the parents have trained the child at home.)
- Do you participate in the preparation of meals/ECE materials in your child's CDC/SNP sites/Kindergarten? (Note: This is an exploratory question. There is no correct answer. Just make sure to explore reasons for participation or non-participation.)
- Do you assist the CDC/SNP worker/Kindergarten teacher or parent volunteer in arranging and decorating the classroom? (Note: This is an exploratory question. There is no correct answer. Just make sure to explore reasons for participation or non-participation.)
- Do you attend the scheduled meetings with the CDC/ SNP Worker/ Kindergarten teacher regularly? (Note: This is an exploratory question. There is no correct answer. Just make sure to explore reasons for attendance or non-attendance.)

Activity: "Magulang ako...Pwede rin maging guro"

Time Required: 30 minutes



NOTES TO THE FACILITATOR

- Review the lecturette on Multiple Intelligences in Session 3 of Module 1.
- Prepare an enlarged drawing or picture of a day care center.
- Prepare visuals and materials for the session.

Materials Needed

- Visual aids
- Manila paper
- Cutout of a pair of hands
- Markers
- Masking tape

Procedure

1. Give each participant a pair of cutout hands and feet, and a marker.
2. Explain to them the tasks to be done. Say:

"Think about your special talents and skills (e.g. carpentry, cooking, sewing, drawing, singing). Write your name and abilities on the hand cutout."

3. Tell participants to hold on to their hand cutouts for a while, as these will be used in the "Deepening" section.

Process Questions

- Do you think you can use your special abilities in your child's CDC /SNP site?
- How can you use your special abilities to get involved in your child's early learning activities?

CONTENT

Why is it important for you parents to be involved in your child's Child Development Center/SNP sites and Kindergarten ?

Our society is rapidly changing and becoming more complex. For many of us, especially the younger generation, we think that new technologies have made life easier because they have made so many things "instant." But if you contemplate it, you will realize that to be able to catch up, we need to acquire the knowledge and skills for using this technology.

However, knowledge and skills alone are not enough; attitude and determination are also important. Educators alone cannot provide all these to our children in order for them to be productive. Developing them into a more value-laden and caring individuals requires contribution and commitment from everyone in the community.

As parents, you have a great responsibility to be involved in the education of your children. Your involvement in the CDC, SNP, Kindergarten, or any similar services can help enhance your child's development. Volunteering is ideal. It is where we can actively engage ourselves in the development of our children. It helps them build their social skills. Seeing you getting involved and having a significant role in their school creates a sense of pride within your child. It is also an opportunity for us to meet other parents and get tips on child rearing, and also meet your child's classmates.

Aside from the above-mentioned benefits to your children, your involvement may increase the quality of the early learning offered by the ECES.

You can involve yourselves by:

- Helping the teacher in preparing the snacks
- Volunteering as storytellers and resource persons
- Making the classroom visuals and decorations
- Preparing teaching tools
- Making classroom toys
- Helping organize the classroom

Key Learning Points

- Parents' involvement in the ECES enhances their child's development and learning.
- Parents can be involved in their child's ECES in many ways (e.g. help prepare snacks and help the teacher in making materials for the school).



DEEPENING

Time Required: 30 minutes

Materials Needed

- Cutout of a pair of hands (earlier prepared by the parents)
- Cutout of a pair of feet for each participant
- A large drawing or picture of the early learning services site or venue
- Masking tap
- Marker

Procedure

1. Brainstorm with the participants on the different activities that the teacher does to prepare for the ECE activities. Write parents' responses on the metacards and post them around the picture of the ECE site or building.
2. Tell the participants to bring out the hand cutouts they prepared earlier.
3. Instruct them to match the talents and abilities written on their hand cutouts with the teacher's activities written on the metacards. Further tell them to post them beside the metacards.
4. Ask parents to bring out the feet cutouts.
5. Brainstorm with them on how they can offer help or assistance in early learning services using the special talents and abilities they identified.
6. Tell them to write their responses on the feet cutout and set these aside as these will be used in the synthesis.
7. Ask the participants the following questions:
 - Are you willing to be involved in your child's ECE center/school?
 - Why do you think it is important to be involved in your child's ECE program?

SYNTHESIS

Materials Needed

- Feet cutouts earlier prepared by the parents during the Deepening.

Procedure

1. Ask the participants to take out the feet cutouts they earlier prepared during the Deepening.
2. Explain to the participants that, in this activity, they will symbolically express their commitment in volunteering to the ECE program.
3. To symbolically seal their commitment, ask participants to stick on the floor the feet cutouts they made, creating footsteps towards the picture of the ECE site or center.
4. Explain to the participants that the footsteps symbolize the need for a collective commitment to early learning, which is symbolized by the picture of the early childhood enrichment site or venue.

ASSESSMENT

Time required: 20 minutes

Materials Needed

- Copy of the post-evaluation form: “Pagtataya ng Kaalaman, Kakayahan at Pananaw”

Procedure

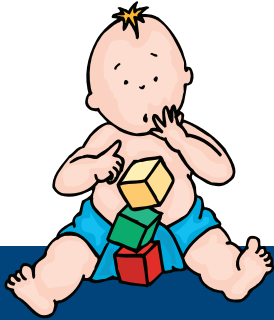
1. Distribute the copies of the post-evaluation form.
2. Allow participants to answer the form for 20 minutes.
3. After the participants are done, collect the papers and affirm their active participation.

ASSIGNMENT

- Coordinate with the early childhood educator and present your action plan that you have done in the “Magulang ako... Puwede din Maging Guro!” activity.

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APPENDICES

CONTENT

DEVELOPMENTAL MILESTONES

EARLY CHILDHOOD CARE AND DEVELOPMENT
CHECKLISTS

COLLECTION OF ICEBREAKERS

ASSESSMENT TOOL

GLOSSARY

Appendix A

Developmental Milestones

Developmental Milestones of Filipino Children:

AGE IN MONTH	DEVELOPMENTAL MILESTONES
	Motor Domain
4 months	Holds head steadily
8 months	Sits alone steadily
12 months	Stands with minimum support
18 months	Walks alone and rarely falls
24 months	Holds crayon with Palmar grasp; scribbles spontaneously
36 months	Runs without tripping
48 months	Draws a human figure or a house
60 months	Throws a ball overhead with direction
	Self-help Domain
4 months	Sucks and swallows liquids
8 months	Begins to take solid food
12 months	Feeds self with fingers
18 months	Feeds self using spoon with spillage
24 months	Drinks from cup with spillage
36 months	Pulls down gartered shorts
48 months	Uses toilet with occasional accidents
60 months	Bathes unassisted

AGE IN MONTH	DEVELOPMENTAL MILESTONES
	Language Domain
4 months	Turns head towards sound
8 months	Turns head when called by name, makes eye contact
12 months	Uses meaningful sounds to refer to specific objects or persons (e.g. "mama," "dada")
18 months	Combines single words and gestures to make wants known (e.g. "out")
24 months	Names object in pictures
36 months	Speaks grammatically correct 2-3 word sentences
48 months	Asks "what," "who," and "why" questions
60 months	Recounts recent experiences in order of occurrence using the past tense
	Cognitive Domain
4 months	Gazes slowly at moving objects
8 months	Explores objects by biting or holding
12 months	Looks at the direction of a fallen object
18 months	Searches for completely concealed objects
24 months	Exhibits simple pretend play
36 months	Matches objects and pictures
48 months	Arranges objects according to size from smallest to biggest
60 months	Matches upper and lower case letters

AGE IN MONTH	DEVELOPMENTAL MILESTONES Socio-economical Domain
4 months	Smiles and lift arms to greet caregiver
8 months	Enjoys friendly handling
12 months	Cries when caregiver leaves
18 months	Friendly with strangers but initially shows anxiety or shyness
24 months	Rolls ball interactively with caregiver
36 months	Imitates adult activities
48 months	Plays organized group games fairly
60 months	Uses cultural gestures or greeting without prompts

Appendix B

EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD) CHECKLIST

The checklist below is a tool used by child development workers to monitor a child's growth and development; and is the product of a carefully conducted survey of Filipino children aged 0 to 5 years and 11 months, totaling 20,915 respondents from urban and rural areas all over the country. It is deemed more effective and suited to the needs of the Filipino child. Its specific components reflect Filipino cultural values and practices.

Early Childhood Care and Development (ECCD) Checklist

1. Gross motor refers to the child's body, trunk, and leg movement. Examples are sitting, walking, climbing, and jumping.

0 month - 1 year

- Lifts head when held standing
- Tries to lift head when lying on stomach
- Holds head upright on his/her own when lying on stomach
- Holds head steadily
- Rolls over from back to stomach with assistance
- Turns from side to back without assistance
- Sits well with support, leaning on hands if placed on a hard surface
- Bounces when held standing, briefly bearing weight on legs
- Sits alone steadily
- Moves from sitting to creeping/crawling position with minimal assistance
- Stands with minimum support

1 year & 1 month – 3.0 years

- Holds furniture with both hands and walks sideways
- Walks with both hands held
- Climbs on a chair or another elevated piece of furniture like a bed without help
- Walks alone, rarely falls
- Walks backwards

- Runs without tripping or falling
- Walks down stairs, 2 feet on each step, with one hand held

2. Fine Motor refers to abilities that involve movements of the hands and fingers. Examples are reaching, grasping, and writing.

0 month to 1.0 year

- The hands of the infant are kept open most of the time
- Waves arms, moves body at the sight of a dangling object or toy
- Brings both hands together towards the dangling object, toy, or spoon
- Reaches and holds the small toy or spoon

1 year & 1 month - 3.0 years

- Uses all five fingers to get food or toys placed on a flat surface
- Picks up objects with his/her thumb and index finger
- Pulls toys with a string
- Displays a definite hand preference
- Grasps and transfers objects from hand to hand
- Pushes or pulls large objects
- Puts small objects in and out of containers
- Holds a crayon with all the fingers of his/her hand as though making a fist (e.g. Palmar grasp)
- Unscrews the lid of a container or unwraps food
- Scribbles spontaneously

3. Self-help refers to a child's ability to do daily activities like feeding, dressing, and toiling.

0 month to 1.0 year

- Sucks and swallows milk from breast or bottle
- Begins to take solid foods
- Chews solid food well

1 year & 1 month - 3.0 years

- Holds bottle all by himself/herself
- Feeds self with finger food (e.g. biscuits, bread) using fingers
- Helps hold cup while drinking
- Feeds self using fingers to eat rice and viands with spillage
- Drinks from a cup without help
- Feeds self using a spoon with spillage

- Gets a drink for himself/herself without any help

4. Receptive Language refers to the child's ability to understand words spoken to him or her.

0 month to 1.0 year

- Startles to loud sounds
- Turn eyes or head towards a sound
- Watches his/her mother intently as she speaks to him/her
- Smiles at a familiar voice, like when his/her mother talks to him/her
- Stops crying when sung to

1 year & 1 month - 3.0 years

- Turns head when called by name; makes eye contact
- Understands the word "no"
- Imitates adults' playful sounds like coughing and lip-smacking

5. Expressive Language Domain

0 month to 1.0 year

- Vocalizes (e.g. gurgles, coos, grunts)
- Vocalizes to express pleasure or displeasure
- Shouts to attract the attention of the caregiver
- Laughs out loud and squeals
- Vocalizes different vowel sounds (e.g. ahh, oooh)
- Babbles continuously to amuse self or to attract attention
- Tries to imitate the caregiver's vocalizations
- Uses body movements or gestures to make wants known (e.g. stretches arms to indicate what he/she wants)

1 year & 1 month - 3.0 years

- Repeats vowel-consonant combinations without referring to anything (e.g. baba, mama, dada)
- Uses sounds meaningfully to refer to specific objects or persons (e.g. "mama" for mother, "mamam" for water)
- Chatters in a conversational tone without using real word
- Tries to imitate the real words of adults
- Combines single words and gestures to make wants known (e.g. "out" while pointing to the door)
- Uses 5 to 20 recognizable words
- Use pronouns (e.g. I, me, ako, akin)

- Uses 2- to 3-word verb-noun combinations (e.g. Hingi gatas)
- Names objects in pictures
- Speaks in grammatically correct 2- to 3-word sentences
- Asks what questions
- Asks who and why questions
- Gives an account of recent experiences (with prompting), in order of occurrence using the past tense

6 Cognitive refers to the child's abilities to think, reason, understand concepts, and solve problems. It also includes prerequisite early literacy and numeracy skills.

0 month to 1.0 year

- Inspects surroundings
- Gazes slowly at moving objects or people
- Turns head towards bright-colored objects
- Changes facial expressions when he/she does not like the taste of his/her food
- Explores and manipulates objects by biting, holding, and looking at them
- Shakes toys deliberately to make a sound
- Gets used to irritating or bothersome familiar sounds (e.g. tricycle, crowing of cock)
- Reacts to cloth placed over his/her face

1 year & 1 month - 3.0 years

- Looks in the direction of a fallen object
- Displays a preference for certain objects by reaching for these more readily than others
- Pushes a ball to make it roll
- Repeatedly drops or throws objects
- Looks for a partially hidden object
- Imitates behavior just seen a few minutes earlier
- Offers an object but may not release it
- Looks for a completely hidden object
- Exhibits simple pretend-play (e.g. feeds and puts doll to sleep)
- Matches objects

7. Socio-emotional refers to the child's ability to respond in an

age and culturally appropriate manner to social situations and interpersonal relationships.

0 month to 1.0 year

- Stops crying when mother picks him/her up
- Smiles in response to the caregiver
- Reacts to familiar situations like bathing and feeding (e.g. thrashes about and sucks vigorously at the sight of a bottle)
- Lifts arms to greet familiar people

1 year & 1 month - 3.0 years

- Cries when the caregiver leaves
- Enjoys watching activities of nearby people or animals
- Smiles playfully at his/her mirror image
- Is friendly with strangers but displays initial anxiety or shyness
- Plays alone but likes to be with familiar adults (e.g. brothers and sisters)
- Laughs or squeals aloud in play
- Plays peek-a-boo ("bulaga")
- Rolls balls interactively with the caregiver/examiner
- Hugs or cuddles toys
- Responds with pleasure to friendly people

Appendix C

COLLECTION OF ICEBREAKERS

Title: "Evolution"

Materials Needed

- None

Procedure

1. Teach the following actions to participants:
 - Egg - players move around bending their knees in an up and down motion like a spring.
 - Chicken - standing up, flapping 'wings' like a chicken.
 - Ape - walking around banging their chests like an ape.
 - Super human - walk around making the 'Superman' arm action.
2. Players will need to compete among themselves in various rounds of "rock, paper, scissors."
3. To begin, all players start out as eggs.
4. They must approach another egg and play "rock, paper, scissors" to determine a winner.
5. The winner evolves into a chicken and must now find another chicken to compete against.
6. The loser stays as an egg and must find another egg to compete against.
7. The players continue until they move through all four phases.
8. The game ends when there is one egg, chicken and ape, and many super humans.

Title: "Zip Zap"

Materials Needed

- None

Procedure

1. Players stand in a circle.
2. The aim is to pass an imaginary lightning bolt around the circle very quickly from one player to the next. You may do it slowly at first and then gradually make it faster.
3. To pass the bolt, players must clap their hands to the left or right and say "zip" out loud.
4. The direction of the bolt can be clockwise or counter-clockwise. The direction can be changed anytime by the player next in the circle sending the bolt directly back.
5. Players, at any given time, can choose to say "zap" and point both hands across the circle. The player who is pointed at continues the game from their position.
6. If someone "zips" when they are not supposed to, or if they are delayed to respond, they are either eliminated or a new game will be started.
7. As the zip-zap goes faster, the player who does not commit mistake will be declared the winner.

Title: "Got - Ya"

Materials Needed

- None

Procedure

1. Instruct players to stand in a circle.
2. Players need to place their left hand with palm facing up in front of their belly button.
3. Now they need to place their right hand, index finger only pointing down, resting in the left palm of the player to their right.
4. As the leader, you need to call "got-ya!" aloud when all players are ready and listening.
5. On the call, players must try to catch the finger of the person to their left whilst also moving their right hand so it is not caught by the person to their right.
6. After the call, allow participants time to reset before calling "got-ya!" again.

Variations:

- To increase the difficulty of the game, as well as setting hands in place, players can also use their feet. To do this, players position their right foot just above the left foot of the player to their right and their left foot facing forward. On "got-ya!" players must try to step on the foot to their right and quickly move their left foot inward, so it is not stepped on.

Title: "Rats and Rabbits"

Materials Needed

- None

Procedure

1. Instruct participants to find a partner and stand in two straight lines facing each other.
2. Both must stand up straight with their arms by their sides.
3. Now instruct players that one line of players are rats and the other side are rabbits.
4. Leader calls either "rats!" or "rabbit!" out loud.
5. On the call, players must race to place their hands on the head of the animal called (e.g. if "rats!" is called, the person who is on the rat side puts their hands on their own head, while the 'rabbit' races to try to beat them and place their hands on the 'rat's' head).
6. After each round, players are to reset to the starting position of hands by their side.
7. You can also alter the roles after a number of rounds, or instruct players to move once to their left to compete against a new person.

Note:

- When instructing group members to find their partner, ask them to look for someone who is approximately the same height as it makes it more even and also safer.

Title: “Chuck The Chicken”

Materials Needed

- A rubber chicken or anything that can be easily thrown around the room without bouncing like a sports sock filled with sand or rice grain.

Procedure

1. Divide the participants into two even teams, and give one group the chicken.
2. Explain that the team with the chicken starts the game by throwing it anywhere in the designated play area (you need to set this at the beginning—make sure it is away from stairs, water and other obstacles).
3. Once they have thrown the chicken, they form a circle and one person runs laps of the circle. The team is to count the number of laps out loud.
4. The other team immediately runs to where the chicken was thrown.
5. They now form a straight line and must pass the chicken over and under the participants until it reaches the end.
6. Once at the end, they yell out “STOP!” and the last person must throw the chicken anywhere in the playing area.
7. The group then forms a circle and counts their laps.
8. The other team retrieves the chicken and lines up.
9. The game continues until you are satisfied that they are warmed-up and energized!

Title: “Pepe and Pilar”

Materials Needed

- None

Procedure

1. Divide the participants into two even teams (an easy way is to ask them to pair up).
2. Have one person from each pair move to one side of the playing area and their partner to the opposite side facing them.
3. Instruct one side that they are ‘Pepe’, ask them to choose a yell for their team and when they hear Romeo, they must flex their body muscles and say their chosen yell loudly.
4. The other side are ‘Pilar’, ask them to choose a yell for their team and when they hear their name they must make a feminine move by flicking their right leg and throwing both hands up whilst saying their chosen yell.
5. As the facilitator, you will yell out ‘Pepe’ or ‘Pilar’ in any pattern you wish (e.g. Pepe-Pepe-Pilar-Pepe, etc.) and they must make the moves when they are called.
6. When you feel it is an appropriate time, you can yell “Pepe and Pilar.”
7. Participants must now run into the middle and meet their partners
8. They will play “rock, paper, scissors.”
9. The winning individual would take the losing person on their side as captives.
10. Continue the game until you think there is a winning group—the most number of taken members from the other side.

Title: "Word Association"

Materials Needed

- None

Procedure

1. Divide the participants into two even teams (an easy way is to ask them to pair up).
2. Have one person from each pair move to one side of the play area and their partner to the opposite side facing them.
3. The first person in the first group states a random word.
4. Then, the first person in the second group states a word that is associated with the first word stated by the first member of the first group.
5. The second person from the first group states a word associated with the word stated by the person from the second group (e.g. chair - table - napkin - napkin holder, and so on).
6. Each person from each group alternately states the associated word (give each member 5 seconds to think).
7. If a member of a team could not provide a word, the other group gets a point and would be given the turn to state a new random word. The game continues up to the last team members.
8. The group with the most point wins.

Title: "Hawak-Ko-Hawak-Mo"

Materials Needed

- None

Procedure

1. Ask participants to find a partner and stand opposite one another about 8 to 10 meters apart.
2. The caller will say one, two or three body parts (e.g. ears- shoulder; shoulder-toes-hips).
3. On the call, players must quickly run to the middle and quickly touch their partners' "named" body parts.
4. Reset after each turn, and make it more difficult by adding more body parts or harder areas.

Title: "Pass the Handkerchief"

Materials Needed

- Two large, clean handkerchiefs

Procedure

1. To pass around two handkerchiefs from two different persons in the group while avoiding the handkerchief to be in the same person at the same time, or that person will be asked to perform a consequence to be identified by the group or the facilitator.
2. Take two large and clean handkerchiefs. Give one handkerchief to one person in the circle, and another handkerchief to a person on the other side.
3. Assign one handkerchief as the DOUBLE KNOT HANDKERCHIEF and the other one as the SINGLE KNOT HANDKERCHIEF.
4. Instruct the participants to tie and untie the handkerchief to their neck through what knot is assigned in that handkerchief. The participants shall pass on their handkerchiefs to their right.
5. Give one handkerchief to the person on your right to tie a double knot and then take it off, and pass it not to the person on his/her right, and so on.
6. The "single knot" handkerchief will catch up to the double knot handkerchief and participants will become frantic in trying to avoid having both.

Title: "Threading The Story"

Materials Needed

- None

Procedure

1. Ask the participants to sit in a circle and select a letter of the alphabet (ex. M).
2. The facilitator should stand in the center of the circle and make up a story about a person or object that starts with a letter 'M'. During the story, the facilitator pauses and points to a participant who in turn says a word beginning with the predetermined letter to complete the sentence.

3. For Example:

Facilitator: I have an uncle named Manuel. He insists that everything in life must begin with the letter 'M'. His wife's name is...

Participant: 'Margarita'

Facilitator: Margarita likes to eat 'M...' Participant: 'Mangoes'

Facilitator: One day, they went to visit 'M...' Participants: 'Malaysia'...

4. The first participant to make a mistake or to take longer than five seconds to answer goes to the center. The person then continues the story and may change the letter.

Sources:

Group Games. www.thepegeekapps.com/groupgames

Games and Exercises: A Manual for Facilitators and Trainers Involved in Participatory Group Events. UNICEF, New York. 1998.

Appendix D ASSESSMENT TOOL

This tool should be given before the entire "Understanding the Child's Potential" parenting education session is conducted; and again as an evaluation tool after the last session of the manual has been performed.

Respondent's profile

Name of respondent: _____

Sex: _____

Address: _____

Contact no.: _____

Age of respondent: _____

Occupation: _____

Name of spouse: _____

Occupation of spouse: _____

Number of children: _____

Age of oldest child: _____

Age of youngest child: _____

Is there an accessible early childhood enrichment setting near you?

Yes: () No: ()

If yes, what is it?






CDC: _____

SNP: _____

Others: _____

Parent's knowledge and attitude on ECCD

Instruction: Circle the face that shows how much you agree or disagree with the statements below. Use the following to guide you.

-  = strongly disagree (crying face)
-  = disagree (sad face)
-  = uncertain/not sure (neutral face)
-  = agree (smiling face)
-  = strongly agree (laughing face)

1. A Child Development Center (formerly, Day Care Center) is a school.



2. Supervised Neighborhood Play are schools.



3. A child who attends school at a very early age (2 to 4 years old) will easily lose interest in studying.



4. A child's intelligence is inherited from his/her parents.



5. A child's brain is safe and cannot be harmed unless he/she meets an accident.



6. A child's brain will develop to attain its potential on its own.



7. Talking to my baby will make him/her intelligent.



8. A child's abilities cannot flourish if they stay at home.



9. Bringing children to school at an early age is not beneficial to future academic performance.



10. Parents can help in enhancing the development of their child's brain.



11. A child is born with a level of intelligence that he/she will have all throughout his/her life.



12. A child is considered intelligent only when he/she is good in language, math, and the sciences.



13. My child is _____ years old and he/she is ready to attend CDC or SNP.



14. It is better to enrich academic strengths (e.g. math and science) than develop artistic talents such as singing, dancing, and painting.



15. Play is a waste of time.



16. Play hinders academic progress.



17. Playing is important for developing a child's character.



18. A child's imitated behaviors, either good or bad, can be carried until adulthood.



19. A child needs to be punished to correct his/her mistakes.



20. To prevent the child from growing into a delinquent person, he/she needs to be punished for his/her wrongdoings.



21. Naughtiness is inherited.



22. Children cannot control their emotions.



23. When my child is persistently bothering me, I raise my voice to stop him/her.



24. Talking to my child in a calm manner teaches my child to be respectful.



25. I make sure that my child is looking at me whenever I talk to him/her.



26. It is important to me to try to understand what my child is saying.



27. Children copy the way their parents react to stress.



28. Stress can result to children's misbehavior.



29. I help my child manage his/her stress.



30. I praise my child more than I punish him/her.



31. I have the skills of a good parent.



32. Hitting and biting classmates should be ignored since these are expected behaviors among children.



33. Hurting other children during play is a normal behavior.



34. I prepare activities for my child to do at home.



35. I devote time to spend with my child daily.



36. Quality time for my child is very important in preparing him for school.



37. My child is aged____ I believe my child is ready to attend a CDC or SNP.



38. I am a good parent to my child.



Glossary

Anxiety is a feeling of fear, worry, and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing.

Axon is a long, slender, stem-like projection or arm of a neuron. Information is passed from one neuron to another via these stems.

Behavioral red flags are a few “indicators,” which identify the behavioral or developmental markers suggesting the need for further evaluation.

Bodily-kinesthetic Intelligence (physical/movement skills) is the ability to understand one’s own body to use it productively.

Brainstorming is a technique of gathering a list of spontaneous ideas from members of a group gathered together to find a solution or conclusion for a specific problem.

Cell body is the main information-processing site of the neuron; commonly referred to as grey matter.

Conscience is the internalized collective information containing social norms.

Context refers to the background, environment, framework, setting, or situation surrounding an event or occurrence.

Creative Intelligence is the ability to create, design, invent, originate, and imagine.

Critical periods are specific time frames during which the presence or absence of certain experiences has a long-lasting influence on individuals. In layman's terms, this is sometimes referred to as sensitive periods, though technically there is a subtle difference.

Dendrites are branch-like extensions around the cell body of a neuron. They receive information from other neurons and transmit it to the cell body. Dendrites are also covered with synapses.

Developmental milestone is an ability that is achieved by most children by a certain age. It can involve physical, social, emotional, cognitive, and communication skills such as walking, sharing with others, expressing emotions, recognizing familiar sounds, and talking.

Developmental task is a physical or cognitive skill that a person must accomplish during a particular age period to continue development.

Early Childhood Enrichment is the practice of providing a rich environment in the early years to promote holistic child development. The effort is directed towards encouraging appropriate brain activities that will positively affect the course of the child's life.

Early childhood enrichment setting is the terminology that is adopted in this manual, instead of early years setting, to be more specific to the preschool years.

Early Childhood Enrichment Sites refer to any early childhood facilities that offer early childhood care and development services that promote holistic child development.

Early years settings includes the structure and practices in early childhood enrichment and learning that would allow for the adoption of an inclusive approach to learning (Sutherland, 2005).

Emotion is the physiological response of the body to a stimulus such as increased heartbeat, excessive sweating, or a surge of warm sensation.

Emotional development is the process of acquiring skills to become emotionally intelligent.

Emotional intelligence is the ability to perceive and express emotion accurately and adaptively (such as taking the perspective of others), to understand emotion and emotional knowledge (such as understanding the roles that emotions play in friendship and other relationships), to use feelings to facilitate thought (such as

being in a positive mood, which is linked to creative thinking), and to manage emotions in oneself and others (such as being able to control one's anger).

Feeling is the subjective interpretation of an emotional response to stimulus; the label to an emotion once it reaches one's consciousness such as joy, sad, fear, disgust or anger.

Holistic development is a whole-person approach to development and the recognition of a person's various abilities.

Instinct is a natural or intuitive way of acting or thinking.

Instinctive response is an automatic response to a threat, manifested as a defensive or offensive act such as anger, aggression, revenge, or running away from the cause of threat.

Intelligence is the ability to solve problems and to adapt to and learn from experiences.

Interpersonal Intelligence (social skills) is one's ability to understand other people's mood, desires, motivations, and intentions.

Intrapersonal Intelligence (understanding self) is the ability to understand one's own feelings, moods, limitations, and motivations.

Limbic system also known as the emotional brain is the brain region whose functions is receiving, interpreting, and controlling emotional experiences.

Linguistic Intelligence (language skills) is the ability to comfortably use words in analyzing information and creating products such as, poems, speeches, letters, and books.

Logical-Mathematical Intelligence (math skills) is the natural ability to solve and create math equations and solve abstract problems.

Moral development is the process of strengthening the ability to think and realize what is acceptable and unacceptable, what is hurtful and what pleases others.

Morality is the perception and practice of behavior within the realm of socially accepted behaviors.

Multiple Intelligence is a term used to mean the spectrum of skills and capability that a person possesses, which includes eight abilities: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and moral intelligence.

Musical Intelligence (musical skills) is one's sensitivity to musical notes and sounds.

Myelin is an insulating material around the axon that forms a layer called the myelin sheath, which is the main component of the brain's white matter.

Myelin sheaths are layers of fatty substance that envelop the axon of the neuron.

Naturalist Intelligence (understanding nature and environment) is the intelligence that one uses to understand the natural environment.

Neural network is a set of neurons connected to each other as a system with a specific function.

Neuron is a nerve cell and the basic building block of the nervous system. It is specialized to transmit information throughout the body.

Neurotransmitters are chemical messengers that are released from the axon terminals to cross the synaptic gap and reach the receptor sites (on the dendrites) of other neurons. They are needed to send the information from one neuron to the next.

Play is the time and space to think, to let the mind wander around a problem, to explore different possibilities, to relax enough to let surprising thought occur, and to be creative (McMahon, 1992).

Positive discipline is a non-violent, solution focused, and respectful way of guiding a child.

Separation anxiety is a psychological condition in which an individual experiences excessive anxiety regarding separation from home or from people to whom the individual has a strong emotional attachment (e.g. a parent, caregiver, or siblings).

Stimulus is something that causes a physiological or psychological response.

Stress is an organism's physiological or biological response to a stressor such as an environmental condition or a stimulus. It is the body's method of reacting to challenges.

Supervised Neighborhood Play (SNP) is a neighborhood community based early childhood care development program for children 6 years and below. It utilizes play as an approach in providing early stimulation activities that are developmentally appropriate for each target area of children in the community.

Supervised Neighborhood Play Site refers to the area where the activities of the SNP program are conducted.

Synapses are the points of connection between cells where chemicals known as neurotransmitters are released to transmit information to other neurons.

Visual-Spatial Intelligence (imagination of space) is the intelligence that one uses to spatially navigate one's position relative to other environmental landmarks.

Windows of Opportunity refer to the timetable for linking of the neurological wiring. The windows when the child is most ready to acquire certain skills. Associated concepts are critical period and sensitive period.

Facilitator's Notes

Facilitator's Notes

Facilitator's Notes

Facilitator's Notes

