# 6011 - DIPLOMA IN ECDE- REVISION PAPERS.
## FOUNDATIONS OF ECDE.
## <u>MARKING SCHEME</u>

1. **(a) Similarities and differences between ECDE programmes in Kenya and Uganda.**
   <u>Similarities;</u>
   - Both have a working policy on ECDE.
   - In both, ECDE is coordinated at national level.
   - Both have training programmes for teachers up to degree level.
   - Both have similar aims of reducing infant and child mortality and increase access to quality daycare and pre – school services.
   - Both emphasize partnership in provision of ECDE services.
   <u>Differences;</u>
   - Unlike Uganda, Kenya has a pre – school syllabus.
   - In Kenya, the policy on teacher's employment is yet to be actualized.
   - ECDE services in Kenya are under the Ministry of Education while in Uganda, several ministries are coordinated by the Children National Council.
   - Lack of a decentralized district structures in Uganda.

   **(b) The way forward towards the improvement of the status of ECDE in Kenya.**
   - To continue to encourage local authorities, communities, parents, private organizations to sponsor and donors to establish more pre – schools to deal with the ever increasing demand.
   - To establish District Centers for Early Childhood Education (DICECE's) in all districts in the country.
   - To review training programmes for pre – primary teachers in order to increase the supply of qualified teachers.
   - To encourage teachers training

   institutions to do research and produce local teaching / learning materials.
   - For government to start employing pre – school teachers.
   - Attempts should be made to humanize all the terms and conditions of pre – school teachers in the country.

   **(c) Strategies that can be used to minimize problems emanating from Free Primary Education.**
   - Government should have a policy for children to have a compulsory two years learning at the pre – school before moving on to primary one.
   - The government to set harmonized payment standards for both public and private schools and ensure they are adhered to e.g. Private ECDE centers charge extra fees due to the low quality of education in ECDE public centers.
   - There should be better pay incentives and working conditions for teachers.
   - Set a code of regulations for pre – school teachers.
   - Parents who do not take their children to school should be prosecuted.
   - School feeding programmes must be initiated.
   - Parents should be sensitized through the field officers on the importance of ECDE.
   - Government should help in the maintenance of their pre – schools, eg. Constructing permanent structures.

2. **(a) Government policies on ECDE.**
   - In 2006, ECDE policy framework was developed by the government and had the following issues:-
   - Streamlining ECDE into primary education.

- 2 years compulsory at pre – school.
- Registration of ECDE institutions.
- Supervision of provision of ECDE services.
- Training and employment of ECDE personnel.
- Conduct research on ECDE.
- Deploying trainers of ECDE programmes.
- Government to provide facilities and employ ECDE teachers through the Ministry of Local Government.
- Ministry of Public Health to provide primary health care services, disease prevention and immunization services to pre – school children.

## (b) Impact of Free Primary Education on ECDE.

- In extreme poverty, parents cannot afford to provide for basic needs that will enable children to be in school e.g. Food and uniform.
- In Arid and Semi – Arid Lands (ASAL), there are few schools and are affected by pastoralism. Children move with their parents from one place to another in search of pasture.
- Many parents pulled out their children to stay at home until they were for age to join Free Primary Education. Other parents failed to pay fees to pre – school administrations.
- Positively, ECDE stake holders were challenged to work on a legal framework for ECDE.

## (c) Roles of NGO's in ECDE.

- Examples:- Bernard Van Leer Foundation – Main sponsor Aga khan Foundation, UNICEF, ANPPCAN, Action Aid Kenya and CCF, etc. These NGO's have provided a lot of support through donations, sponsorship of seminars and workshops, funding of ECDE projects, technical assistance in

form of in – service, provision of knowledge and skills and research on ECDE. The NGO's have also partnered with the government, religious organizations and individuals to provide ECDE programmes.

## 3. (a) Definition of philosophy in relation to early childhood .

Philosophy:-

- This refers to the reviews, beliefs practices and principles governing ECDE. It aims at giving meaning and purpose through the development of answers to basic questions. The principles, beliefs and practices are aimed at realizing the goals and objectives of ECDE. Issues in ECDE are addressed through philosophy, critically resolved and analyzed.
- Those who come up with established schools of thought are called philosophers.
- Sociology - Study of society and particularly individuals and members of a society are related. Children are members of society and it is the society that shapes their growth and development. How they relate and operate within society is addressed by sociology.

## (b) Difference between traditional and modern philosophy.

- Modern philosophy - Is a school of thought based on research findings. Modern thought is based on various accepted facts.
  Traditional philosophy - Had certain aspects that had not been properly explored and were based on myths.
- Facts about modern philosophy are written down unlike the traditional ones that were passed from one generation to another.
- Modern philosophy is formal, has written influence and has areas of specialization.

## (c) Differentiating the concepts of the child in:-

### (i) African Context:-

- Children were highly valued in the African context for continuity of the family and extension of the community. They were regarded as the strength of the society. Children were also a source of self esteem to the parents, families and society.
- There was a clear difference context between a child and an extension adult. Transition from childhood to adulthood was marked by a rite of passage.
- The coming of children in a person's life brought new titles of 'Father' and 'Mother'. Children were named after relatives, things in the environment, events or various times.

### (ii) International context of a child:-

- International context of a child is a result of a long process of sensitization and mobilization.
  It is based on the deliberations and declaration of the Geneva Declaration of the Rights of the Child in1924 which was adopted in September 26, 1984 by League of Nations.
  It defined a child as any human being who has not attained the age of 18 years.

## 4. (a) Effects of the following in ECDE programmes in Kenya.

### (i) HIV / AIDs:-

- Children are orphaned leaving them homeless and in need of basic needs.
- Lack of opportunities especially in the child – headed families.
- Children could be born infected with HIV/ AIDs.
- Children affected or infected are unlikely to join pre – schools.
- Frequent ailments are common among those infected. This will strain health care services for children.

### (ii) Changing family structures.

- Has affected the child rearing practices.
- In nuclear and single parent families, children are lonely and live in crowded environments.
- No room for being creative and innovative as most of their play materials are ready made.
- Children from single parent homes may lack father or mother attentions, thus affecting their socialization.

### (iii) Child abuse.

- Some children engage in child labour and they begin to head their families.
- Common forms of abuse e.g. Sexual molestation, Female Genital Mutilation (F. G. M), beatings, caning in schools, drug trafficking, using children to beg, unlawful confinements, witnessing killings, early marriages etc. These entire factors affect the enrolment in ECDE centers.
- Increased violence, ethnic and political violence, changing family structures, etc. have led to the abuse and trauma of many children.

## (b) Impact of African resistance movement to colonial rule on ECDE.

- Most popular was Mau Mau resistance movement. From 1952, the movement was mostly active in Central and Eastern parts of Kenya.
- Armed conflicts led to detentions of many young parents. Harassment of parents and children had a psychological impact. Their self – esteem was negatively affected.
- Forced labour on the colonial plantations denied children the care they could have gotten from their parents. Parents had no time to train their children. This led to moral decay.
- In the plantations, ECDE centers were established. The centers served as rescue

centers for children whose parents were taken to war, detained or fled for fear of being terrorized by the colonial rule.

- The colonial masters banned many of African customs, traditions and practices that were expected to instill cultural values in children.
- Children perception of their parents was affected by the armed conflicts e.g. Their parents and older siblings were beaten, chained or killed in their presence. This was traumatizing and disrupting in their psychosocial development.

### (c) Various names used to refer to pre – school education before and after independence.

**Pre – school.**
- All formal activities offered to or carried out by children through organized supervision or care.

**Pre–primary.**
- Two mandatory years before joining standard one.

**Pre – unit.**
- The last year of formal pre – school.

**Nursery.** ·
- Popular in rural areas, has its origin in the colonial nurseries established in the plantations.

**Kindergarten.**
- Children of all ages, popular with centers that have been formed by the Kindergarten Head teachers Association (KHA) curriculum.

**Play group.**
- Young children below three years spend most of their time playing and socializing.

**Creche.**
- Referred to as day care centers, they are alternatives to leaving a child at home with the house help. Working class parents drop their children at these centers.

**Children's clubs.**
- Children play together for recreational purposes. They participate in leisure activities like games and sports, are taught life skills, singing, games, playing musical instruments, etc.

**ECDE centers.**
- Modern term in use as a result of a policy on ECDE in encompassing both pre – school and lower primary. It focuses on the care of children up to the age of eight. This is to enhance smooth transition from home to pre – school, to lower primary school.

### 5. (a) Achievements made in ECDE in Kenya since independence.

- 1964 – Ominde Commission was formed to review the education system. It recommended the establishment of ECDE along other education facilities. Various government ministries were asked to provide ECDE services e.g. Ministry of Local Government, Ministry of Home Affairs, Ministry of Social Services, Ministry of Health and Ministry of Education. Religious bodies also took the challenge and started ECDE centers and schools alongside, health centers. Private institutions started their day care services.
- In 1971 a joint venture of the Kenyan government and Bernard Van Leer Foundation embarked on a project called "Pre- school Education Project", to train pre–school personnel teachers and supervisors.
- Kindergarten Head teachers Association (K.H.A.) was influenced by Pre – school Education Project.
  In 1982 – Malindi seminar was held by the MOEST in conjunction with Bernard Van Leer Foundation to review the Pre – school Education Project, It led to:-
  - Establishment of pre – school section in the Ministry of Education.

- Formulation of principles to guide pre - school education.
- Establishment of National Center for Early Childhood Education (NACECE) 1984.
- Establishment of District Centers for Early Childhood Education (DICECE) centers in a number of districts.

## (b) Effects of 2nd world war on ECDE.
- From 1945 to 1948, strong men were recruited to the war and women started tilling land to provide for their families. As they worked, the older children assisted them to earn a living for the family. This endangered the young children's education as they had to go to the farms along with their mothers or older siblings. Out of this concern, the establishment of the first pre-schools for Africans commenced which were referred to as nurseries, daycare centers or feeding centers. They were for safe custody of children as their mothers worked in plantations and fathers in war.
- The presence of Europeans and Asians pre – schools made source for Kenyans to realize the need for ECDE. Assisted by missionaries, their ideas were conceptualized after independence.

## (c) How the philosophy of resource mobilization can be used in ECDE.
- In relation to philosophy resources mobilization, the term 'Harambee' is a slogan that was adopted by the president of Republic of Kenya the late Mzee Jomo Kenyatta. The harambee spirit called Kenyans to pull resources, capital and manpower together for the community development.
Through harambee schools, health centers, cattle dips and nursery schools were put up. Approximately 70 % of the pre – schools today belong to the communities since independence.
- Most public pre - schools and primary schools are built through harambee efforts.
- Most nurseries in the villages are put up through communal resources mobilization.
- School feeding programmes are initiated and sustained through joint efforts with the community.
- Some of the pre – school teachers are employed by the community.
- Construction of some of the classes and libraries are done on joint efforts.
- Communities donate food, help in material developments, feeding programmes, and growth promotions.

## 6. (a) Principles and application of the following philosopher's theories to the modern ECDE in Kenya .
(i)Friedrich Wilhelm Froebel. (1782 – 1852)
- A German educationalist known as the originator of the 'Kindergarten System'. He encouraged the creation of educational environment that involved practical work and the direct use of materials. He insisted on the essence of play. His concern was the teaching of young children through educational games in the family.
Friedrich's philosophy of education is encompassed by the four basic components of: - Free expression - self – activity, creativity, social participation and motor expression.
He believed that stimulating voluntary self activity in the young child is necessary form of pre – school education.
Implications:-
- Free expression self – activity – especially free play activities, etc.
- Creativity – Use of materials and language in constructing reality.

- Social participation – Social interactions and homely environments.
- Motor expression – Psychomotor activities, fine and gross motor activity learning as opposed to vote learning.

(ii) <u>Maria Montessori. (1870 – 1952)</u>

An Italian doctor, her principles are based on:-

- Respect for the child – Children should be respected as unique being with own educational needs.
- The absorbent mind – Able to absorb learning experiences into their psychology as the way a sponge absorbs water when placed in it.
- Sensitive periods – Children have sensitive periods when they learn.
- The prepared environment – A child learns best in a rich prepared environment whereby you find a room containing variety of play materials like dolls, balls, etc.
- Self – Auto – Education – Children are able to educate themselves once they are in a rich environment.
- She emphasized on sequential learning of children. Meaning children can learn only so much at a time. Application aspects of her ideas are found in:-
  - Child centered learning.
  - Provision of attractive play and learning materials.
  - Absence of teacher's desk.
  - Lowered chalkboards for children.
  - Outdoor for outdoor activities.
  - Children's work done on the floor.

**(b) Why there should be more investment by the state in the education of its children rather than leaving it to the families.**

- For them to be future leaders in the generation.
- To give them strong foundation, to be self reliant and face life's challenges.
- To fulfill the norms, values of a society and to become acceptable and useful / respected members of the society.
- Preparation for future living.
- Integrating the school with society and the processes of learning with actual problems of life.
- To equip children with the qualities and capabilities required to cope with the problems of a fast – changing world.
- To produce critical – minded individuals who would continue to grow intellectually and morally upright.
- To instill the belief that childhood is an important period of human growth and development.

**(c) Roles of the missionaries in ECDE during pre - independence.**

- Their Christianization of Africans through education influenced Africans towards giving their children education. This became the basis or foundation of the first African pre – schools.
- They put up missionary centers alongside religious institutions and health centers.
- They employed the ECDE centers' caregivers and fed the children in schools. The centers were used to promote the children's moral and religious development.
- They let the government realize the plight of children. Various reports made by missionaries in national and international forums influenced the thinking / philosophy of early childhood development in Kenya.

## 1. (a) Areas that government policies have influenced in curriculum change.
- Educational goals and objectives.
- Organization of curriculum contents.
- Instructional strategies.
- Evaluation criteria.
- Overall educational system.

## (b) Types of barriers that have been found by ECDE experts to characterize the implementation of successful early childhood programmes.
- Institutional barriers:- Politics, proposed programmes.
- Psychological barriers:- Deeply held personal beliefs.
- Sociological barriers:- Cultural values of a group.
- Economical barriers:- Limited financial resources.
- Political barriers:- Occur as a result of the election of new political parties and leaders.
- Geographical barriers:- Which occur as a result of inaccessibility of programme areas.

## 2. (a) Jean Piaget's contributions to ECDE curriculum development.
- Learning activities should be at the level of children cognitive development.
- Children should be involved in their learning.
- Curriculum should give children an opportunity to explore to the environment.
- The role of the teacher is to provide children with rich environment.
- Children should control their own learning.

- It should emphasize on discovery.

## (b) The mandate of KIE as the curriculum development and research center in Kenya.
- To prepare curricular / syllabus for all levels of education.
- To prepare media support materials and conduct research on them.
- To organize and conduct in - service courses and workshops for teachers.
- To organize orientation courses for education officers in order to keep them informed on new developments in the curriculum.
- To prepare and transmit radio programmes through mass media.
- To organize induction courses and seminars for guidance of teachers and educational administration.
- To conduct research and evaluation activities related to curriculum.
- To evaluate the appropriateness of curriculum support materials to be used in schools.
- To conduct research and prepare correspondence courses for learners and teachers.

## 3. (a) Coles' (2003) kinds of curricular.
<u>(i) Curricular on a paper;-</u>
- What the syllabus says and what should be taught.
<u>(ii)Curricular in action;-</u>
- This is curricular implemented in schools or educational institutions.
<u>(iii) Curricular that are actually learned;-</u>
- Knowledge skills and attitudes, which children acquire in the teaching and learning in a classroom setting.

**(b) Hilda Taba's seven steps of curriculum development found in step one of her curriculum theory.**
- Diagnosis of need.
- Formulation of objectives.
- Selection of content.
- Organization of content.
- Selection of learning experience.
- Organization of learning experience.
- Determination of what to evaluate and of the ways and means of doing it.

## 4. Stages of curriculum development according to K.I.E. strategies

(i) Needs assessment
- Conceptualization, collection of data.

(ii) Policy formulation.
- Determination of the objectives and feasibility of the curriculum project to be undertaken.

(iii)Planning
- Strategy and curriculum design.
- Consideration of each dimension of curriculum.

(iv)Writing of syllabus

(v) Development of curriculum implementation.
- Support materials etc.

(vi)Preparation of curriculum implementers.
- Prepares the implementers for the ideas contained in the new curriculum.

(vii) Piloting/ phasing in / try out
- This involves trying out in a few selected schools to identify strengths, weakness and challenges.

(viii) National curriculum implementation
- This involves introducing the new curriculum to all the learning institutions that are to implement the curriculum.

(ix)Curriculum evaluation.
- This is the process of generating and preparing needed information for making decisions on planning execution, completion and impact of the curriculum project.

## 5. (a) Aims of education that Ominde Commission (1964) came up with.
- Education must serve the needs of national development.
- Education must assist in fostering and promoting national unity.
- Education must prepare and equip the youth so that they can play a leading role in the life of the nation.
- Education must assist in the promotion of social equality and training in social obligation and responsibility.
- Education system must foster and develop our rich and varied cultures.

## (b) Reasons for reflection on the contribution of early education on ECDE curriculum development.
- Helps in the rebirth of ideas.
- Builds the dream again.
- Implements current practices.
- Empowers early education professionals.
- Inspires professionalism.

## 6. (a) Agents of curriculum development and implementation in Kenya.
- Kenya Institute of Education (K.I.E)
- Directorate of Quality Assurance and Standards (DQAS) – Ministry of Education.
- Kenya National Examination Council (KNEC)
- Teachers Service Commission (TSC)
- Private and public universities.
- Non – Governmental Organizations (NGOs) and Faith Based Organizations, FBOs.
- Private training institutions implementing KIE curriculum.
- Madrasa Resources Centers, Kindergarten Head teachers Association (KHA) and the Montessori Association.
- Kenya Education Staff Institute (KESI).
- Kenya Literature Bureau (KLB).

**(b) Roles of each of the following bodies -**

**(i)Madrasa Resource Center;-**
- Participate in syllabus writing / revision workshop.
- Development of curriculum support materials especially those that are used in the implementation of I.E.P (Individualized Education Programme)
- Employs and supports curriculum implementation for the madrasa teachers.
- Equips madrasa centers with materials.
- Gives information during needs assessment.

**(ii) Kindergarten Headteachers Association;-**
- Give information during needs assessment.

- Provide an alternative ECDE curriculum.
- Train curriculum implementers.
- Establish pre – school centers with materials.

**(iii)Kenya Education Staff Institute. (KESI)**
- Identification of staff educational development needs and provision of training to meet those needs.
- Organizing and conducting training for educational managers and administrators.
- Coordinating, preparing and publishing instructional materials for educational, professionals and administrators.
- Producing and disseminating information on education and training programmes.
- Conducting educational research on staff training and development programmes.

## 1. (a) Behavioral symptoms of drug abuse.

- The person is always aggressive, sometimes depressed and withdrawn from others.
- Develops certain changes in appetite, sometimes excessive and sometimes too low.
- Experiences mood swings.
- The person is likely to spend most of his life with new and previously unknown friends.
- Shows poor concentration in studies.
- Complains of constant headaches and rapid heartbeats.

## (b) Definition of the term 'Drug abuse'

- When any drug is used for another purpose other than for which it is intended and in a way that could damage the user's health to function normally.

## (c) Causes of drug abuse:-

- Due to the frustrations that they are going through.
- Home – life – domestic problems at home drive many people to drug and alcohol abuse.
- Peer group pressure – When everybody else around you is drinking, smoking or using drugs, you tend to follow them in order to conform.
- Schools – Some children get more pocket money than they need and thus they may begin using it to buy drugs and alcohol.
- Lack of employment – People may turn to drug when they miss jobs in order to avoid being stressful.
- Pressure of work – Some turn to drugs and alcohol because of frustrations or lack of interest in what they are doing.

## 2. (a) Challenges faced by counselors.

- Manipulation –Being under pressure from the client to offer solutions that are consistent to their expectations.
- Counter – transference – This is when counselor's own needs interfere with counseling. Can happen when counselor starts to identify with the feelings of the counselee.
- Resistance – There are counselees who resist to participate in change of behaviour or what is required of them.

## (b) Stages in the counseling process in their logical sequence.

<u>Attending a relationship building.</u>
- Host should stand and greet the client.
- Create distance between yourself and the client.
- Avoid talking to people and guiding them when sitting behind desks.
- Counselor must try to give an undivided attention to the client through eye to eye contact but do not stare.

<u>Responding or defining the problem-</u>
- Counselor tries to understand the counselee by containing his / her 'frame of respect'
- Helps the counselor to start to understand counselees' experience in life, needs and problems he / she is facing.

<u>Personalizing -</u>
- Counselee starts to understand his / her contribution to the problem e.g. How this problem has affected his / her life.

<u>Initiating or establishing goals -</u>
- Counselor and counselee agree on the goals for counseling.
- Counselor motivates the counselee to do something to solve the problem so as to realize the goal set.

- Counselor suggests various solutions and counselee left to choose the most appropriate.

Working towards a goal.
- The counselee is given time to work on certain agreed upon actions. A review is done of what the counselee has achieved during the visit to the counselor.

Evaluating / terminating -
- Ending of counseling process - Done when counselor realizes that counselee is able to cope or solve problems.

Follow – up.
- Counselor continue to make follow ups of counselee to monitor his / her progress follow up, could also involve a counselor linking counselee with other professional help.

## 3. (a) Difference between guidance and counseling.
- Guidance is the body of psychotherapy.
- Counseling is heart of psychotherapy.
- Guidance is knowledge based. It deals with facts, principles, methods and advice.
- Guidance is initiated by the counselor, while counseling is initiated by the counselee.
- In guidance, the counselor talks a lot but listens more in counseling.

### (b) Basic ethics and principles of counseling.
- The main responsibility of the counselor is to help the counselee to heal.
- The counselor must respect the counselee's beliefs and values.
- All information given by the counselee during counseling sessions must be confidential.
- Any audio or video recording of counseling session must be done with counselee's consent.
- Counselor's notes and records should be kept in a safely locked file.

- Psychological information such as personality strengths and weakness or the diagnostic investigation should be revealed to the counselee at appropriate time and in the right manner.
- When a counselee refuses a referral and wants to continue working with the counselor, the latter must re – evaluate the immediate nature of the referral.
- Counselors should be aware of their inadequacies and weaknesses within their own abilities and interpersonal relationships.

## 4. (a) Ways on how you can deal with prolonged grief.
- Self – initiative – It is only the grieving person who can decide when to 'move on' or if one needs to, shout, yell and question God and even get angry.
- Planning ahead – Events and special days like holidays, birthdays, religious celebrations and anniversaries can be overwhelming and painful especially when one recalls how they would celebrate together with the deceased.
- Sharing experiences – Sharing with others who have experienced their own grief feels good.
- Prayer – Meditation or prayer has been relied on by many as a source of comfort and strength.
- Entertainment – Listening to relaxing music may calm grieving persons and help guide their thoughts.

### (b) Signs and symptoms of anxiety.
- Lack of concentration.
- Irritability.
- Continued restlessness and movement.
- Nail biting.
- Frequent blinking.
- Hot flashes or chills.
- Repeated throat clearing.
- Bedwetting after a person is beyond acceptable bed – wetting age.

- Running stomach without any pathological medical reasons.
- Vomiting particularly when a person is confronted by a challenge.
- Sleeplessness which is not caused by any visible causes.
- Crying for very flimsy reasons such as small arguments or simple questioning.
- Sweating.
- Feeling like one's mind has gone blank.

## 5. (a)Characteristics of an effective counselor.

- A good listener.
- Able to make people feel welcome.
- Sensitive to people's needs, problems, emotions and feelings.
- Understanding and caring.
- Concerned about others.
- Willing to confront people in an attitude of love.
- A model of good behaviour and character.
- Able to use a variety of counseling techniques depending on the situation.
- Is continually sensitive to the client's values, beliefs, inner conflicts and hurts, able to understand them.
- Is non – judgmental.
- Able to feel with people.
- Able to communicate with counselees with understanding by use of other words and gestures.

### (b)Similarities between individual counseling and group counseling approaches.

- Both seek to help counselee to understand their personality, strength / weaknesses, emotions and motivation.
- Both help the counselee to open up more. Their feelings and emotions are listened to and accepted.
- Techniques used to help counselee to heal include clarification of feelings and issues, reflection of feelings, re - statement of contents, restructuring and acceptance.

- Both deal with common needs, problems, interests, concerns and experiences of people.
- Both emphasize individual respect and confidentiality.

## 6. General techniques used in counseling.

Teaching.
- Involves in most cases giving counselor new information and skills.
- Giving advice, directions and instructions on decisions to be taken or what needs to be done.

Active listening.
- Listening in counseling should be active and not passive.
- It is the important skill in counseling.

Evaluating.
- A counselor expresses some judgment about the counselee's thoughts, feelings, emotions or actions.
- Evaluations must always be positive and encouraging.

Probing.
- Involves the counselor trying to find out more about what the counselee says.
- Counselor may probe more about counselee's actions, attitudes, feelings, ideas and emotions.
- Counselor should never force the counselee to open up if he / she do not want to.

Interpreting.
- Counselor gives statements or explanations that help to identify, express better meaning and show a pattern that underlies the statements made by counselee.
- Interpreting helps to make direct contact with the unconscious part of the counselee's brain.

Questioning.
- It helps the counselor to understand the source of counselee's problem better.

## Confronting.

- It involves the counselor making the counselee face the facts the way they are or to realize the results of his/her attitudes, actions, feelings or emotions.

## Self – disclosure.

- Disclosure helps the counselor and counselee to know one another better.

## Encouraging.

- Involves giving counselee reassurance and hope.

- Help the counselee feel better, understood appreciated and supported.

## Reflecting.

- Involves helping the counselee to think more seriously about something he / she has said, action or behaviour described or feelings, emotions and attitude's he / she has expressed.

## 1. (a) Principle of Bruner's theory of instruction.

- Motivation - Desire to explore and learn.
- Structure - What is to be learnt should be in keeping with the learner's cognitive structure and understanding.
- Sequence - Content should be arranged in a sequence manner, e.g. From simple complex and from familiar to unfamiliar.
- Reinforcement - Feedbacks, compliments, high marks or presents.

### (b) Ways you would use Bruner's theory to help children form concepts.

- Provide concrete objects for learning as children learn best when they use concrete material which they can touch and see.
- The curriculum and instructions should be sequenced so that they are appropriate for children's development level.
- He suggested a spiral curriculum where a topic is presented at several levels of education, increasing in difficult at each level.
- It is advisable to teach by combining concrete materials and experiences with symbols in tasks that require learning abstract concepts.
- Let children discover solutions to problems instead of giving them answers.

### (c) Ways of dealing with children with serious emotional problems.

- Identify these children early - Ensure they receive medical care and other support.
- Show the children unconditional love – Be close to them.
- Listen to the children complains but do not allow any form of aggression.
- Be sensitive to children's problem - Be patient with them.

## 2. (a) Ways through which heredity influences the learning of children.

- It lays the foundation for the intellectual potential or ability of the child.
- It creates limit beyond which no environmental influence can surpass.
- Every child is born with a given intellectual potential which cannot be extended.
- The combination of genes during fertilization results in every child's uniqueness.
- Children inherit different intellectual abilities from their parents.
- Children also inherit different talents from their parents.
- Some children are born with inherited disorders, e.g. Cleft palate, cleft lip or albinism.
- Children inherit their physical looks.

### (b) School readiness skills that children require to learn effectively.

- Good relationships with other children;- They need to socialize with others, to play and share materials without fighting.
- Good relationships with teachers and other adults in school ;- Children who do not fear talking to teachers and other adults are more likely to learn better as they can ask questions.
- Knowing and observing school routine; - Children who know and observe school routine and rules will learn better.
- Having high self – esteem and self – confidence and being independent; – Children who feel good about themselves and can do things for themselves learn better.

- Recognizing and writing letters of the alphabet and numerals and using pencils and books properly; – This is important learning readiness

## 3. (a) Definition of the following terms.
(i) Psychology – It is the scientific study of behaviour and mental processes.
(ii) Behaviour – This is everything that we do that can be directly observed, e.g. A child crying, a student writing etc.

### (b) Goals of scientific research.
- Description; – It involves enumeration of the characteristic of an event, object or individual. It is systematic and requires good observational skills.
- Prediction; - Scientists make predictions in the form of hypothesis about changes in behaviour, mental experiences or psychological process.
- Control; – Experimental psychologists try to control psychological events by manipulating factors that affect them.
- Explanation; – The ultimate aim of psychology is the discovery of causes of changes, observable, mental experiences and psychological changes.

### (c)Characteristics of scientific methods.
- Scientific research method is objective. It is based on accurate data which is collected using well tested observation and experimentation methods which are not influenced by personal beliefs, opinions, etc.
- They are systematic; – They follow certain orderly and consistent steps.
- Scientific research is testable or demonstrable; - By using statistical procedures, one is able to tell if the findings of the research were due to chance.
- Scientific research is replicable.

This means that the same research can be carried out using a different sample.

## 4. (a) Importance of learning general psychology.
- To understand how children grow, develop and learn.
- To predict behaviour and development to a certain extent and therefore helps us to know how to support and enhance development.
- To understand and attempt to explain children behaviour.
- To use knowledge about different theories to motivate children instill good principles and habits and correct unacceptable behaviour or vice.
- To understand factors that influence children's development and learning and therefore to try to provide conditions.
- To identify learning and behaviour problems and to know the right intervention needed.

### (b) Levels in which cognitive learning takes place.
- Information or knowledge of specific terminologies, acts, convention, trends and sequences classifications and categories, criteria method of doing things, principle and generalizations.
- Comprehension;- Involves ability to understand, translate, interpret, explain and elaborate.
- Analysis ;– Is the ability to examine elements or parts of something, to see their relationships and generate principles of organizing ideas.
- Application ;– Is the ability to use knowledge to solve a problem.
- Application ;– Is the ability to use knowledge to solve a problem.
- Synthesis – Is the ability to put ideas together, produce a unique communication, produce a plan, and propose a set of operation.

## (c) Factors that affect classical conditioning.

- The greater the intensity of the UCS and the greater the intensity of pairings of the Cs and UCS the greater the strength of the conditioning
- The shorter the interval between Cs and UCS the greater the conditioning.
- Stimulus generalization occurs when there is conditioned response to stimuli to the conditioned response to the conditioned stimulus e.g. something similar to bell.
- Stimulus discrimination occurs when there is a conditioned response to the conditioned stimulus but to stimuli similar to it.
- If the Cs is reintroduced the CR is elicited. This is called spontaneous recovery.

## 5. (a) Principles of classical conditioning.

- Principles of reinforcement; – Positive reinforcement is essential for conditioning to take place.
- Extinction; – Refers to the disappearance of a learnt response. It occurs when reinforcement is withdrawn.
- Spontaneous recovery – Is the re – appearance of a learnt response without Introduction of reinforcement.
- Principle of generalization;– This involves one dog responding to another similar stimulus in the same way it responds to the conditioning stimulus.
- Principle of discrimination; – Refers to the ability to discriminate or distinguish differences between different stimuli and only respond to a specific stimulus.

## (b)Ways through which you could make use of classical conditioning in a classroom situation.

- Teaching and learning; - Children will learn better in a friendly environment and with motivation.
- Behaviour training e.g. When a mother sits on a particular seat to feed a child, the kid moves to the seat expecting to be fed.
- Advertising: - Association of products with appearing stimuli e.g. Successful athletes are shown next to healthy foods such as milk.
- Explaining development of phobia e.g. Associating something with a thing that caused fear, etc.
- Explaining drug dependence, e.g. If a person associates with a certain group, any time he / she is in that group, he / she might have the urge to take the drugs.
- You can make use of it by creating an atmosphere that attracts children at school by being warm, loving, kind and caring.
- The same principle of association can be used to make children like subjects or topics which they fear or dislike by using interesting and appealing methods and situations.
- Teachers should avoid beating children or abusing them, as after sometime, they develop fear of such teachers even when they do not beat or abuse them.
- Let every child experience success in something. This can be associated with success in other fields e.g. Academic performance.
- You can use the principle of generalization to help pupils transfer knowledge, skills and attitudes from one topic or subject to another, from one contact to another.
- You can use the concept of extinction to ensure that children do not completely forget what they have learnt.

## 6. (a) Factors that influence perception.

- Intellectual abilities; – The higher the intellectual potential the better the perception of an individual.
- Maturation; – At birth, the perception of

children is not fully developed because their senses take time to mature.

- Distance of objects; – The further an object is from eyes, the smaller it appears.
- Past experience; – Our past experience influences the way we interpret information and therefore the way we receive issues.
- Learning; – The knowledge you acquire makes you perceive children very differently from someone who has not been exposed to learning.

**(b) Ways through which teachers may apply the knowledge of sensation and perception in helping children to learn.**

- Use of concrete play and learning materials in the learning situation; - This will provide opportunity for children to use all their senses.
- Encouraging children to explore, experiment, manipulate and observe whatever is in their environment.
- Taking children for visits to explore, to touch, observe and talk about the real environment.
- Bringing real objects or animals to the classroom for children to learn with.
- Using pictures, as they will help them to understand what is taught.
- The use of models when it is not possible to have real objects.

## 1. (a) Factors that influence personality development.

(i) <u>Genetic factors and environmental development;-</u>

- Heredity has considerable influence on physical characteristics.
- Environment shapes the personality while heredity provides the potential e.g. Cultural factors;-
- Heredity and environment are closely related and is difficult to distinguish which aspects are influenced by heredity or environment.

(ii) <u>Physical factors - Appearances;-</u>

— Our looks and body appearance can influence our perception and behavior. <u>Body structure;-</u>

— Strong people are bold and energetic, slim people seem to be anxious, moody and shy. <u>Sex;-</u>

— Women are more emotional than men. <u>Health status;-</u>

— People adjust well and feel good when in good health.

(iii) <u>Intellectual factors;-</u>

- It helps people to make judgments and choices in life.
- People who have high intelligence may be loners and people will consider them difficult to deal with.

(iv) <u>Emotional factors;-</u>

- Children who are deprived off love may loose trust in other people.
- Emotionally deprived children will become self centered, selfish and may lack initiative.

(v) <u>Social factors;-</u>

- They include families, schools, peer groups, etc.

(vi) <u>Cultural factors;-</u>

- They are societies' knowledge, beliefs, skills and custom's norms which contribute to behaviours as expected of them by the societies.

## (b) Ways on how to make use of social cognitive theory in ECDE centers.

- The teacher should be a good role model since children will imitate him / her.
- Provide an atmosphere where children feel accepted and encouraged to achieve so that their self esteem and confidence are enhanced.
- Train the children to think about consequences of their actions and to evaluate the situation that could make them behave in a certain way.
- Train the children to evaluate the behaviours of people around them and only copy behaviours of the people they find good.

## (c) Characteristics of introverted stable in Eysencks dimension of personality.

- They are passive.
- They are careful.
- They are thoughtful.
- They are peaceful.
- They are controlled.
- They are reliable.
- They are calm.
- They are even tempered.

## 2. (a) Types of body physique and the associated personality characteristics.

(i) <u>Ectomorphs</u> ;-

— They are thin and frail.
They are shy, restrained and have introspection, temperament, strict and tense.

(ii) <u>Mesomophs</u>;-
- They are popular and assertive.
  They are bold.
  They have rectangular bodies with hard bones and muscles.
  Children are noisy and troublesome and accident prone.
  (iii)<u>Endomorphs</u>;-
- Soft and rounded bodies, relaxed, sociable and easy going temperaments.
  They are affectionate, recover rapidly from emotional upset.

**(b) Why it is important for student - teachers to study personality development as one of the core units.**
- To understand one's self so as to exploit ones strengths and potentials.
- To help to improve on his or her weakness.
- To understand others and be able to predict their behavior.
- To help to know how to approach and interact with people of all categories.
- It helps to improve on communication with other people.
- It enables us to assign duties and responsibilities appropriately.
- It also enables us to deal with discipline issues in class effectively.

**(c) Characteristics of a melancholic type of personality.**
- Are gifted.
- Perfectionists.
- Retentive mind.
- High IQ.
- Analytical.
- Discipline.
- Industrious.
- Sensitive.
- Deep reflective thinkers.
- Moody.
- Gloomy.
- Pessimistic.

- Like to suffer.
- They are proud.
- They are depressed.
- They dislike those in opposition.
- They are hard to get along with.

**3. (a) Definition of the following terms.**
  (i) <u>Personality</u>;-
- It is enduring thoughts, emotions and behaviours which characterize the way an individual responds to the world.
- It is an individual's unique relatively consistence patterns of thinking, feeling and behaving.
- It is the total quality of an individual's behaviour including traits, abilities, attitudes, emotional responses, instincts, temperaments, impulses, characters and morals.
  (ii) <u>Character traits</u>;-
- These are the characteristics observable in behaviour of a person and they include honesty, generosity, rudeness, cruelty, emotionality, egocentrism, temperament, moods, etc.
  (iii)<u>Temperaments</u>;-
- It is a person's nature as it affects the way one thinks, feels and behaves.
- It is the combination of inborn traits which are passed on through genes and socialization by parents and other agents.
- It is a characteristic phenomena of individuals emotional nature including their stimulation, their customary strength, speed of response, quality of their prevailing mood, etc.
  (iv)<u>Empathy</u>;-
- It is like self awareness except that it is the ability to understand and appreciate what someone feels and why.
- Ability to imagine yourself in the shoes of somebody else.
  (v) <u>Values</u>;-
- These are the societal system which makes the people living in the society to fit well.

(vi) Fixation:-
- It occurs when the individual remains locked in an earlier developmental stage because his / her needs are either not adequately met or are over gratified.

(vii) Defense mechanism;-
- They are strategies which people often use unconsciously to safeguard themselves against threat to their personality.
- They are unconscious methods by which ego distorts reality to protect itself from anxiety and personal conflicts.

## (b) Defense mechanisms in personality development.

(i) Regression:-
- Returning to earlier forms of behaviour e.g. A child starts thumb sucking again.

(ii) Projection:-
- This is ascribing motives to someone else or blaming others for ones mistakes or weaknesses.

(iii) Denial:-
- Failure to accept reality.

(iv) Repression:-
- Forcing unpleasant or traumatic memories out of our conscious i.e. Forced forgetting.

(v) Rationalizing:-
- Giving excuses for unacceptable behaviour, i.e. Sour grapes e.g. A child who is forced out of a game says that he did not want to play after all.

(vi) Displacement;- ·
- The transfer of unacceptable feeling from one subject or person to another one which is safe or less powerful.

(vii) Sublimation:-
- Re – directing energy to a substitute activity to gratify a motive e.g. Directing suppressed libido to class work.

(Viii) Reaction formation:-
- Disguising the real motive that is exactly the opposite of the real one e.g. Saying I love you but in the real sense, you mean I hate you.

(ix) Compensation:-
- An attempt to make up for an ability to perform in one activity by seeking to excel in another e.g. A boy who does not do well in class seeks to do better in sports.

## (c) Characteristics of Ego;-
- It is an organized system of personality which is reality oriented.
- It balances the Id and super Ego.
- It operates according to reality principle.
- It differs gratification of the urges until the suitable objects and method is found.
- It is a higher level of operation since it involves higher level processes such as perception, previous experiences and reality.
- A person tries to think about effectiveness and applicability of given possibilities.
- The ego involves logical thinking and planning.
- The ego moves from dreams and other images to appropriate objects.
- It can differ gratification or reduction of tension until an appropriate object is found e.g. Thief, rapist.

## 4. (a) Importance of life skills.
- It protects individuals from dangers and problems e.g. Conflict with others and HIV/AIDS.
- One is able to deal and cope more effectively with challenges of life.
- One is able to evaluate critically ones actions, views, feelings and values in order to behave more responsibly.
- They acquire knowledge skills and attitudes that help them live more fulfilling lives with their families and communities.
- It helps to develop positive attitudes towards themselves and others.
- They help in building positive self esteem and self confidence.
- People are able to improve their social interaction with the society.

- They help to develop the ability to make more informed decisions in life.
- They help team spirits which will promote better understanding and good co-operation in the society.
- To identify their potentials and limitation orders to understand themselves.
- They help individuals to critically evaluate the environment and their cultures.

## (b) Categories of life skills.
### (i) Self management;-
- These are skills for increasing personal confidence and abilities in order to assume control, take responsibility, make a difference and bring change.
### (ii) Communication and interpersonal skills;-
- These are verbal and non – verbal communications.
- There is active listening, expressing of feelings, negotiation and refusal skills.
### (iii) Knowing and living with others.
They include;-
- Assertiveness.
- Empathy.
- Negotiation skills.
- Effective communication.
- Conflict resolution skills.

## (c) Source of conflicts in people.
- Conflicts can exist between people who may have disagreements on certain issues.
- It can arise where two parties perceive needs, values and goals differently.
- Conflicts can arise where there is scarcity of certain resources such as power, influence, money, time, space, popularity, position and rivalry.
- Conflicts can arise from lack of co – ordination, communication breakdown and poor team work.
- Also changing of leadership where a certain group of people wants a certain leader different from the other group.
- Personality differences e.g. Gender, tribe, etc.
- Failure to follow rules and policies.

## 5. (a) The first four stages of Freud in personality development.
### (i) Oral stage;-
- From birth to 18 months, infants pleasure centers around the mouth as in chewing sucking and biting.
### (ii) Anal stage;-
- From $1^1/_2$ years to 3 years, child's greatest pleasure centers on the anus and elimination functions.
Children enjoy excreting or sensation of holding the waste.
### (iii) Phallic stage;-
- From 3 years to 5 years, the genital region becomes the object of interest for children.
- Children are fond of rubbing, touching and showing parts of the body.
- Children at this stage develop special attachment to parents of opposite sex.
- Boys experience Oedipus complex while girls experience Electra complex which is sexual interest to the opposite sex parents.
### (iv) Latency stage.
- 6 years to puberty - Sexual energy is suppressed and child develops social and intellectual skills, spends time with peers and concentrates on class work.

## (b) Broad factors that influence personality development.
(i) Heredity – Genetics; – This is what one inherits from parents.
(ii) Environment; – What we acquire from nature or our surroundings.

## (c) Characteristics of self actualized persons.
- They are realistic.

- They have self acceptance and acceptance by others and the natural world.
- They are problem centered rather than self centered.
- They aspire detachment and need for privacy.
- They are autonomous and independent.
- They appreciate things and people.
- They identify with mankind and have strong interest.
- They have democratic values and attitudes.
- They know what they want to achieve.
- They have philosophical sense of humour.
- They have high degree of creativity.
- They are resistance to cultural conformity.
- They have transcendence of environment rather than always coping with it.

6. **(a) How to make use of Humanistic Theories in the learning situations.**
- Ensure that children's basic needs are adequately met e.g. Balanced diet, safe, drinking water, clothes and clean environment.
- Encourage the school administration, parents and community to organize feeding programmes in ECDE centers.
- Ensure that the psychological needs for safety and security are met at home and in school.
- Caregivers and teachers should ensure that the discipline to the child is educative and friendly.
- Do not cane or abuse or humanize the child as this destroys the child.
- The teacher should make sure that children feel loved and acceptable unconditionally.

- Use child centered methods in learning in order to involve the children to fully respect their abilities to solve problems on their own.
- Help the children to realize their full potential and be self established which a goal of education is.
- Help children identify their goals early in life and help them obtain information and acquire skills and attitude which will help them achieve those goals.

**(b) Importance of knowing personality and temperament.**
- Allocate duties and responsibilities suited for their personality.
- Deal with each member of staff as an individual.
- Build self esteem.
- Avoid conflicts between teachers.
- Help improve communication.
- Help in good time, resource and management.
- Ensure there is a smooth learning activity.
- Helps in understanding members of staff.
- Helps in evaluation and staff appraisal.
- Discovers talents and strengths and helps the staff members to improve in them.
- To help create good atmosphere.
- To improve achievement and performance.
- To understand and appreciate individual differences in people.

**(c) Definition of the term 'Resilient'**
- It is the ability to survive or cope in a hostile environment, be able to adapt to it, develop and be able to overcome difficulties which one faces in the environment.

## 1. (a) Characteristics of growth and development.

- Growth and development begins from conception and ends at death.
- The development is multi – dimensional i.e. several dimensions are involved.
- The pattern of growth and development is sequential. A pattern is followed which is referred to as maturation.
- Child development is integral, this means that several dimensions influence the other.
- It is a continuous process. It continues throughout ones life time.
- Children are able to handle more complex level of things.
- Growth and development is similar to everyone.

### (b) Difference between growth and development:-

| GROWTH | DEVELOPMENT |
|---|---|
| - There is increase in weight, height and size.<br>- It is used to describe physical increment.<br>- It does not continue throughout. It stops when maturity is reached.<br>- Changes can be quantified. | - It involves improvement of functions.<br>- There is comprehensive form and overall change in an individual.<br>- It is a continuous process that takes place throughout one's life.<br>- Change can be quantified and assessed through observation. |

### (c) Types of Delivery:-

**Normal delivery.**
- The head of the foetus comes out first.

**Still birth.**
- The foetus dies in the womb.

**Caesarian section.**
- An operation is done.

**Breech delivery.**
- The legs come out first.

## 2. (a) Definition of the term "Electra conflict": -

- This describes conflicts found in girls where they fear their mothers and are more fond of their fathers. Girls see their fathers as heroes.

### (b) Characteristics of the brain.

- The brain controls out total life.
- The brain has windows of opportunity. When a child gives the brain the best, it is able to absorb specific types of knowledge and acquire specific skills.
- Brain is highly influenced by experiences the child is exposed to.
- The brain is made to recognize and respond more easily to patterns in life. Children learn better when things are orderly and there is a specific routine.
- Each child's brain is unique. Some children learn better when they use their eyes while others their ears.
- The brain is a social organ, it needs love, care and security to promote total development.
- Brain development is interrelated, one area affects the other.
- Brain is resilient. It has ability to compensate when a portion of it is injured or under stimulated. It can resist short term stress.

- Brain is highly malleable especially during the first three years. Good experience promotes brain development, bad experience hinders.
- The brain is highly influenced by the care given by parents and caregivers. It include balanced diet, security, strong attachment, etc.

### (c)Ways a caregiver can promote brain development in young children.
- Touching, holding and cuddling the baby.
- Provide quality care i.e. Love, attention and security.
- Provide a balanced diet.
- Provide good health care e.g. Immunization, growth promotions etc.
- Talking with the children.
- Timely treatment of diseases.
- Asking a child challenging questions.
- Giving a child game puzzles.
- Providing a variety of attractive play materials.
- Encouraging the child to explore.
- Provide repeated training.
- Rewarding and praising the achievement and efforts made by a child.

### 3. (a) Definition of the following terms.
Stimulation:-
- It is giving activities which encourage the development of certain skills e.g. Encouraging children to play so as to develop their muscles.
Play:-
- It's an activity done for its own sake. It's a spontaneous action done for its own sake. For children, play is work.
Learning:-
- It is a relatively permanent change in behaviour. It occurs when a child is exposed to quality experiences.
Caregiver:-
- This is anyone who tends to the good health, mental, physical and spiritual

growth and development of young children.
- Transition: - It is the process of changing from one state or condition to another e.g. Pre-natal to infancy, etc.

### (b) Effects of neglecting early years in child development.
- If children are neglected nutrition wise, they will be malnourished leading to mental illness and poor growth.
- There will be slow rate of growth and development. Children will lag behind their peers in all aspects.
- It results in poor socialization and children end up feeling anxious and depressed.
- It leads to reduction of the way they perform tasks.
- It could lead to brain damage which is caused by accidents and poor supervision.
- Children will have poor foundation which will negatively affect physical, social, mental and moral development.

### 4. (a) The importance of play:-
- As children play, they learn new vocabularies and listen to one another.
- Children learn how to control their emotions.
- Children learn to express themselves using language.
- Play helps the children to relax and enjoy themselves.
- Children learn more about the complexity of the environment.
- Children develop their muscles.
- Children develop positive self concepts.

### (b) Factors influencing learning;-
Age:-
- Learning is easier when children are given age appropriate tasks.
Maturity:-
- Children learn better when they are mature.

**Home background:-**
- Children learn better in a peaceful home.
**Exposure:-**
- Different exposure makes children to learn more.
**Adult / child interaction:-**
- Adults interact with children and guide them and therefore learning new skills and attitudes.
**Previous experiences:-**
- It helps the child learn more and handle complex things.
**Attention span:-**
- Children's attention span is limited so time should be utilized.
**Emotional adjustment:-**
- It is easier for children to learn when they adjust their emotion.
**Learning environment:-**
- It should be rich with variety of materials.
**Readiness:-**
- Children learn better when they are ready.

## 5. (a) The reflexes neonates have.
**Rooting reflex:-**
- It helps infants to search for the breast. When an object touches the cheeks of the infant he / she turn towards the object.
**Sucking reflex:-**
- This helps the infant to suckle. When the nipple is put into the infant's mouth, the infant sucks automatically.
**Swallowing reflex:-**
- This helps the infants to swallow the milk suckled, and it is permanent.
**Grasping reflex:-**
- A child may close his / her fist if you place a finger in his palm.
**Banking reflex:-**
- If pressure is applied on the palm, the infant's eye close, the mouth opens and the head turns to this reflex.
**Blinking reflex:**
- If light or air is directed into the infant's eyes the eye lids close. It protects the eyes.

**Stepping reflex:-**
- If a child is put upright, the infant's foot shows a stepping motion.
**Moro reflex:-**
- A sudden noise or momentary change in position causes the infants to extend their arms and legs.
**Babinskin reflex:-**
- If the infant's foot is stroked, the toes spread out, this reflex disappear after nine months.

## (b) Functions of the placenta.
- Food eaten by the mother is turned into nutrients which are passed to the foetus through the placenta.
- It gets rid of other waste products.
- It transports oxygen from the mother to the foetus and removes carbon dioxide from the foetus to the mother.
- It acts as a barrier and prevents infections to affect the growing foetus.
- It filters some diseases and toxins from the mother's blood.

## (c) Erickson's psychological theory as from birth to 6 years with regard to how parents can help their children to acquire virtues described in the theory.
- Erickson expanded a theory to explain how children develop socially and emotionally. According to him, there are eight stages through which children develop.
(i) Trust versus Mistrust (0 – 1 year).
- He believed that from birth, children or infants start to ask questions e.g. "Can I trust this world? These questions are asked through crying, cooing, babbling and smiling. The child will trust the world if these needs are met. If they are not met, the child will develop mistrust. Erickson believed that quality maternal care is important. Therefore, parents

should provide the children with basic needs like food, shelter, love, attention and play.

(ii) <u>Autonomy versus shame and doubt.</u> <u>(2 – 3years)</u>

- In order to help toddlers acquire autonomy, caregivers should give them opportunities to do things for themselves. The task given should be age appropriate. If they are given difficult tasks, this may kill their initiative skills and therefore they will develop a sense of shame or doubt. Caregivers should therefore acknowledge and praise the children when they do things by themselves. They acquire new knowledge and master new skills which increases their independence and autonomy.

(iii) <u>Initiative versus guilt . 3 – 5 years</u>

- At this stage, children show initiative in play, social relationships and exploration.
- They learn to control impulse and feelings. Children feel guilty for actions that go beyond limits set by parents. This stage helps them develop a sense of right and wrong.

## 6. (a) Definition of the term Milestones.

- Milestones: - Are skills children acquire at a given age e.g. At six months, a child is expected to sit without support. At 10 months, a child is expected to walk.

### (b) Characteristics of children's play.

- It involves an active process and engagement.
- It is non literal.
- Familiar objects are used.
- It is flexible, i.e. not rigid and unstructured.
- It involves exploration and new ideas.
- It has intrinsic goal values or motivation.

- It involves pretence.
- It should be pleasurable.
- It is voluntary.
- It is goal oriented.
- It puts emphasis on the process rather than on goal.
- It is not competitive.

### (c) Types of play children engage in at ECDE centers.

<u>Solitary play:-</u>
- Played by children below 3years. Children interact with materials. They play alone. The material is all his / hers and they communicate with materials.

<u>Parallel play:-</u>
- Children play side by side. There is much social interaction common between ages 2 years – 3 years.

<u>Construction play:-</u>
- This is a combination of sensori – motor with symbolic play. Children are involved in constructing things.

<u>Social play:-</u>
- Children interact with one another. They share materials and they may engage in one play activity. They can have rules in their games.

<u>Pretend play / symbolic play:-</u>
- Children can play pretending to have something. The play is based on real experience of a film watched.

<u>Co – operative play:-</u>
- Children play with others, they share materials. They have - rules. They communicate as they play.

<u>Manipulated play:-</u>
- Children play with concrete materials. They use their senses as they play. Children use hands skillfully and develop eye - hand co-ordination.

1. (a)( i) **Institutions offering child care services.**
- Day care centers.
- Pre-primary schools.
- Children's homes.
- Children's hospitals and clinics.
- Rehabilitation centers.
- Child protection centers.

(ii) **Importance of assessment in child development.**
- Helps teachers to plan adequately and understand the child's abilities.
- Teachers and caregivers can monitor growth and development of a child in a holistic way.
- Helps to identify children with special needs and those that require remedial assistance.
- Determines how much knowledge the child has acquired.
- Helps to check the effectiveness of the teaching methods, teaching and learning resources.
- They provide a basis for the learner's and the teacher's motivation.

(b) **Qualities of a good caregiver.**
- An understanding of children's development needs and rights.
- Unconditional love to children.
- Warmth and kindness to children.
- Patience with children.
- Ability to provide rich play opportunities.
- Good health and sound mind.
- Good role model and high morals.
- Ability to reinforce children's learning.

(c) **Contemporary challenges facing care givers in facilitating child growth and development.**
- Breakdown in family structure; – Divorced / Single parents go through financial and psychological difficulties.
- Child abuse; – Child trafficking and abduction pose challenges, sexual abuse within and outside the family.
- Slow economic growth and recession.
- High inflation rates, retrenchments;
- Job cuts in companies and business enterprises. Some go without salaries.

2. (a)(i) **Challenges faced by the following agents of socialization in promoting Early Childhood Development and Education.**
**Family:-**
- Children have a tendency of lying when they do wrong as a way of escaping punishment.
- Parents impose harsh rules and children violate them.
**School:-**
- Failure to follow rules and regulations leads to punishment.
- Diversity of children's background.
- Children are influenced by bad company.
- Some parents do not co-operate with teachers to assist the children.
**Community:**
- Family instability; - This can result in divorce, separation or family conflicts.
- Tribalism; – Leads to displacement of people (IDPS).

(ii) **Significance of gender socialization.**
- When children are socialized well in relation to their gender, they acquire roles related to them.
- Children appreciate their roles as they become adults.
- Encourages children develop their talents.
- Promotes gender equity; – The Children's Act protects and promotes the rights of the child irrespective of the gender.

- UN charter on the rights of children (1989) emphasizes non – discrimination of children.

**(b) Influence of peers in socializing early childhood children.**
- Peers are a source of information. Children learn from each other.
- They help each other to acquire skills and attitudes.
- Both positive and negative behaviours are learnt from peers.
- They measure their ability from peers.

**(c) How a pre – school teacher can apply and ensure gender socialization is effective in a school setting.**
- Be non-discriminatory in assignment of roles.
- Group children on sex basis.
- Give equal opportunities to boys and girls.
- Vet information given to children.
- Teachers to serve as role models.

3. **(a) Meaning of the following concepts in relation to child growth and development.**
   (i) <u>Child:-</u>
- Anybody under the care of parents. Children's Act – A young person is whose age is below 18 years.
   (ii) <u>Child socialization:-</u>
- Is the process through which the young person is assisted to acquire norms and values of a society and acceptable behaviour so as to attain full growth and development. Through it, values and beliefs of a society are passed from one generation to another.
   (iii) <u>Life skills: -</u>
- Abilities which enables an individual to develop adaptive and positive behaviour so as to deal effectively with challenges and demands of everyday life.

(iv) <u>Moral development:-</u>
- Knowledge of a sense of good or bad. Knowledge that the child acquires and helps him / her to distinguish what is right from wrong.

**(b) The concept transition focusing on the following -**
(i) <u>Home to pre-school transition;-</u>
- It is the stage where a child leaves the home environment and joins a school. The child adjusts to rules and regulations.
<u>Challenges.</u>
- New environments.
- Fear of being left with strangers.
- Lack of knowledge on transition.
- Parental pressure on the language of instructions.
- New routines and regulations.
<u>Solutions.</u>
- Enforcement of language policy to ensure efficiency.
- Increased advocacy programmes to teachers, parents and community members.
(ii) <u>Pre-school to primary school transition:-</u>
- This is the movement of children from pre - school to primary school.
<u>Challenges:-</u>
- Teaching methods change.
- Pedagogical gaps on the transition.
- Keeping the routine. .
<u>Solutions:-</u>
- Harmonization of the primary and pre-school curriculum to ensure consistency in teaching and learning approaches.
(iii) <u>School readiness:-</u>
- Readiness is the state of being fully prepared to go to school.
<u>Challenges:-</u>
A child needs to be ready to join school. This depends on the Growth and Development level.
- Follow other siblings to school without knowledge of the parents.
- Scribbling everywhere Walls, books, etc.

## Solutions.
- Pre – visit prior to opening of school.
- A talk about school by a parent or teacher.

### (c) According to Piaget, cognitive development occurs through the process of organization, adaptation, and equilibration. The explanations of these terms are:-
Organization: -
- It is the tendency of increasing complex cognitive schemes or structures.

Adaptations; –
- Refers to how children handle new information in the light of what they already know. It involves the process of assimilation and accommodation.

Assimilation: –
- Taking new information and incorporating it into the existing cognitive structure.

Equilibrium: –
- It is a state of mental balance. It occurs when a person continuously attempts to reconcile new experiences with existing ones.
  Children organize mental patterns that integrate the new experiences restoring a more compatible state of equilibrium.

## 4. (a) Definition of the concepts of:-
Social competence:
- Child's ability to establish and maintain positive social interaction and relationship with his / her peers and others in the society. Trust, autonomy, initiative industriousness and self identity are basic components of children's social competence.

Values:
- They are principles laid down by a society to enable people living in that society to fit well and live in harmony with other members of that society.

### (b) Basic categories of life skills that should be developed in children.
- Skills for knowing and living with oneself enables the children to be aware of who they are and their capabilities.
- Knowledge of their names and sex. E.g. self-awareness.
- Self-esteem – Positive or negative evaluation of oneself. Coping with emotions, coping with stress.
- Skills for knowing and living with others (Inter-personal relationship) - Enables the child to interact well with other children and adults e.g. Empathy skills.
  - Effective communications.
  - Conflict resolution skills.
  - Negotiation skills.
  - Friends' formation.
  - Assertiveness.
- Skills for making effective decisions:-
  - Critical thinking.
  - Creative thinking.
  - Problem solving skills.

### (c) Values to be instilled in children.
- Co-operation.
- Happiness.
- Love.
- Honesty.
- Responsibility.
- Peace.
- Respect.

Strategies.
- Discussion – Brainstorming and interactive sessions where people exchange views.
- Role playing – Acts of narrative real life experience or events.
- Games – Interesting activities with roles to be observed.
- Songs and dances - Musically composed words for passing messages.
- Miming – Acting by use of gestures songs, facial expressions. (Physical movements)
- Riddles – Problem solving activity where a child is posed with a problem and comes up with a solution.

## 5. (a) Limitations in children's thinking as per Piaget's pre – operational stage of development.

(i) Egocentrism:
- Children see the world in their own view points.

(ii) Animism:
- Children think that all things have life.

(iii) Artificialism:
- Children may want to know why the sky is blue and who painted it blue. Their thoughts are perceptually bound.

(iv) Reversibility:
- Children have problem of reversibility. When they go forward, they are not able to go backward in their thinking. E.g. 3 + 2 = 5, 5 - 3 = 2

(v) Conservation:
- Children have a problem with conservation. E.g. two balls of plastacine are equal but when one is flattened. They will say the flat one is bigger.

## (b) Ways you can apply Piaget's theory of cognitive development to learning.
- Teachers should stress on maturation, age and experience in activities.
- Children should be taught from known to unknown.
- Teachers should provide a simulative environment to encourage children to discover.
- Teachers should consider the cognitive level of the child when teaching because they learn according to their level of understanding.
- Teachers should assess children in order to find the results of teaching.
- Teachers should provide a variety of concrete materials.

## (c) The types of families.
- Nuclear family.
- Extended family.
- Single parent family.
- Child - headed family.
- Reconstituted family.

## 6. (a) Play is an action that is done for the sake of enjoyment, it means :-
- Play is the life and work of children. It is a spontaneous pleasurable activity that children engage in. It is the most natural way in which children learn.

## (b) Relationship between play and learning.
- The relationship between play and learning is that children acquire knowledge and practice what they already know during play.
- Through play, children learn concepts. They touch, shake, taste, smell and look for objects as they play.
- As children play, they explore the environment, e.g. hide and seek games, discover new places, collect small insects and count their legs.
- They also listen to different sounds from the environment. Children experiment as they play.

## (c) Characteristics of children's play.
- Play is symbolic – People and objects are used as symbols for presentation.
- Play is meaningful – It makes sense to the child. It relates to real and meaningful experiences.
- Play is active – Children are actively engaged physically and mentally. It triggers children's concentration.
- Play is pleasurable – It is a pleasurable experience. Children do not engage in play with the aim of learning or improving their skills.
- Play is spontaneous – It is not forced on children. They engage in play in their own accord.
- Intrinsically motivated – It comes from within the child. No external reason as to why the child is engaged in play. It is not goal oriented. It is caused by an inner drive.

**1. (a) Life skills are;-**
- Abilities for positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life.

**(b) Characteristics of an assertive person.**
- Copes well with people.
- Able to admit their own mistakes.
- Able to avoid situations which can create problems.
- Respect other people's feelings.
- Listens to people as they speak.
- Respects people's opinions and rights.

**(c) Living values that pre – adolescents and adolescents need to acquire.**
Tolerance;-
- This is ability to put up with something and in particular existence of opinions and behaviours that one does not quite agree with.
Simplicity;-
- This means rectifying and simplifying a situation so as to live comfortably with others.
Peace;-
- This is the ability to co-exist harmoniously with all people regardless of race, creed and gender. It also involves ones peace with oneself.
Happiness;-
- It is the ability to stay despite different situations and challenges.
- Co – operation; – It is the ability to join hands and work as a team in order to achieve the goals and objectives in life.
- Responsibility; – This is playing your part accurately no matter what the task may be.
- Time management; – This is being able to plan and use your time.

**2. (a) Psychological effects of pre – marital sex.**
- It can block the basis of trust.
- Pregnancy can lead to emotional trauma which may bring about shame, rejection.
- The girl may opt to procure an abortion risking death or infertility.
- It may lead to sexual addiction.
- It may establish deep psychological scores which may affect future fulfillment in marriage.

**(b)Factors that influences pre – marital sex.**
Peer pressure;-
- Adolescents and pre – adolescents obtain information from their peers whereby they are guided or misguided in making decisions about sex issues. They do so to seek acceptance.
Curiosity;-
- Adolescents are normally curios about how their bodies function. To satisfy this, they end up being involved in pre – marital sex.
Media influence;-
- The media often seems to glorify sex and depicts it as a wonderful and fulfilling experience.
Lack of parental love and attention;-
- This causes them to look for attention elsewhere. It leads then to be involved in premarital affairs.
Drugs abuse and alcoholism.
- Young people who use drugs are unlikely to exercise self control, consequently, they are prone to casual sexual activities.

**3. (a) Definition of the following terms -**
Theory;-
- This is a set of reasoned ideas that try to explain a certain phenomenon.

Conservation;-
- This is the ability to understand that a quantity remains the same in spite of the presence of an irrelevant transformation like mass, height and volume.

Serialization;-
- This is where the child is able to put objects in order according to shape.

Classification;-
- This is where a child can name and identify sets of objects according to shape, column or texture.

**(b) Stages according to Sigmund Freud's theory that lies in the pre - adolescence and adolescence age.**

Latency stage (6 – 12);-
- Sexual (Libido) energy is diverted to other behaviours like sports and hobbies.
- The adolescents keep the same sex friends who help to avoid sexual feelings.
- The pre – adolescents also begin to become reasonable beings with feelings of shame, guilt and disgust.

Genital stage (12 – 18 years);-
- Sexual interest re-awakes.
- Adolescents start developing mature sexual relationships.
- They begin to divert their sexual interest towards the opposite sex.
- The libido is shifted to their genitals.
- If ignored, they can be fixated resulting in immature sexual relationships.

**(c) Causes of teenagers involvement in sex:-**
- Lack of adequate moral training e.g. Church.
- Lack of good role models.
- Lack of adequate life skills e.g. Critical thinking.
- Involvement in risky behaviours e.g. Drug abuse, attending discos, etc.
- Permissive parents or parents who are over stricked.
- Luring of girls by older men and boys by older men.

**4. (a) Functions of the following hormones.**

Testosterone;-
- Stimulates production of sperms.
- Responsible for erection of the penis.
- Responsible for breaking of voice, pubic, hair and beards.

Oestrogen;-
- Stimulates production of ova.
- Development of pubic hair.
- Breast enlargement.

**(b) Strategies of coping with sexual related issues of adolescence.**
- Adolescents can be trained on life skills.
- Give spiritual guidance.
- Ensures the adolescents grow up with proper moral standards and principles.
- Parents and teachers should help adolescents to develop high dreams, aspirations, goals and vision of life.
- Teach adolescents about dangers of early sex e.g. Pregnancy and contracting STDs, HIV and AIDs.
- Parents and teachers are good role model

**(c) Characteristics of anorexia adolescent.**
- Does not want to eat so they become underweight.
- They have thin, skeletal bodies.
- Look dehydrated.
- They have poor feeding habits.
- They percure themselves as beautiful.

**5. (a) The indicators of growth sports in girls at adolescence stage.**

Breast development;-
- Oestrogen causes the development of breasts at the age of eight or nine. As the breasts grow larger and fuller, most girls experience pain.

Pelvis and hip widening;-
- This prepares the body for child bearing.

Pubic hair;-
- It grows around the female sexual organs at about the age of 11 – 12 years and ends at around 16 years.

Menstruation;-
- The first menstruation occurs two years after the beginning of the breasts and the uterus / uterine development.

Body hair/ armpits;-
- There is growth of coarse body hair especially the armpits. Its amount largely depends on heredity or environmental influences.

- Sweat and body colour;-
Increased activities of the sebaceous glands give rise to the outbreak of pimples and blackheads.

### (b) Aspect of growth and development as discussed in Child Development III.

Physical aspects;-
- Adolescents grow faster, develop muscles, and are energetic.

Cognitive development;-
- It deals with the process of acquiring knowledge and understanding through experience and thoughts. The process includes perceiving, interpreting, remembering, evaluating ideas, etc.

Moral development;-
- According to Kohlberg in the growth stage, adolescents are in the moral realism where they can co – operate in rulemaking, they acquire autonomous moral principles and make their own judgments.

Emotional development;-
- During pre - adolescence, children are able to understand their emotions. The child understands the differences between guilt and shame.

Social development;-
- According to Erickson psychological development, adolescents try to resolve the crisis of identity versus role of confusion. They identify with their peers and take their opinion.

Language development;-
- They are able to express themselves without any problem.

Spiritual development;-
- They are guided to acknowledge that there is a supreme being.

6. (a) Signs to look for in order to confirm a youth is consuming alcohol.
- Chewing gum in the morning.
- Theft of money.
- Keeping awake at night.
- Keeping distance when talking to somebody.
- Withdrawal from family and social functions.
- Mood swing.
- Doubtful company.
- Confused conversation, impaired judgment.
- Lack of proper concentration on a given task.
- Training and refusal to go to school.

### (b) Drugs commonly abused by youth.
- Bhang. (Marijuana) - Nicotine.
- Miraa. - Cocaine.
- Heroin - Cigarettes.
- Tobacco.

### (c) Areas in which adolescents would need guidance and counseling in life.
- Career. - Drug abuse.
- Relationship. - Sexually.
- Juvenile delinquency. - Positive living.

## 1. (a) Goals agreed upon at the Dakar Conference in the year 2000.

- To expand and improve comprehensive early childhood care and education especially for the vulnerable and the disadvantaged children.
- To ensure that by 2015, all children especially girls have access to free and compulsory primary education of good quality.
- To achieve 50 % improvements of all levels of adult literacy by 2015.
- To eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015.
- To ensure that persons with special needs have access to regular schools which can accommodate them.
- To ensure and improve all aspects of the quality of education and ensure the excellences of all.

## (b) Conditions under which a father may assure parental responsibility according to Children's Act 2001.

- If married to the child's mother at the child's birth.
- If he marries the child's mother after the child is born.
- If he is granted parental authority by the court in case he is not married to the child's mother.
- If he accepts and takes care of the child even when he is not married to the mother.

## 2. (a) Benefits of using Rights Based Approach in programming for children :-

- Promotes social cohesion, integration and stability.
- Builds respect for peace and non – violent conflict resolution.
- It is more cost – effective and sustainable.
- Produces better outcome for economic development agenda for governments to produce an economically viable work force.
- Builds capacity by focusing on capacity building and empowerment in individuals.
- Creates conditions that allow children to participate fully in community life and development policies that affect them.

## (b) How an ECDE teacher should treat information communicated by a child to him / her to safeguard the children from abuse and neglect:-

- Listen to children at all times.
- Give children full attention.
- Respect what the child says.
- Pay attention to both what is said and how it is said.
- Avoid interrupting.
- Avoid guessing what the child will say next.
- If one disagrees, avoid discussing the child or getting angry.

## 3. (a) Definition of the following terms -

(i) Right:-
- Claims which are fair for every human being to have.

(ii) Ratification:-
- Confirming an agreement by a signature or any other formality.

(iii) Accession:-
- Appending signature to signify consent.

(iv) Domestication:-
- Process by which government translates international and regional instruments into local laws.

**(b) Developmental rights that children have.**

- Right to education; – Since education is a key contributing factor to both personal and general development , it is necessary to ensure that children are provided with high quality education.
- Right to play and leisure;– Play helps children to develop mentally, physically and socially.`
- Access to information from diverse sources ;– Children should be allowed to watch relevant programmes and be protected from harmful information.
- Opportunity to enjoy culture and profess or practice one's religion.

**(c) Duties of the state in enforcing the children's right to information from a diversity of sources:-**

- To work with mass media and other media to disseminate information beneficial to children.
- To promote the production and dissemination of children's books.
- To encourage development of guidelines on the protection of children from harmful information.

**4. (a) Rights and welfare of children as provided for in the UNCRC and the African Charter.**

- Inherent right to life.
- Right to live with and cared for by both parents.
- Right to free and compulsory primary education.
- Right to religious education.

- Right to health care.
- Right of protection from child labour and involvement in armed conflicts.
- Rights to a name and a nationality.
- Right to leisure and recreation.
- Right to privacy under the guidance of the parents.

- Protection from harmful cultural practices.

**(b) Responsibilities of parents to children as stipulated in UNCRC and Children Act 2001.**

- Provide guidance in religious, moral and cultural values.
- Name their children.
- Appoint a guardian for the children.
- Take care of child's property until he / she becomes of age.
- Bury or cremate their children when they die.
- Allow or refuse movement of their children from Kenya.
- Receive assistance in child rearing.
- Have child rearing responsibility shared by both parents.

**(c) Ways of enhancing participation rights of children.**

- Listen to children's opinions and views and give them freedom to appropriate choices.
- ECDE caregivers should allow children to interact among themselves, choose materials they would like and places to visit.
- Allow children to participate in school events.
- Create awareness against harmful social practices that violate the child's right to freedom.
- Facilitate structures and for children to assemble, associate and express their opinions at all levels.

**5. (a) The implications of Geneva Declaration of Rights of a Child (1924) :-**

- Child must be given means needed for its normal development both materially and spiritually.

- Child should be fed if hungry, treated if sick, rehabilitated if delinquent and sheltered and cared if orphaned.
- Must be the first to receive relief in times of distress.
- Must be put in a position to gain livelihood and must be protected from exploitation.
- Must be made conscious i.e. His or her best qualities are to be used in the service of fellow men.

**(b) Judicial powers (orders) that an authorized officer according to children's act 2001 may apply to ensure proper upbringing and welfare of children:-**

Access order;-
- Allows a person e.g. - Parents to visit a child or vice versa.

Residence order;-
- Where and with whom a child shall live.

Exclusion order;-
- Stops person or people from coming into contact with the child.

Child assessment order;-
- Allows the child to be evaluated to see how he / she is doing.

Family assistance order;-
- Allows a person to give guidance and advice to a child's family.

Wardship order;-
- Puts the child under protection of another person.

Production order;-
- Makes a person keeping or hiding a child to take him / her to court that makes orders.

**6. (a) Ways of promoting children's health and development :-**
- Establishing and maintaining a safe environment for children.
- Checking for immunization.
- Encourage the use of proper hand washing techniques
- Provide / encourage provision of adequate nutrition.
- Encourage use of safe drinking water.
- Arrange for hearing, vision and dental screening tests.
- Encourage proper construction of classrooms.
- Communicate a child's exposure to communicable diseases.
- Recognize and manage mild childhood illness.

**(b) Ways through which children can be protected from harm.**
- Make school environment child friendly.
- Safeguard children from all forms of harassment e.g. Corporal punishment.
- Provide basic needs to children.
- Respect and treat children with dignity.
- Discourage bulling in schools.
- Ensure that good relationships exist between teachers and children.

# 6014 – DIPLOMA IN ECDE - REVISION PAPERS.
## HEALTH AND NUTRITION.
### MARKING SCHEME.

**1. (a) Strategies of promoting community health.**

- Provide safe drinking water.
- Dig latrines and ensure people use them.
- Ensure children are immunized.
- Ensure families maintain proper personal and environmental hygiene.
- Prevent breeding of mosquitoes to prevent malaria.
- Train families and community how to grow adequate food.
- Ensure children are de - wormed regularly.
- Give families and communities knowledge and skills on how to prevent hygiene related diseases.
- Educating community members to embrace anti - STI and HIV behaviours such as abstinence for unmarried people and fidelity for married couples.

**(b) Causes of anaemia in children.**

- Child's diet may lack adequate iron. The child will therefore lack enough red blood cells in the blood causing the deficiency.
- The child may have lost too much blood as a result of an accident or cut.
- The child may be suffering from sickle cell anaemia.
- The child may have suffered from malaria.
- The child may have intestinal worms which may lead to having inadequate blood.
- The child may have a prolonged illness which has made her not to eat well or may have interfered with absorption of nutrients in her body.
- Bleeding from open wounds.

**2. (a) Measures taken to ensure healthy teeth in children.**

- Children should brush their teeth after every meal.

- They should avoid eating sweets and sugary things because it spoils their teeth.
- They should eat food rich in calcium and phosphorus to strengthen the teeth.
- They should avoid putting sharp objects in their teeth.
- They should visit a doctor at least twice a year for check up.
- They should avoid biting hard things like opening of soda bottles, etc.
- They should eat hard foods to strengthen the teeth.
- They should change tooth brush after every three months.

**(b) Measures taken when caring for a child suffering from diarrhoea.**

- If the child is breast feeding, continue to breastfeed him / her.
- If the child is dehydrated, prepare oral salt solution and give him / her. This replaces the lost nutrients and water.
- Ensure the child takes plenty of fluids like water, porridge and soup.
- One should practice personal and environmental hygiene.
- All cooked food should be covered.
- Give the child a well balanced diet.
- Bottle feeding should be discouraged.

**(c) Advantages of providing a balanced diet during pregnancy.**

- Repairs worn out tissues.
- Makes antibodies to fight diseases.
- It gives amino acids which are building blocks of the tissue and organs of the body.
- Provides energy in the body.
- Maintains blood sugar level.
- Provides the body with warmth.

**3. (a) Definition of the term**

**Food security':-**

- It means ensuring constant availability of food even when there is drought.
  It is ensuring that there is food for today and future.

### (b) Factors affecting food production.

- Poor farming methods.
- Lack of capital.
- Scarcity of land.
- Infertile soil.
- Drought / lack of rainfall / calamities.
- Low quality seeds.
- Lack of farming tools and equipment.

### (c) Challenges facing food security at the family level.

- Most land in most families has been taken up by cash crops leaving little land for subsistence farming.
- Most of the food is sold after harvesting leaving the family with very little to feed on during a dry spell.
- Due to increased population, most of the land is used for construction in order to cater for the growing population.
- Poor food storage methods lead to wastage of food.
- Poverty – The high cost of farming, paying labourers and maintenance of farm equipment has led to difficulties for farmers to fully depend on farming.
- The changing of climate makes it difficult for farmers to ensure that they have enough produce throughout the year.
- When farmers find it difficult to market their products, they get discouraged to produce more.
- Some communities forbid eating of certain foods such that people would rather starve than embrace new types of food.

### 4. (a) Definition of the term 'Home based care' ;-

- It is the care provided at home for terminally ill persons e.g. HIV/AIDS or cancer patients by members of the family in collaboration with Community Health Workers (CHW) and other health personnel from hospitals.

### (b) How to support and help HIV infected persons.

- Provide them with information on the importance of being clean, avoiding infections, visiting health centers regularly and the importance of eating well.
- Provide them with home based care when they need it.
- Show them love and concern especially for those who are not well.
- Give them spiritual support by praying with them and encouraging them to believe in the power of God.
- Link them with support groups which can give them economic emotional, moral and spiritual support.
- Give them respect and privacy ensuring they are not discriminated.
- Be sensitive and patient when dealing with them.
- Ensure good hygiene.
- Provide them with nutritious food.
- Help them to prepare for death by encouraging them to make a will or inform family members.
- Give them guidance and counseling.

### (c) Effects of HIV / AIDS on young children and adolescents.

- Most HIV positive babies die after developing AIDS. Few live beyond the age of five years.
- Most babies are constantly in and out of hospitals because of illness.
- Most children are left orphans after the death of both parents.
- Children end up heading their families and such children do not enjoy their childhood.
- Many orphans miss schooling due to

hunger, lack of uniform and adult care.
- Lack of basic needs – Orphaned children lack decent life.
- Children end up caring for the sick parents.
- HIV affected and infected children are often stigmatized and discriminated against by relatives and other members of the community.
- When parents die, some of the children are forced to go to the streets because they lack adult care, food and education.
- When parents die, some children and adolescents may become promiscuous because they lack adult protection, guidance and care.

## 5. (a) Reasons why we preserve food.
- To ensure that it does not go bad.
- To ensure that food can be used even when it is out of season.
- To sell when the prices are favourable.
- To make it easier to transport.
- To ensure constant supply of food and this cuts down on daily expenditure.

### (b) Strategies that Kenyan Government has put in place to improve children's health and nutrition.
- There is proper food production;– The government has ensured that the farmers are given loans and other equipment so that they can produce food.
- The government has ensured there is food security by buying food products from the farmers.
- They have ensured that food is well preserved for future use.
- Farm products are treated well to avoid spoilage and wastage of money and resources. This is used to feed children.
- They have ensured that there is reduced workload for women by introducing modern technology which is affordable so that women can spend more time with their children.
- Relief food is supplied to people,

Households and communities who suffer from food insecurity.
- Introduce school feeding programmes in schools to cater for the needs of children.
- Encourage fortification of food.
- Ensure personal and environmental hygiene is observed.
- Hold capacity building and mobilization meetings.
- Ensure that children are immunized.
- Hold growth and monitoring clinics in the community.

### (c) Causes of common cold and how a teacher can prevent it from spreading in a class.
Common cold is caused by a virus that enters the body through nasal passages and throat.
To avoid the spread of common cold the teacher should :-
- Encourage the child to use a handkerchief to blow his or her nose.
- The affected child should not have close contact with other children who are not affected.
- Let the child cover his / her mouth when sneezing.
- If the infection has developed to secondary infection, take the child to hospital for medical examination.
- The child can take a hot drink to keep him / her warm.
- Let the child avoid playing in dusty places.

## 6. (a) Points you would emphasize when you are invited to give a speech on worm infestation in children.
- Fruits and vegetables should be washed thoroughly in clean water before eating.
- Children should put on shoes or slippers to prevent hookworm infections.
- Water from septic tanks and other potential contaminated sources should not be used for watering vegetables.

- People should help themselves in latrines rather than in the bush or around the home or school.
- Communities and schools should provide latrines and clean source of drinking water.
- Young children should be de - wormed regularly.
- Children should wash their hands after visiting toilets.
- Children should wash their hands before eating meals.
- Children's nails should be kept short

## (b)Measures one would take to control breeding of mosquitoes.
- Keep the compound clean.
- Cut all grass and bushes around the homestead.
- Keep the compound free from broken glass, tins and plastics.

- Fill all holes in the compound.
- Drain all stagnant water.
- Use treated nets.
- Use insecticides to kill mosquitoes.
- Pour oil on stagnant water to prevent mosquitoes from breeding.

## (c) Steps one would take in the management of a closed fracture on the leg.
- Avoid moving the person.
- If the person is in danger, move him with help from others and very gently.
- Try to support the injured part with your hands above and below the fracture.
- Use a splint to support the broken leg.
- Make sure that the person does not walk on the broken leg. It may cause more damage.
- Assist the person to the vehicle.
- Take the person to hospital.

1. **(a) Challenges faced by parents of a disabled child.**
- Expensive medical treatment.
- Expenses for needs such as special diets.
- Re - occurring crises.
- Transportation problems.
- Parents look for time away from jobs to consult, take the child for treatment.
- Lack of affordable child care.
- Limited opportunities for recreation.
- Feeling of reflection among brother/sister.
- Marital problems arising from finance and management of the disabled child.

**(b) Emotional response of siblings towards a brother or sister with disability.**
Resentment:-
- Older sibling may resent babysitting their brother or sister.
Jealousy:-
- Other children may feel more attention is directed to the disabled child.
Hostility:-
- The children may view the child with disability as the cause of their problems.
Guilt:-
- Parents may feel guilty.
Shame and embarrassment:-
- Parents may feel embarrassed when they are seen in the company of their children.
Reflection:-
- This may be manifested in withholding affection or ignoring sibling's existence.

2. **(a) Types of children who live under difficult circumstances.**
- Children who are traumatized.
- Children who are abused.
- Child labourers.
- Refugees and displaced children.
- Children living/working in the streets.
- Children affected by HIV/AIDS.
- Orphaned children.
- Children living in poverty.
- Children with mothers in prison.

**(b) Factors causing the children to be under difficult circumstances.**
- Poverty among parents.
- Famine and other natural catastrophes.
- Political situations that bring war.
- Belonging to a minority family or clan.
- Poor homes with unhygienic surrounding.
- Death of one or both parents.
- Being infected with HIV/AIDS.
- Belonging to rich families where children develop behavioural problems due to lack of proper attention.
- Societal practices and attitudes that perpetuate child abuse and neglect.

3. **(a) Definition of the following terms.**
    (i) Screening:-
- Is a procedure in which groups of children are examined and tested in an effort to identify children who are most likely to have disability.
    (ii) Diagnostic assessment:-
- Is gathering, shifting and weighing information after identifying the specific needs that a child is suffering from for the purpose of making decisions based on judgment and conclusion.
    (iii) Anorexia nervosa.
- Means nervous loss of appetite. It is the refusal to maintain a body weight that is at least 85% of expected weight for one's height of body structure.

**b) Difference of the following.**
**(i) Socialized and un-socialized aggressive children.**
Socialized aggressive children:-

- They are children who come from broken homes and receive some attention during infancy but were later rejected especially after separation. Their feelings of rejection make them rebel and therefore may be involved in petty crimes.

Un-socialized aggressive children;-
- They got no love and attention in infancy resulting in lack of attachment feelings. Consequently, most of them defy all authority and feel hostile towards people in authority such as parents, teachers, guardians, etc.

**(ii) Impairment and disability.**

Impairment; -
- It is a general term indicating deficiency or lessening of functions. Any loss or damage to a part of the body either through accident, disease or genetic is factored in as an impairment.

Disability;-
- Refers to functional limitations that hamper typical development as a result of any impairment. It is any problem that limits a person's ability to perform certain tasks that most people can do.

**(iii) Internalizing and externalizing pattern of behaviour.**

- Internalizing behaviour disorders;-
Consist of too little social interaction with other children. With this disorder, they seldom play with others of their age. They usually do not have social skills needed to make friends. Such children are fearful of things.

Externalizing or antisocial ;-
- Behaviours that are exhibited by children includes getting out of the seat yelling complain of being sick, they have fantasies and day dreams. talking out and cursing, disturbing peers or hitting.
- Externalizing behaviour problems;-
They ignore teachers, complain, argue excessively, steal, lie, and destroy properties and do not comply with directives;

They have temper tantrums and fail to complete assignments.

**4. (a) Purpose of assessment in children with special needs.**
- It detects possible developmental delays in children during screening. The child's major domains of development are assessed in relation to normal development profile.
- Assessment confirms the delays or disabilities. Assessment needs multi disciplinary team whose care is not biased in anyway.
- The data collected during assessment can be used to plan for intervention programmes.
- Assessment is conducted to monitor progress and evaluate the programme.
- Assessment is done in all main areas like hearing, language cognitive and motor skills. All the areas are assessed to check on the delays.

**(b) Positive outcomes from early intervention programmes on children with special needs**
- Enhance development of infants with disability.
- Minimizes disability potential for developmental delays.
- Reduction of educational costs that would be imposed.
- maximized potential on individuals with disabilities to live independently.
- Enhanced capabilities of families to meet special needs of their children.
- Enhanced capacity of the nation to provide services, identify and meet the needs of all children with special needs.
- To enable teachers and other care givers to prepare relevant for those children.

**5. (a) Characteristics of the following categories of children.**
(i) Children with cerebral palsy;-
Child appears hand capped from birth.

- Delayed milestone e.g. sitting up etc.
- Weak muscles mostly of the legs.
- They may experience convulsion.
- Speech impairment.
- A degree of mental deficiency.
  (ii) Anxiety disorder:-
- Unrealistic worries, fears and tensions that lasts six months or more.
- Restlessness.
- Fatigue.
- Difficult in concentration.
- Muscular aches.
- Excessive heart beat rate.
- Dizziness.
- Irritability.

### (b) How a teacher can help a child who make spelling mistakes in a written assignments.

- Bring the children closer to the blackboard where he/she can see properly.
- Always write clearly and in large prints on the board.
- Chart posters should be pinned at the level of the height of children so that they are able to read.
- Use of construction colours help children who have low vision to identify features.
- Provide variety of concrete objects.
- The surface from which children work should have clear colours constructing well with the colours of the learning device.

### 6. (a) Problems which come up as a result of child labour.

- Children suffer significant growth deficiency. They grow up shorter and lighter and their body size continues to be smaller in adulthood.
- They get injuries and illness leading to amputation and loss of body parts.

- Children suffer from muscles, chests, abdominal pains and headaches due to poor working conditions.
- They may be exposed to substances with long latency periods like asbestos with the risk of contacting chronic diseases.
- In rural areas, they are more exposed to pesticides and from most common childhood diseases.
- Those who are exposed to solvents and glue may suffer from neurotoxicity.
- Children undertaking heavy works maintain awkward body positions which could develop to deformation.
- Children who work in construction sites and automobile repairs may be exposed to metals that contain lead and mercury.

### (b) Advantages and disadvantage of home based programmes.
Advantages:-
- Other family members can spend more opportunities interacting and socializing with the child.
- Children whose parents are actively involved in helping them learn and understand quickly.
- Home learning activities are more likely to be natural and appropriate.
- Home based programmes can be less costly to operate.
Disadvantages.
- Some parents are not willing to spend most of the time with children because of the responsibilities placed on them.
- A large number of young children live with single parents who are usually uneducated and poor.
- The children may not receive sufficient opportunities for social interaction with peers in a home based programme.
- In home based care, children may not receive services from variety of professionals who offer their services in center based programmes.

## 1. (a) Qualities of good outdoor fixed and movable play equipment.

- Age appropriate.
- Attractive.
- Adequate.
- Relevant.
- Functional.
- Durable.
- Well maintained.

### (b) Procedure of registering an ECDE centre.

- Write an application letter.
- Complete relevant application forms.
- Forward application for approval to DEO.
- Forward approved application forms to the Ministry of Education for approval by the ministry.
- Issuing of certificate of registration by the Ministry of Education.

### (c) Training approaches in ECDE.

Expository approach; -
- Content is made available by the trainer. Trainees are expected to get information from the trainers and trainers control learning.

Heuristic approach;-
- Learning occurs through self discovery, also known as learners centered approach.

Experiential – participatory approach;-
- Puts emphasis on participating and interaction among trainees.

Computer based approach;-
- Medium of instruction is through computer technology.

## 2. (a) Factors that an ECDE manager should consider when assigning work.

Qualification; –
- Staff should be assigned the work they are trained to do.

Experience;-
- Staff should be assigned work according to their levels of experience.

Confidence ;-
- Staff should be assigned work they are confident to do.

### (b) Ways which staff may be motivated.

- Adequate and timely remuneration.
- Recognizing and rewarding hard work.
- Involving staff in decision making.
- Providing enough resources.

### (c) Challenges faced by administrators of ECDE centers.

- Lack of management skills.
- Lack of adequate funds.
- Poverty.
- Inadequate physical facilities.
- Increasing number of the orphaned children due to HIV/AIDs leading to overstretched resources.

## 3. (a) Definition of the following terms

(i) Administration ;-
- The process of acquiring and allocating resources to achieve desired goals.

(ii) Staffing;-
- The process of providing the right workers and developing them to be effective.

(iii) Training;-
- Preparation of trainees to enable them acquire knowledge, skills and attitude so that they may do their work better.

(iv) Supervision;-
- On going observation, monitoring and directing of education programmes to

achieve set objectives.

**(b) Benefits of scheme of work.**
- Helps the teacher to group related topics together for easy teaching and proper utilization of resources.
- Develops a sequence of the activities starting from known to unknown and simple to complex.
- Ensures that syllabus is well covered.
- Assists the teacher acquire the relevant materials for effective lesson implementation.
- Ensures proper time management in relation to the work load.
- Helps the teacher integrate the different activity areas for smooth transition from one activity to another.

**(c) Types of plans that an ECDE manager may formulate.**
Strategic plans; -
- Plans that anticipate changes in an organization and show how the changes can be achieved.
Policy plans :-
- Plans that provide guidelines for decision makers to refer so that the decision made conform to plan.
Short – term plans; -
- Plans implemented in less than 4 years.
Long term plans; -
- Plans that take more than 4 years to be implemented.

**4. (a) Benefits of supervision.**
- Ensures that child needs are met.
- Identifies and suggests solutions to the needs of children, care givers, teachers, parents and communities.
- Ensures effective implementation of ECDE curriculum.
- Checks whether objectives are met.
- Gives support and motivation to children, caregivers, teachers, parents etc.
- Maintains basic standards of ECDE centers.

- Identifies problems and constraints and gives suggestions on how to overcome them.
- Ensures high quality teaching, learning and proper utilization of resources.

**(b) Methods of supervision.**
- Observation; – Supervision monitors what is happening in a school or an ECDE center.
- Interviews; – Interviewee provides the required information to respond to questions asked by supervisor.
- Questionnaires;- Administered to parents, teachers and managers to collect information.
- Review meetings – A review of work done to show weaknesses and strengths of a programme.

**(c) Drawbacks of present day supervision.**
- Authoritarian; – Dominating attitude of some supervisors towards the staff members.
- Burdens of routine work; – Large work load for supervisors hence shortage of time to supervise.
- Shortage of staff; – Inability to visit all ECDE centers due to shortage of staff.
- Mistrust between supervisors and ECDE management.
- Lack of system in supervision; – Sometimes supervision is done at irregular and unplanned times.

**5. (a) Definition of the term "Organizing"**
- Process of providing the means of achieving the goals and objectives of an ECDE programme or school and implementing the activities of the institution.

**(b)Benefits of organizing as a management function in an ECDE**

center:
- To achieve the objectives of the ECDE centers.
- To minimize wastages through running of clear cut programmes with proper specifications.
- Helps in budget preparations.
- Ensures evaluation is carried out on children's achievements.
- Ensures overall efficiency since it ensures tasks are done at the right time and in the right manner.

### (c)Points to consider when organizing an ECDE programme.
How children learn; -
- By reviewing theories of development and learning.

Needs of children ;-
- An effectively organized ECDE programme should meet the needs of children.

Teaching and learning resources required ;-
- Since the kind of teaching and learning resources required will determine how the programme will be organized.

Available space:-
- The space available will determine how the programme will be organized.

### 6. (a) Qualities of an effective manager of an ECDE center.
- A qualified ECDE teacher.
- An effective communication.
- Ability to listen.
- Confidence and understanding his work.
- Well informed about characteristics of young children.

- Understanding the importance of play and play materials.
- Good and careful planner.
- Warm and friendly to all people.

### (b) Emerging trends in the management of ECDE centers.
- Environment challenges in the area of ECDE e.g. Climate change.
- Competition; – Competition for children intake thus lowering fees charged.
- Information Technology; – Need to adopt ICT in learning and teaching.
- Organization culture; - Enrolment of children from diverse cultures and language hence need to cater for all.
- Ethical issues in the management of ECDE centers relating to; - Relationship between teachers and parents, teachers as role models, reputation of teachers and rights of children.

### (c) Roles played by KIE.
- Coordinator of institutions devoted to the training of teachers.
- Conducts research and promotes educational research.
- Curriculum development; – Prepares syllabus for pre – school education, primary school education, etc.
- Prepares learning materials.
- Conducting in – service courses and workshops for teachers involved in implementation of the curriculum.
- Organizing seminars on any syllabus and teaching materials.
- Transmission of programmes through media.

# 6015 - DIPLOMA IN ECDE- REVISION PAPERS.
# RESEARCH, MONITORING AND EVALUATION.
# MARKING SCHEME.

## 1. (a) Definition of the term "Population" as used in research.
Population;-
- Entire group of individuals, events or objects having a common observable characteristic.

### (b) The sampling techniques.
Simple random sampling;-
- Members of a population have equal chances of being selected.
Purposive sampling;-
- Samples picked based on a given criteria.
Stratified sampling -
- Population put in homogenous groups or strata on the basis of certain characteristics and then sampled randomly.
Voluntary sampling;-
- Samples selected depending on the subject that is volunteered for participation in the research.

### (c) (i) Appropriate title for research study on nutrition and its effects on ECDE.
- Role of nutrition on performance of ECDE children aged 3 – 4 years.

### (ii) Objectives to use in research study on nutrition and its effects on ECDE.
- To establish the nature of diet offered to children.
- To determine the effect of nutrition on performance at ECDE centers.
- To evaluate the extent of influence due to each of the factors determined.

### (iii) Method to use when analyzing the research data on nutrition and its effects on ECDE.
- Average / Mean.
- Mode / Most occurring.

## 2. (a) Characteristics of quantitative research.
- Use of quantitative methods.
- Attempts to discover relationship between variables.

### (b)Types of data collection instruments.
Questionnaires;-
- It consists of a set of questions to which a subject is supposed to responds.
Rating scales;-
- Provide for expression, opinion or judgment regarding the subject.
Interview schedules;-
- Consists of questions to be floated to a respondent which are mostly open ended.

### (c) Advantages of using questionnaire as a data collection instrument.
- Ensure anonymity.
- Can gather plenty of information.
- Is easy to administer.
- Information gathered is easy to analyze.
- Can be used for a large population.

## 3. (a) Definition of the following terms -
(i) Monitoring; -
- Systematic and continuous surveillance during the implementation of a project.
(ii) Evaluation;-
- Process of finding out the extent to which goals and objectives have been achieved.
(iii) Research; -
- Systematic process that employs specialization tools, instruments and procedures to obtain a solution to a problem

## (b) Difference between Formative and summative Evaluation.

Formative evaluation:-
- It is done throughout all the stages of a project's implementation to determine the extent to which it is succeeding.

Summative evaluation
- It is carried out at the end of a programme to determine whether it has succeeded or not.

## (c) Categories of research.

Cross sectional research;-
- Investigation conducted to discover common factors among particular level of subjects.

Longitudinal research;-
- Involves following the same subject or groups of subjects over a relatively long period of time.

Correlation research;-
- Determining the extent to which variables are related.

Experimental research;-
- Independent variables are manipulated to determine how they affect the dependent variables.

Naturalistic research; -
- Conducted under natural conditions.

Basic research;-
- Generates information on new area of research.

Action research; -
- Carried out to solve a local problem.

Applied research ;-
- Application or testing theories and laws to find out whether they can be used to solve problems.

## 4. (a) Types of observation methods of research.

Structured observation;-
- Information is restricted to what is significant to the study.

Unstructured observation;-
- Research makes observation with a bit of flexibility without being restricted to only what is considered significant.

Participatory observation;-
- Research behaves as part of the group being investigated to avoid suspicion.

Non – participatory observation -
- Research remains aloof and keeps observation as inconspicuous as possible.

## (b) Steps in preparation of a questionnaire.

Statement of problem;-
- Clarifying the issue being investigated as clearly as possible.

Statement of objectives;-
- Formulation of objectives so as to guide on nature and scope of questions to be included.

Validation of questionnaire -
- Determining whether the questions elicit the actual information required for the study.

## (c) Advantages of qualitative research.
- Provides actual data that may be more convincing.
- Usually objective.
- Some studies are best done using this method.
- Data can be used to test hypothesis satisfactorily and statistically.

## 5. (a) Research methods in psychology and human learning.

Case studies;-
- In depth study of a unit in details.

Psychological tests;-
- Use of standardized instrument to measure a character or behaviour.

Clinical method; -
- Concerned with intensive psychological study of an individual.

Observation;-
- Researcher obtains information on what people think or do by watching them in

real life situations.

### (b) Advantages of qualitative research.
-  Can be used in areas where data cannot be quantified into numerical form.
-  There is provision for an investigation to go beyond statistical results.
-  Can be used to investigate human behaviour.
-  Description of observation does not necessary have to be expressed in quantitative terms.

## 6. (a) 'PLA' represents.
Participatory Learning Approach.

### (b) Benefits of 'PLA'
-  Involves community members who are directly affected by the problem.

-  It is participatory and interactive.
-  It is empowering and enabling.
-  It is creative and innovative.

### (c) Tools used in PLA.
Spatial tools;-
-  Give information related to space e.g. Maps, transects, mobility maps.
Time related tools;-
-  Gather information related to changes in community over time e.g. Timelines, etc.
Social economic tools;-
-  Focus on lifestyles e.g. Livelihood diagrams, etc.
Analysis tools;-
-  Used to define data collection for easy interpretation.
Technical tools;-
-  Used to enrich information gathered e.g. Ranking, matrix.

**1. (i) Environmental factors that can hinder group operations.**
- Nature of work.
- Physical setting e.g. Terrain and famine.
- Communication.
- Globalization.
- Emerging issues e.g. HIV/ AIDs etc.
- Over expectations from the community.

**(ii) First five steps of community entry and exit.**
- Familiarization; - Making contacts through formal and informal forums.
- Negotiations: - Explanations to the stake holders the potential, aims and objectives process attached to the partners.
- Situation analysis or community diagnosis, identification of local problems by local themselves, they can participate by learning and actions.
- Target group selection; - To avoid embezzlement of resources meant for the poor by the leaders.
- Deciding on the action to be taken, the methodology or approach to be employed.

**2. (i) Elements that are involved in the communication.**
- The source of sender.
- Encoding.
- Message.
- Selection of media or channel.
- Decoding.
- Receiver.
- Feed back.

**(ii) Social – economic changes and their effect on the family in a community.**
- Disintegration of the extended family system; - Children left with caretakers who do not understand cultural values of the community.
- Rural urban migration; - Children from rural areas are discriminated against and this affects their development.
- Mothers engaged in economic activities;- It is difficult to get good substitutes for child rearing.
- Change in settlement patterns; - Children have no immediate neighbours or community to learn from.
- Increased enrolment of older siblings therefore there is no one to care of younger siblings.

**3. (i) Principles relating to community organization.**
Felt needs: -
- Needs that have been identified by the target population as impending the realization of life goals.
Understanding: -
- The discontent needs: - The community must understand and appreciate the discontent among members.
Utilize latent good will: -
- The use of untapped unnoticed and unutilized potentials.
- Involvement in community leaders: - This is done in order to voluntarily support the programme and encourage mass support.
Clarify goals: -
– Goals must be specific, measurable, attainable, and realistic and time bound.
Develop a sense of belonging: -
- Should be a feeling of ownership among community members.
Develop a collaborative and co-operative attitude: -
- Among the people.
Effective communication channels:-
- This should be developed to form better avenue to pass messages to all sectors involved in the project.

Flexibility for positive changes: -
- A community organizational structure should not be rigid.

Community space: -
- Any programme implementations should assess and adjust to the pace of the community.

Develop effective leadership: -
- Programme implementers must identify and nurture leadership within organization.

### (ii) Importance of community organization.
- Promotes effective communication within the community.
- Promotes team work.
- Gives a sense of security and belonging to members.
- Provides the means of addressing community deficiencies.
- They are means to improved standard of living.
- Utilizes locally available materials to the fullest.
- Provides a point of entry for further development.
- Leads to community cohesion.

### 4. (i) Impacts of HIV / AIDs on community development.
- It leads to increase of orphaned children.
- Leads to strain on resources because of increased dependency ratio.
- Leads to poverty.
- It leads to children headed families.
- Leads to emotional and physiological trauma as people lose their loved ones.
- Leads to strain on health facilities.
- Resources diverted to drugs other than community development.
- Low enrolment in schools as children care for ailing parents.

### (ii) Causes of insecurity on the community.
- Political differences.
- Drugs and substance abuse.
- Poverty and inequitable distribution of resources.
- Unsatisfied needs.
- Ethnic differences.
- Bad governance.

### 5 (i) Importance of networking, coalitions and collaboration in ECDE programmes.
- To promote efficiency.
- To avoid duplication of services.
- To enhance a sense of team work and co – operation.
- To encourage exchange and sharing of ideas, skills and expertise.
- To facilitate effective communication.
- To empower communities to be independent at all levels.
- To encourage identification and utilization of locally available resources.

### (ii) Factors that is important when communicating with the community during community development forums.
- To understand and respect their way of life.
- To employ simple and easy language.
- To share ideas and interact with them.
- To use simple, easily available means or channels of communication.
- To avoid short notices by communicating in advance.
- To remember every individual is important in his or her own right as a member of the community.
- To involve acceptable and influential personalities when support is not forthcoming from the community.

### 6. (i) Roles of parents and community in ECDE programmes.
- Provide and cater for children's basic

needs.
- Promote health and nutrition of children.
- Promote development of norms, morals and culture.
- Solicit, mobilize and source funds for ECDE programmes.
- Provide and maintain sanitation facilities.
- Support complementary child care services.
- Initiate, manage micro finance projects.
- Provide human resources.
- Hire caregivers and sponsor them for training.
- Assist children in homework.

## (ii) Qualities of a good community mobilize.

- Knowledgeable skilled and with positive attitude.
- High sense of understanding and morals.
- Ability to initiate and sustain projects
- People oriented and good listener.
- A team player.
- Open – minded.
- Ability to work with minimum supervision.
- A good role model.
- Good public relations skills.
- Good support.

**1. (a) Factors to consider when developing materials for young children:-**
- Safety: - Equipment must be secure.
- Relevance: - Appropriate for the learning opportunities.
- Function: - Suitable for their small hands.
- Durability: - Should be used for a long time.

- Versatility: - Should integrate various developmental aspects.
- Variety: - Need for different varied materials.
- Aesthetic value: - Simple with variety of shapes, colours and texture.
- Availability: - Use of locally available materials.

**(b) One week scheme of work for teaching children aged 5 – 6 years.**

Environmental Activities

| WEEK | LESS | THEME | SUB-THEME | OBJECTIVE | ACTIVITY | TEACHING AND LEARNING RESOURCES | REF | REMARKS |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 - 5 | Water | Sources of water | By the end of the week, learners should be able to:- i) Name the sources of water. ii) Count sources of water. iii)Draw sources of water (iv) Colour sources of water. v) Sing and recite poems on sources of water. vi) Do physical activities. vii) Demonstrate how people fetch water. | Draw sources of water. Do simple additions. Drawing source of water. Colour source of water. Free play. Singing Naming | Crayons. Chalk boards. Crayons. Papers. Balls. | ECDE guide line Book 1 2 - 3 Page 36 - 38 | |
| 1 | 2 | WATER | Uses of water | i) By the end of the week, children should be able to know uses of water. ii) Appreciate the importance of water. | Singing ,washing handkerchief, faces , e.t.c | Water, buckets, Soap, Handkerchief. | Activ ity book 3, page 36 | |

## (c) Techniques of assessing children's achievements:-

Assessment tools including:-
- Children's observation: - Children observe while engaging in activities.
- Practical work assessment – Compare with others.
- Oral questions – Opened and closed ended questions.
- Interviews – Face to face encounter, answering questions orally.

## 2. (a) How children can be helped to develop self discipline:-
- Know each individual child by name.
- Establish few class rules for your children.
- Keep the children pre-occupied in constructive activities.
- Reward good behaviour through praise, smile, nod, etc.
- The teacher should not shout at the children to silence them.
- Separate friends who are a source of misconduct.
- Take away privileges from the wrong doers.
- Give instructive punishment e.g. Cleaning.
- Children should not be punished for not understanding or failing to answer a question correctly.
- Corporal punishment should not be used.

## (b) Teaching and learning approaches in ECDE:-
DAP - Child centered / Development Approach Practices.
- The teacher plays a minimum role in expressing new learning experiences to the children. The teacher allows the learner to find out, collect, get or create new materials. The teacher is a facilitator. Learners' participation is maximum in the learning process. It is also called heuristic learning.

Thematic approach.
- In developing a theme, teachers select topics (relevant) and of interest to children. They develop a number of lessons around it.

The following principles apply:-
- Things should relate directly to children's real life experience. Should be built on what they know.
- Each theme should represent a concept.
- All themes should integrate content.
- The theme should allow integration for several subject areas.

Learning through play:-
- Children are able to develop holistically by engaging in play. Children acquire knowledge, concepts, skills and ideas during play.

Learning through exploration and discovery:-
- Children observe, explore materials, collect information, discover, represent, figure out components, construct and apply all rules and create personal meaning to knowledge.

## (c) Teaching and learning strategies in ECDE:-
- Helps children to learn by doing.
- Story telling – Children can be told stories, re-tell stories, should be developmentally appropriate, interesting, short and with lots of illustrations and reactions.

Dramatization / mimic :-
- Dramatization is acting out a story or recording through movement. It develops the mind and reinforces the social values.

Exploration and discovery:-
- Children's observant and curious nature causes them to learn things and events that occur in the environment through

this method.

Singing:-
- Children compose songs from early age and sing unconsciously. Children enjoy singing accompanied by actions, movement and games. These are referred as singing games.

Educational units / field trips:-
- These are out of class experiences to observe natural phenomena that cannot be brought to class. These units are valuable for studying living things and physical features.

Video programmes:-
- An effective method of teaching children provides specific knowledge. Pictures should be familiar to children, easy to understand, should be used to reinforce what has been taught in the classroom.

Questions and answers:-
- Questions stimulate thinking in children. There are two types of questions. Open ended questions and closed questions for specific topics.

Imitation:-
- Children learn as they observe adults. Imitate their parents, teachers and others around them.
  They can imitate behaviours, attitudes, etc.

Programmed learning instructions:-
- This is what the teacher has planned to enable children to achieve the objectives through lessons.

## 3. (a) Definitions of :-
(i) Learning -
- Is a permanent change of behaviour which comes as a result of practice of an activity. This is with regards to learning as a product.
- A process by which we acquire knowledge, attitude and develop skills.
- According to Piaget, children learn (Construct knowledge) from interacting with objects. The child constructs knowledge, skills, concepts and ideas.

(ii) Teaching:-
- Refers to showing how to do something so that they will be able to do it themselves.

## (b) Description of the classroom organization of an ECDE class based on:
(i) Physical sitting arrangement.
- Tables should be arranged in groups with spaces between them to allow free movement. There should be a large space at the centre of the room for dramatization, storytelling demonstrations, etc.
- Children with learning and sight problems should be seated at the appropriate places where they can hear the teacher talk or see what is written on the black board.
- Bright children should be seated near the slow learners for help and encouragement.

(ii) Arrangement of materials and equipment.
- Notice boards should be along the walls and not in front of the classroom.
- Display area – Back, in front and sides can all be used for displays. Side walls, display racks or hangings can also be used.
- Wall charts to be done thematically.
- Exercise books for different activities can also be neatly labeled and arranged in a cupboard or side drawers or open racks and also similarly children's models.

(iii) Learning areas.
- Includes curiosity charts with picture collections accompanied by questions to arouse children's thinking.
- Science corner e.g. – Collections of bird's feathers, different types of weeds, grass, flowers, birds' nests, etc. should be accurately labelled.

- Models of corners e.g. Farms, shops, market, bus stations are suitable for motivation and arousal of interest for children in pre – unit. Other learning corners including the activity area corners, mathematics, language, outdoor, music, creative environment, etc.

(iv) <u>Class grouping.</u>
- Groups should be flexible to accommodate the demands of varying activities. The teacher can group children in ability groups, where by individuals of higher ability groups are put together and slow learners put in their smaller groups.
- Middle abilities placed in one group. - Interest groups arranged according to their interests. e.g. Interested in a particular game, play or activity.
- Tables are arranged to allow easy movements.

**(c) Limitations of a national syllabus:-**
- Does not cater for special needs.
- Has little emphasis on the special needs.
- Have no regards to geographical areas
- Urban / rural areas e.g. All topics must be covered irrespective of its relevancy.

**4. (a) Professional documents used in teaching:-**

<u>School work:- –</u> Plan of how to cover topics and syllabus at specific times.
<u>Work plan:-</u>
- How a lesson is to be carried out including lesson objectives, contents, learning activities and experiences, teaching materials, etc.
<u>Time table:-</u>
- List of schedule set in tabular form, subjects and allocation of time and hours taught.
<u>Attendance register:-</u>
- Children's daily attendance.
<u>Record of work:-</u>
Topics and lessons covered, and dates as the term progresses.
<u>Progress record.:-</u>
- Progress in terms of performance of each child in each activity area.

**(b)Ways in which a pre – school teacher can arouse children's interests and curiosity to learn:-**
- Motivation.
- Give activities to their level.
- Cater for individual attention.
- Vary the teaching / learning activities.
- Use / provide a variety and appropriate teaching and learning material.

**(c) Differences between Montessori and DICECE teaching practices.**

| MONTESSORI | DICECE |
|---|---|
| Meant for normal children. Children talk freely. Material not varied. | Meant for mentally disabled children. Do not socialize. Materials are varied and more colourful. |
| Put more emphasis on display on charts and fewer concrete materials. | Emphasis on the use of concrete materials |
| Do their group activities seated. | Do the activities on the floor – individual based. |
| Uses individualized approach. | Teaches children together in groups. |

| | |
|---|---|
| Have varieties and expensive materials most of which are not locally made. | Emphasis is on the use of locally available materials. It stresses on – versatility and improvisation. |
| Child centered learning. | Thematic integrated approach. |
| Children are free to choose activities they are interested in and materials. | There are restrictions as instructed by the teacher. |
| Creativity emphasizes children to work individually in a quiet environment. | Socialization is encouraged as children work. |

## 5. (a) Signs of a well organized classroom:-

- Chairs arranged in groups.
- Learning corner set alongside the classroom or at the back.
- Teacher's table and chair should be in front of the class.
- Charts displayed on the walls.
- Children's work / models displayed at a corner of the class.

### (b) Why it is necessary to establish learning areas in a classroom:-

- To arouse children's curiosity and stimulate learning.
- Train children to work by themselves.
- To pre – occupy children's free time.
- Help to integrate learning in many activity areas.
- To reinforce what children have learnt.
- Making learning come alive.
- To help slow learners to use several of their senses to enhance learning.

### (c) The dangers of loosing class control and how they should be handled:-

- At the beginning of a lesson, when children are settling down to a new lesson or after a break period, a pause or a clap helps the children to settle down quickly.

- When changing from one activity to another, the teacher should give precise instructions on procedure of change of a given activity.
- When distributing or collecting materials, the teacher should assign the work of distributing and collecting materials to group leaders.
- At question time, when children are likely to give chorus answers or stand up and shout to be allowed to answer to the teacher's oral questions, the teacher should establish clear procedure of responding to the teacher's questions and be firm.

## 6. (a) Life skills pre- school children should acquire:-

Humility / Being gentle.

- Children should be trained not to be aggressive.
- Children should be trained not to be egocentric.
- Children should be trained to learn to wait.
- Children should be trained to control themselves.
- Children should be trained not to show off.
- Children should be taught to share.
- Children should be trained to appreciate others.

Patience and tolerance: -
- Ability to withstand problems.

Polite: -
- Use of polite language e.g. Thank you, please, etc.

**(b) Qualities that can be assessed when children are doing practical work:-**

Observation: -
- Ability to make own observations, experimenting.
- Ability to demonstrate an experiment reasoning / socializing.
- Ability to reason constructively.

Measurement: -
- Able to do simple measurement.

Classify: -
- Ability to sort out.

Counting: -
- Ability to count.

Make judgment: -
- Guess the outcome.

**(c) Explanation and description of methods of displaying children's materials:-**

- Hanging e.g. Mobiles, puppets, soft dolls / dolls.
- Use of soft boards – Fixed at the back or along the sides – Plants, insects, etc.
- Shelves –Use of wooden shelves alongside the classroom.
- Cabinets – Wooden or metal cabinets.
- Tables – Can be used if the room is spacious enough, either in front, corner, or behind the class.
- Flannel boards – Good for storytelling.

1. **(a) Approaches one can use in teaching physical and psychomotor activities.**

Individual teaching -
- This is where the teacher handles a child on his/her own. The teacher pays attention on the learner in order to utilize the opportunities accorded to him.

Team teaching -
- This is where several concepts and skills are taught by different teachers who are well conversant with them. Each teacher handles specific aspects of the activity.

Peer learning -
- Children learn from each other, share ideas and hold different discussions on different activities. Children who are able to perform certain tasks assist the ones who are lagging behind.

Inductive teaching -
- The teacher begins to teach from general ideas then narrow it down to a specific activity or skills.

- Deductive teaching -
  This is whereby activities are built from one specific known activity to general activity.

- Learner centered -
  In this teaching, the teacher plans for activities with the child in mind. She / he considers the child's interest, needs and capability.

**(b) Challenges experienced by pre-school teachers when teaching physical and psychomotor activities.**

Cost of materials -
- Most materials used to promote learning are expensive and may require the teacher to make sure that they are adequate.

Accidents -
- As children manipulate the materials, some end up having accidents due to how they mishandle these.

Space -
- The space in most pre – schools are inadequate and therefore at times, children are forced not to play or sometimes move out of the school compound to look for spaces to play on.

Number of children -
- Most schools have a high number of children which makes it difficult to handle them. A big number of children mean that the resources for the activities must be adequate, therefore, teachers must provide enough materials.

Parent's attitude towards physical and psychomotor activities -
- Most parents do not see the importance of physical and psychomotor activities and they therefore concentrate more on the academic excellence.

Cultural constrains -
- Some cultures do not condone girls engaging in physical activities such as climbing, rolling on the ground etc. Boys on the other hand are expected to be tough and engage in rough games.

Inadequate skills in physical activities -
- Lack of training of teachers - Most teachers do not appreciate the value of physical activities because they are not trained and may not know the steps to follow in teaching certain skills to children.

2. **(a) Differences between fixed and portable materials and examples:-**

Large and fixed materials -
- Are fixed resources within the play ground. They are rarely moved. They include fixed tyres, drums, balances, frames, ladders, boxes, climbing frames,

huts, sand pits seesaws, Wendy houses, include fixed tyres, drums, balances, frames, ladders, boxes, climbing frames, huts, sand pits seesaws, Wendy houses, slides, swimming pools, etc.

Movable / mobile / portable materials -
- These are materials that can be moved and include bean bags, bottle tops, whistles, sticks, toy cars, rings, skittles, tyres, bricks and blocks, etc.

## (b) Ways of acquiring both categories of fixed and portable materials referred in 2. (a)

Improvisation -
- The teacher can use her / his creativity to come up with materials even without prior preparations.

Soliciting for donations -
- The teacher can solicit for donations from organizations such as NGOs, interested individuals, charity clubs and institutions.

Collecting from the local environment -
- Some resources can be collected from the environment e.g. Hotels, workshops, factories, etc.
- Borrowing from other institutions –
- The teacher can borrow resources from other institutions especially the ones the school cannot afford.
- Making or having workshops – The teacher can organize resource development workshops for the girls where advice is given on how to develop materials for children. Parents and other stakeholders can exchange ideas each making contributions.
- Buying from shops – Some of the resources which are not expensive can be purchased from the shops by the school management.

## 3. (a) The importance of teaching physical and psychomotor activities:-

Development of gross and fine motor muscles leading to proficiency in the

Development of gross and fine motor muscles leading to proficiency in the physical skills
- Physical activities promote the development of muscles which improves co-ordination among the various body parts.

Social stimulation -
- Physical activities assist children to develop social skills which include the capacity to understand others, sympathize and empathize with them.

Relaxation -
- Children relax and enjoy themselves when they are given opportunities to be involved in physical activities.

Development of concepts -
- These activities assists children to develop different concepts. e.g. Competence in games, taking turns, etc.

Enhance language development –
- As children play, they interact with others and learn languages. Children learn to listen and speak clearly.

Helps children and develop positive attitudes towards learning -
- These activities assist children to acquire competitive skills whereby they strive to be good at something in order to emerge the best. It helps the children to develop self esteem and confidence. Physical activities enhance the functioning of the body promoting the maintenance of lean bodies.

It fosters mental, physical, social, emotional and creative growth in children.

## (b) Differences between free play activities and directed play activities.

Free play activities
- These are activities children can do freely but with the teacher around to encourage participation. Some of these activities include:-
- Kicking balls freely.

- Walking on tins.
- Going through tyres.
- Bouncing balls, etc.

Direct play -
- These are activities planned by the teacher and she / he demonstrates them to the children so that they can imitate and acquire the expected skills. Examples includes:-
  - Running races.
  - Body movements.
  - Songs and dances.

## 4. (a) Objectives of teaching physical and psychomotor activities.

- To explore and develop personal talents and skills.
- To increase their vocabulary and self expressions as they play freely.
- To develop their large and small motor skills and strengthen their body muscles.
- To control and co – ordinate different parts of the body.
- To develop their accuracy and estimation skills.
- To relax and enjoy themselves.

### (b) Ways of assessing children.

Observation checklist -
- The teacher can observe the child's behaviours while undertaking physical activities. e.g. Jumping, running, crawling, etc. and fill it in the list against the child's name.
  Children can be given tasks and asked to carry out to gauge their level. E.g. A teacher can ask the child to hop on one foot. Much younger children may not be able to do this but can do something according to their age.

Questions and answers.
- The teacher can ask children questions on the skills or activities they have learnt.
- The children can discuss the activities

they like or prefer. They can also play games and other activities from the communities.

## 5. (a) Stages of social play in relation to physical and psychomotor activities according to Mildred Paten (1932)

Solitary play (0 - 2 years)
- At this level, the child plays in isolation to others with or without materials.
  The children engage in monologue.

Parallel play (2 - 3 years)
- Children play side by side with similar objects and activities but each on their own. There is no interaction between them and that means no communication between them.

Associative play (3 - 6 years)
- The child interacts by using materials, but their activities are not harmonized. There is no attempt to take turns or to be organized and each child does what he / she likes.

Cooperative play (6 – 8 years)
- At this stage, children have a definite sense of belonging and have a common goal and interest. Activities are harmonized and done for the goal of the child's group. They take turns.

On – looker play
- A child may watch as other children play and is actively engaged though not physically. The child plays the role of spectator and may ask questions.

### (b) Characteristics of play:-
- Play is carried out for the pleasure of doing it and it is spontaneous, voluntary and without reward. It is therefore fun and free of externally imposed rules.
- Play requires their participants' active involvement and suspension of reality.
- Play is non literal and it involves a lot of pretence.

- Play is flexible and it does not follow a rigid plan or routine.
- Play is intrinsically motivated. It comes from within the child. There is no coercion to play. Children are not forced to play.
- Play is for enjoyment though the participants may not be laughing.

6. **How the following areas can be integrated with physical activities and psychomotor activities.**

(i) Mathematics Activities: -
- Children can play hide and seek as they count and other children hide.
- Children can be involved in counting races where children are given numbers according to their positions.
- Children can play skittle games where they play identifying numbers.
- Children can play with numbers using dominoes' cards.
- Children can also play matching numbers.

(ii) Language Activities.
- Children can play as they communicate e.g. Captain says, "Come Mr. Lion," etc.
- Children can be involved in singing games.
- Children can play statue games where the leader gives instructions.
- Children can play killing a rat.
- Children can be involved in various games which develop their listening skills.

(iii) Creative Activities -
- Children can be involved in construction.
- Children can play games which involves modeling.
- Children can play weaving, painting, etc.

(iv) Social environmental Activities.
- Children can be involved in dressing competitions.
- Children can imitate activities done by different family members.
- Children can dramatize the work of people who helps us.
- Children can go for nature walk.
- Children can play potatoes racing.

1. **(a) Pre – number activities that children can carry out in an ECDE class.**
   <u>Sorting and grouping:-</u>
   - This is a natural activity where children pick out objects which look the same in one way or the other in a given group comprising different types of objects. They can sort and group by shape, colour, size or by kind.
   <u>Matching and pairing:-</u>
   - Children match and pair objects that have similar attributes or the same attributes.
   <u>Ordering and sequencing:-</u>
   - This is an activity where children arrange objects from the smallest to the biggest, shortest to the longest, from lightest to the heaviest.

   **(b) The role a teacher plays according to Brunner's theory and advantages of his approach.**
   - Brunner felt that the role of an adult or a teacher is vital. The teacher needs to encourage children in their learning. He talked of scaffolding where the teacher helps the children to find their way to the top of a problem. They do this by providing elements of a problem, maintaining children's interest and point out information that will allow them increase their knowledge and reasoning.

2. **(a) Objectives of teaching mathematics to ECDE children.**
   - Develop interest and positive attitudes towards mathematics.
   - Develop early mathematical concepts and skills.
   - Develop ability to reason and think logically.
   - To recognize number symbols, shapes and their value.
   - To develop mathematical vocabulary.
   - To develop appreciation for use of mathematics in daily life.
   - Develop ability to observe and discover new ideas in mathematics.
   - To write 1 – 20.

   **(b) The two stages of counting.**
   <u>Rote – counting:-</u>
   - This is ability to count or recite numbers in correct order without understanding.
   <u>Meaningful counting:-</u>
   - This is ability to count, put numbers, words and objects into a one to one correspondence. The child is able to count with understanding and does not skip any number.

3. **(a) Definition of the following terms.**
   <u>Mathematics:-</u>
   - It is the science of numbers, quantity and space. It involves algebra, geometry and trigonometry. It is expression of human mind.
   <u>Numbers:-</u>
   - It refers to idea symbol or word indicating the quantity of units.
   <u>Scaffolding</u>: -
   - This is helping children to find their way to the top solution of a problem.
   <u>Rote counting</u>: -
   - This is ability to recite numbers in the correct order without understanding.
   <u>Number value</u>: -
   - It is the quantity of any number e.g. Four means four objects.

   **(b) Errors children make during counting.**
   <u>Co – ordination error</u>: -

- Children will start saying numbers and words before they touch or point to the object being counted. They say them faster than they touch.

Partitioning error: -
- This is where children count objects more than once because they do not notice which ones they have already counted or when they neglect to count others because they skip over them.

Conventional tags error: -
- Children use convectional tags in non – standard order e.g. 1, 2, 3, 6, 9, 8, 10. Or a b c d 4 6 10

## 4. (a) Reasons why pre – school teachers are taught sequence and pattern making.
- Children are able to reason and think logically.
- Children are able to differentiate and identify similarities in objects.
- Children can compare objects and identify similarities in objects.
- They can arrange objects according to some sequences or patterns.
- To develop mathematical language.
- To solve problems.

### (b) Activities children can carry out when learning the concept of number value.
- Children can count and put together objects e.g. Three bottle tops.
- Children can count through actions e.g. Jumping three times.
- Children can model, paint or draw a set of number objects.
- Children can cut and stick a set of number of pictures and make a book of three.
- Children can arrange objects, models, and picture cards by number order as shown below:-

$$1 - 0$$
$$2 - 00$$
$$3 - 000$$
$$4 - 0000$$
$$5 - 00000$$

## 5. (a) Principles that teachers should use when teaching mathematics to ECDE children.

Progress from concrete to abstract: -
- The approach should focus on teaching what they know to what they do not know.

Provide opportunity for practice and review:-
- Children should be given opportunities to repeat, try again and carry out mathematics activity a number of times.

Teach generalization to new situation:-
- They should be taught how to apply the learnt concept to other concepts.

Teach mathematical vocabularies - e.g. Heavier than, smaller than, etc:-
- Build on solid foundation of mathematics.
- Teach concept and skills to be learned.
- Provide a balanced mathematics programme.
- Create extra time for group and individuals to correct and review mathematical errors.

### (b) Activities you can carry out with the children when teaching the concept of number recognition.
- Children can play fishing game where numbers are written on cards and put in the basket for each child to pull out a number and read it.
- Children can sort and group cut outs of numbers putting ones, two's, and three's separately.
- Children can arrange number cut outs or number cards in order form from one to ten.
- Children can match number cuts to number cards, number charts or numbers written on the chalk board.
- Children can arrange number cards in

order from one to ten.
- Children can sing songs with actions as they count.
- Children can compete in a race. At the end of the race, each child will be given numbers according to their position.
- Children can model numbers with plastacine or dough.
- Numbers that have been printed, or painted can be given to children to reprint or re – paint.

6. (a) Piaget's theory of conservation and their examples.
   (i) Conservation of concept:-
- Two identical glasses both containing the same quantities of fruit juice were shown to children. The investigator poured juice from one glass into a thinner glass and the liquid rose to a higher level.
  The children were then asked whether the taller glass contained much or less juice. The one who said it was more did not have conservation concept.
  (ii) Conservation of substances: -
- Two equal balls were rolled, and were shown to a child. One ball was later flattened making it flat. The child was asked which one was bigger; the child was likely to say the flattened one was longer and bigger.
  (iii)Conservation of numbers:-
- One row of five buttons was lined up directly above another row so that two rows were of equal length. The child agreed that the two rows had equal number of buttons.
  One row was shortened by pushing the

buttons closer. The child was likely to say that the longer row had more buttons.

(b) Stages in Piaget's theory.
- Sensori – motor stage (0 – 2 yrs)
  Piaget believed that babies and young children in this stage interact with their world through their senses of sight, hearing, touch, smell and taste and through their environment although their language is limited at this stage.
- Pre – operational stage (2 – 7 yrs)
  At this stage, language and symbols become increasingly important. During this period, children represent something even when the object is not there e.g. A brick can be used instead of an airplane. This ability to represent enables children to learn, expand the environment and think. They acquire logical mathematical language which deals with knowledge about relationship between objects.
- Concrete operational stage (7 – 12 yrs)
  At this stage, children are able to hold ideas in their heads while dealing with a problem. They understand many concepts and classify things using a number of criteria as long as the numbers are represented in a concrete way. The elements have to be present physically.
- Formal operational stage (13 and above)
  At this stage, Piaget believed that children can deal with complex situations without needing real objects to support their understanding. At this stage, the child has ability to understand class inclusion. They are able to reason and think logically. They can analyze accurately, combine propositions according to the law of logic.

## 1. (a) Ways a teacher can asses children's learning abilities in social studies.

Observation:-
- The teacher goes round checking what the children are doing and offers them the necessary assistance they need.

Checklist:-
- The teacher uses a list of expected achievements to ascertain the level of the learner's achievement.

Oral interviews:-
- The teacher asks questions verbally and the learner responds to the questions.

Tasks given to children:-
- The teacher involves children in activities e.g. Experiments, projects, modeling etc.

### (b) From the theme "FOOD EATEN AT HOME", the following are activities a teacher involve the children in:-

- Children can bring different types of foods and let them discuss the smell, taste and identify which ones are cooked.
- Children can set up learning corners for food and let them play cooking, smelling, etc.
- Children can play games whereby they sort and group foods and drinks separately.
- Children can play blind folding games to identify fruits, vegetables and other foods by smell or taste.
- Children can participate in real cooking activities where they prepare things to eat.
- Children can observe changes in fruits, vegetables or roots kept in the class.
- Children can do experiments in ripening fruits as it is done at home.
- Children can grow their own vegetables and fruits in the school compound.

## 2. (a) Activities children can carry out in social activities from the theme "WIND"

- Children can collect seeds, papers and other objects that can be blown by wind.
- Children can compare and discuss objects that can be blown and the ones that cannot be blown by wind.
- Children can observe the movement of different objects e.g. Trees, dust.
- Children can talk about how they feel when they stand in the way of strong wind.
- Children can draw, model or paint people walking through strong wind.
- Children can wash pieces of clothes and hang them and observe how long it will take to dry.
- Children can visit institutions where instruments measuring wind are used and let them measure wind.
- Children can recite poems, riddles and songs related to wind.

### (b) Objectives of teaching social studies to ECDE children.

- To familiarize the child with his / her surroundings. This helps them to identify, name and use items found in their environment.
- To appreciate the surrounding environment and cultural heritage. The child will explore and experiment with the things in the environment hence developing a sense of worth. They can learn songs from their local community.
- Children will develop observation and discovery skills since they are naturally curious. As they explore their environment, they also develop observation skills.
- Children acquire acceptable health habits

and maintain good health by eating balanced diet. Children are trained how to clean themselves, eat healthy food and be clean.
- They learn how to interact with other people within their environment. As they do this, they appreciate people's talents through doing various activities e.g. Games, storytelling, songs, etc.

3. (a) **Definition of the following terms.**
Socialization:-
- It is a process through which individuals learn and perform behaviours expected of them by the society in order for them to survive. It also deals with how people interact with others.
Community:-
- It is an organized group of people residing in a specific locality sharing common facilities, resources, interests and aspirations.
Life skills:-
- This refers to skills which help people to make informed decisions, communicate effectively and develop copying and management.
Family:-
- It is a social institution as well as social group whose members are socially related by marriage or cohabitation and have a kind of relationship.
Child headed family: -
- This is a type of family where the child leads it due to death or absence of both parents.

(b) **Emerging issues affecting social studies.**
Family structures:-
- Some families live separately and this affects the children in a way that they lose contact with the father or mother and this could lead to child neglect and abuse.
HIV/AIDS a pandemic:-
- Most of the children are left orphaned because of losing both parents. These children end up to be the heads of their families. They look for jobs so as to get money to buy food. The children are also exposed to all forms of abuse.
Child abuse and neglect:-
- Children are neglected, physically injured, sexually abused and other forms of abuse and this affects the children emotionally.
Social:-
- Cultural practices:- e.g. Female Genital Mutilation, early marriages and gender discrimination are detrimental to the health of the child. In some cultures, girls are made to engage in sex at an early age and they are unable to cope with adult life style.
Gender: -
- It varies from communities but girls, boys and women are discriminated by gender roles, gender equity and gender sensitization.
Drug and substance abuse:
- It is a tender age which children tend to experiment with drugs and substances and as they grow older, they get addicted. This makes one to relinquish his / her freedom to the control of drugs.

4. **Steps that are followed in preparation of daily programmes of activities.**

| Week | Theme | Sub-theme | Objective | Learning activities | Learning resources | Reference | Remarks |
|------|-------|-----------|-----------|---------------------|--------------------|-----------|---------|
| 1 | Family | Family members | By the end of the lesson, children should be able to | - Children will name themselves and other family members. | - Photographs - Chart - Dolls | - Hand book for ECDE syllabus page 74 | |

| | | | - Name self, parents, siblings and other people in the home. - Sing songs about family members - Colour pictures of family members. | - Children will sing songs related to the family members. - Children will colour family members. | - Coloured papers - Audio – visual equipment - Pictures. - Crayons. | - Activities book for social studies page 24 | |
|---|---|---|---|---|---|---|---|

## Lesson plan / Programme of activities.

Theme        :   Family
Sub-theme   :   Family members
Duration     :   8.30 – 9.00
Date          :   04 / 08 / 2011
Number of children  :   28
Objectives:   By the end of the lesson, children should be able to:-
-   Identify and name self.
-   Sing songs about self.
Reference :   Activity book 3, page - 84.
               Hand book for ECDE page – 74
Learning / Teaching resources; Pictures, coloured pencils, paints.
Lesson development -
Introduction: Children will be guided by the teacher to recite a poem e.g. "I am a baby"

| Teacher Activities | Children activities |
|---|---|
| - Teacher will demonstrate what he / she expects the children to do. | - Children will watch carefully. |
| - Group 1: Will trace their hands and colour. | - Children will trace their hands. |
| - Group 2: Will colour the drawn pictures. | - Children will colour pictures. |
| - Group 3: Will make footprints | - Children will make foot prints. |
| -Teacher will go round assisting the children and ask them to display their work. | - Children will display their work. |

Conclusion    : Children will sing songs calling their names.
Remarks       : Well understood lesson.

## 5. Categories of life skills developed in children.

### (i) Skills for knowing and living with self.

**Self awareness:-**

- Children are shown how to appreciate their strong and weak points of their own character. Children should demonstrate the ability to identify self by name and sex, talk about the type of clothes he / she wears, etc.

**Self esteem:-**

- It is an awareness of self worth as an unique person which children have high self esteem, they tend to do better in tasks being undertaken.

**Assertiveness:-**

- This is being unable to express ones feelings, needs and desires openly and strongly but in a respectful manner. This helps the children to know their rights and beliefs. They know what they want without hurting the conscience of others.

**Coping with emotions: -**

- Emotions are either positive or negative. Positive emotions enhance self esteem and improve our relationships with others.

**Coping with stress:-**

- Children should be able to cope with stress like - Broken homes, divorce, bullying and lack of provision of basic needs. Teachers should help the children cope with stress positively by supporting them.

### (ii) Skills for knowing and living with others.

**Empathy:-**

- Teachers should show empathy to children and be role models to them. They should learn to understand the feelings of another person and live with the person. This can be done through stories and news, telling of issues related to empathy. They can discuss the character in a story and tell who showed empathy.

**Effective communication:-**

- Children should be taught how to communicate effectively. This involves verbal and non verbal communication. They can be taught skills which includes active listening, giving the other person time to speak out his / her ideas, etc.

**Conflict resolution:-**

- This involves understanding and resolving problems. Teachers should help children learn how to resolve their conflicts. This can be done by telling stories depicting conflicts and asking children to suggest ways of resolving that conflict.

### (iii) Skills for decision making:-

- This involves critical thinking, decision making and problem solving. Children should be taught how to think reflectively and evaluate evidence. Thinking through situations makes a child come up with a decision that is helpful. They learn how to solve their own problems and also make decisions.

## 6. (a) Methods of teaching social studies.

**Observation trips:-**

- Children are naturally curious and are always moving around. These trips are important because they provide concrete experiences and first hand information.

**Role model:-**

- Children learn new behaviours by doing for themselves. It is also a form of learning from experience where they imitate their older models.

**Demonstration:-**

- In this method, the teacher shows how to operate something and the children will keenly observe and do it.

**Role play:-**

- It involves a spontaneous play where both the teacher and the children imitate familiar situations in their lives. During

this time, they use their own language. Children are given an opportunity to behave like in an imagined or real scenario.

Discussion:-
- The teacher may use discussion in various ways; he / she may allow the children to discuss freely in order to share experiences or use question and answer method which will motivate the children to develop discussion.

News telling:-
- The teacher may help children better by allowing them to tell news about their homes, parents, brothers, sisters, etc.

## (b) Criteria to use as an ECDE teacher to select materials for teaching social studies.

Safety:-
- The materials used by children should not have rough edges or sharp corners. The corners should be smoothened.

Durability:-
- Materials for children should be designed in a way that they last for a long time.

Functional:-
- They should be operational to help the children benefit from them e.g. Swings must be in use.

Relevant :-
- Specific learning experiences in which the material to be used must be well planned. It should be relevant to the concept and skills to be developed, the age of the child and the needs of the child should be considered.

Appearance:-
- Children are attracted by warm colours. The material should therefore be attractive to the child. It should have different shapes, colours, designs and textures. They should be appealing to the eyes.

Variety:-
- Children should have different materials to give them freedom to choose what they want to do. A variety of materials cater for children's different interests and also for individual differences.

Versatility:-
- Materials for children should be used in various ways to develop different skills and concepts. Good materials for children should be used for the holistic development of the child.

## 1. (a) Ways of displaying creative work:-

Hanging: –
- Finished work can be placed on the wall supported by a wire for display purposes. In most cases, two dimensional art works can be displayed e.g. Paintings, coloured pictures, mosaic, etc.

Pasting and sticking: -
- After children have finished their work, the product can be pasted and stuck on the walls or soft boards.

Placing: –
- This is where a raised surface is used for display purposes. Art work such as models, pottery and sculptures can be placed for drying.

Use of pocket boards :–
- The teacher can provide pocket boards from locally available materials and children can place their finished art work into relevant pockets for display.

Use of flannel boards: –
- It is made of a smooth cloth where children will not require the use of pins to fix their art work.

### (b) Differences between:-

(i) Trademark and Patent.

Trademark:-
- It is a symbol, word, phrase or design that identifies and distinguishes one product from another. E.g. The name of an ECDE centre and its logo can be used as a trademark.

Patent:-
- Refers to government authority to make, use or sell an invention be it scientific, creation or otherwise.

(ii) Copyright and Piracy:-

Copyright:-
- This is where one has authority to access children's work or any other work and uses it to produce more.

Piracy:-
- This is copying and producing an art work done by other artists without authorization. In creative activities, children should be discouraged from any attempt to copy the work of others and use it for commercial purposes. ·

## 2. (a) The importance of manipulation techniques in an ECDE class:-

- This is the skilled movement where hands are involved at ranging speeds in a skilled manner. It is important because:-
- Children use their senses as they manipulate.
- Children become more creative because of experiencing with different materials.
- It arouses children's curiosity and interest.
- Children have opportunity to learn more because they are actively involved.
- Children get first hand real life experience.
- It helps children to find out information on their own.
- Children develop a sense of responsibility as they are assigned different tasks.

### (b) Advantages and disadvantages of the following in teaching creative skills:-

(i) Discussions

Advantages:-
- Children have opportunity to ask questions and get answers.
- Children are allowed to share their experiences, dreams and imaginations.

- It arouses their curiosity and interest.
- It motivates the children to learn on their own.

Disadvantages:-
- It takes longer time to come to conclusive answers.
- The teacher may lack control of the discussions.

### (ii) Experimentation -
Advantages:-
- It stimulates children's curiosity.
- Children get first hand information.
- Children actively participate in their own learning.

Disadvantages:-
- The teacher has to be present when the activity is being carried out.
- For the experiment to be successful, there has to be laid down procedures e.g. Mixing blue and red colours in equal proportions.

## 3. (a) (i) Advantages of technology in creative activities:-
- It is fast and saves time.
- It is accurate.
- There is mass production i.e. It can be produced in mass.
- Technology enhances reasoning and thinking ability in children.

### (ii) Disadvantages of technology in creative activities:-
- It kills creativity.
- It is expensive.
- Technology moves people away from indigenous materials.
- There is piracy and cheating.

### (b) Objectives of teaching creative activities :-
- It awakens children's creativity.
- Develops co-operation and control of their small muscles.- Develops eye – hand co-ordination.

- Children express themselves through manipulation activities.
- Children develop positive attitudes and appreciation of good and artistic work.
- It appreciates use of local materials.
- It develops their imaginations.
- It develops their observation skills.
- Children gain experience in handling different materials and relate them to their daily life.
- Children gain self confidence independence and self reliance.
- They relax and enjoy themselves.
- They develop positive sound values, appreciate their cultural and develop social identity.
- They use creative skills and media in acquiring other skills and knowledge.

## 4. (a) Reasons why assessment in creative activities is important:-
- It improves learning in that the teacher will know whether the child is progressing positively or negatively.
- Assessment can show the teacher if the child has followed the given instructions.
- Assessment gives feedback to teachers to understand the mental status of the child.
- Assessment shows individual children's learning achievements.
- Assessment helps in placement in that the teacher is able to place the child according to their abilities.
- It helps to monitor the children's progress.

### (b) How the following assessment tools are used in creative activities.
(i) Observational check list:-
- It is a tool that helps the teacher to keep check of the learner's performance. The teacher observes children perform a task and assist in the grading of finished

product. Some of the skills to be assessed include painting, drawing, colouring, modeling, etc.

(ii) Portfolios of progress record:-
- This is a large cardboard case for carrying the learners' artwork and progress.
All the assessment tools generate records indicating the achievements, the difficulties and challenges of learners in acquisition of learners' skills in creative activities. The teacher ensures that all the records are accurate, certified and up to date.

## 5. (a) Types of painting in an ECDE centre.
Brush painting:-
- This is whereby the child uses paint and brush to paint various surfaces such as papers, blocks or cartons.
Easel painting:-
- Two children use the same easel (drawing board) standing on either side of it. Each child is given a large piece of paper and allowed to draw freely.
Spatter painting:-
- This is a type of painting using wet paper, dry colour powder and a wet brush.
Sponge painting:-
- This is painting aimed at training children to paint patterns on a given surface using a sponge.
String painting:-
- Children are provided with a piece of paper and a string. The string is dipped into the paint and moves it on the paper.
Straw painting:-
- This is painting using a straw. The straw is dipped into the paint, and then each child blows the drops across the paper making different designs.
Press painting:-
- This painting is done by pouring little paint in a folded paper, then gently pressed to form a pattern.
Finger painting:-
- This is painting using a finger.

## (b) Differences between Functional art and Creative art.
Functional art:-
- Is artistic creation which has both the beauty and utility value. It has an aspect which can be put to use, e.g – A basket can carry harvest from a farm.
Creative art:-
- It deals with appealing human senses. It helps in evoking human feelings. As children grow, they gradually develop their senses and they value aesthetic value, e.g– Drawing, painting, printing, etc.

## (c) Projects to undertake in teaching creative skills:-
Painting: -
- Children can be asked to do a large mural then divide themselves into groups to paint certain sections of the mural. At the end of the work, they will end up with a picture depicting things found around the home environment.
Models:-
- Children may be asked by the teacher to model animals after a discussion of the theme 'Animals' depending on the background. They may model domestic or wild animals. The finished work art can be displayed.
Collage:-
- Children can collect different materials and stick them on a surface forming a design.

## 6. (a) Ways of collecting resources for teaching creative activities:-
Collection:-
- Teachers can interact with people in the

local environment to help them collect materials which are not being used at home but can be converted into useful things in the class.

Purchase:-
- Some of the materials can be purchased from the manufacturers or from second hand dealers. These materials should be cost effective and should not be a health hazard to children.

Donations:-
- Teachers can get donations from institutions, churches, NGOs and well wishers for materials to be used in the ECDE centers.

Developing:-
- Teachers may identify the collected materials to be improvised for use e.g. Dough can be used instead of plastacine. Other items to be developed may include making brushes, hammers, paints, etc.

## (b) Characteristics of resources used for teaching children:-

They should be attractive:-
- Children like bright colours which are appealing to their eyes.

They should be durable :-
- Since children are naturally curious, they try to find out more about materials. Therefore these materials should be long lasting.

They should be age appropriate:-
- The materials should cater for different age groups having different needs.

They should be cost effective: -
- Materials that are designed and developed locally are cost effective. A teacher should buy materials at reasonable prices.

They should be versatile:-
- Materials used should be safe for use. Teachers should be available to supervise children during creative activities. The materials should not be too small that children can swallow or be poisonous.

# 6016 - DIPLOMA IN ECDE - REVISION PAPERS.
## SCIENCE ACTIVITIES.
## MARKING SCHEME

### 1. (a) Ways of developing science teaching and learning materials.
- Collection from local environment.
- Improvisation.
- Production and development of materials.

### (b) Methods of evaluating science.
- Observation checklist – Observe as children do / perform an activity and prepare a check list with applicable comments in relation to the activity and the level of their performance. E.g. key

√√ V. good    √ Good    X Fair

- Practical activities – Individually or in groups.
- Oral interviews – Face to face talk between the teacher and the child. The interview should be based on the theme of the lesson.
- Progress record (Records to show progress) – The teacher should prepare a progress record for science activity on weekly basis.
- Children's projects – Done in groups e.g. Planting seeds, making models, etc. Gives all children the opportunity for self expression.

### (c) Safety precautions you can take in a science lesson.
- Regular observations and control.
- Do the experiment or demonstration as children watch.

### (d) Topics that are best studied during a particular weather condition than at other times.
- Weather.
- Water.

### 2. (a) Skills children develop when learning science.
Prediction:-
- When one predicts, you are saying with some certainty that such a thing will happen. Children need to be taught how to look at all the available evidence and then to predict correctly.

Classification:-
- It implies sorting things according to types or properties e.g. Objects of the same colour can be put together or grouped by size. Big and small animals can be classified by the number of legs they have or whether they are domestic or wild. People can be classified by sex, age, qualification or marital status.

Manipulation:-
- Children need to be given the opportunity to practice the skills in handling objects and living things. In all walks of life, people have to be able to manipulate the tools of their trade. In the world today, many things we use in everyday life requires a device and careful touch .e.g. A technician needs to be very skilled in fitting very small electronic devices.

Observation:-
- Children may look at both living and non – living things without noticing certain characteristics or details. They have to be trained to see similarities and differences .
- They have to be able to identify colours, recognize smell, and distinguish between a rough surface and a smooth one. Loud noise and a soft one.
- Observation mainly relies on the use of the eyes but the other senses are often used at the same time.

## Experimenting:-

- When faced with a problem, a scientist will design an investigating procedure to try to find the answer (solution) to his / her problem. By trying different methods one after the other, he / she may reach the right answer. This type of procedure is called experiment by trial and error. Experiments can also be carried out to investigate what others have found out. Simple experiments can be designed and carried out by children in a class.

## Measurements:-

- There are many ways of measurements. Length, weight and width can be measured in millimeters, meters, centimeters, kilometers, etc. To be able to measure accurately is a skill which needs practice. e.g. Longer than, heavier than, taller than, etc.

## Hypothesizing ( formulating hypothesis)

- Intelligent guess. When we don't know the cause of a particular happening or event, we might guess what the cause was. When we guess, we are formulating this hypothesis. You're making an inference as well. Further investigation will reveal whether you guessed correctly or not.

## Communication:-

- Talking, writing, drawing and using gestures are ways in which people communicate with each other. To communicate well is a skill which we need to develop in children so that they can pass their ideas and needs to others. Scientists also communicate their findings and illustrate their results to others.

## Inference; –

- To deduce, to imply or to include or come to conclusion. Inference involves cause and effect relationship. People can infer when there is very little evidence to support their inferences. It is like a wild guess.

## (b) Activities teachers can do to promote the development of science skills in children.

- Sinking and floating – Children can float leaves and sink stones in a basin full of water.
- Water bubbling – Straws with soap bubbles can be blown as a science activity.
- Water channeling – Sand play, making water channels.
- Washing.
- Cooking.
- Smelling.
- Tasting.
- Classification.
- Filling and emptying – Filling and emptying water with different containers. Children learn concepts like smaller than, bigger than, etc.

## (c) Resources for teaching / learning science.

- Environmental and natural resources.
- Containers.
- Polythene bags.
- Mirrors.
- Straws.

## 3. (a) Definition of the following terms.

(i) Science:-
- Systematic study of the nature and behaviour of the material physical universe based on observation, experiment and measurement.

(ii) Concepts:-
- Abstract ideas that results from experiment and observation.

(iii) Technology:-
- General tools that result from experiment and observation.

(iv) Skill:-
- Ability to perform certain tasks. about a relationship between two or more characteristics.

(vi) <u>Process;-</u>
- A series of operation deliberately undertaken.

### (b)Characteristics of science.
- Emphasis on accuracy and is systematic.
- Involves controlled experiments.
- Seeks to understand nature, controls and change nature.
- Involves facts that are organized and how they are related with the nature.
- Science is concerned with what happens, how it happens and why it happens.
- It is a process of discovering the interconnection of facts and the general rules that explain it.
- Scientific results must be reproduced.
- Scientists follow facts obtained through observations and experiments.
- Science is dynamic and flexible.
- Science is always looking for new facts, new theories and is able to continue advancing through new techniques.

### (c) Records in science.
- Drawings.
- Tables.
- Mountings.
- Lists.
- Modeling.
- Preserving.

### 4. (a) Importance of teaching science to children.
- Science equips children with ideas, knowledge, understanding and skills to solve scientific problems and innovations.
- It teaches children scientific concepts.
- Children learn to do experiments and use their senses.
- They learn to appreciate the environment and natural resources.
- Helps them improve their standard of living.

### (b) How you would integrate science in the other activity areas.
- Number work - Science works with numbers e.g. In measurements of heights, weights, lengths, etc.
- Mathematical concepts and operations are also learnt – Addition, subtraction, multiplication and division.
- Language – The teacher will communicate with the children using written or spoken language, sometimes in the local language.
- Science and language are connected and language is a very important part of science.
- Creative - Children can draw and come up with a model (scientific)
- Children can also mount insects on manila and model parts of the body.
- Environmental – Practicing better health practice.
- Social studies – Children can be taken for nature walk to study the environment.
- Out door – Singing songs and games related to science.
- Music movement – Singing songs related to science.

### (c) Ways of involving children in science lessons.
- Children should be involved in the planning and carrying out the activities.
- Children should be relaxed. Use child centered approach.
- Let children discover – Don't tell them what next.
- Encourage slow and dull learners.
- Learning is a transformation of the child's framework into new and higher capabilities.
- These transformations take place at comparable ages. For school children, it is based on continual interaction of many internal and external processes.

New categories of mental skills come into existence.

- As the child grows physically, the nervous system grows in complexity.
- The child responds to experiences each of which alters in some way the course of his / her development.
- The child is living / going through a dynamic series of actions which Piaget refers to as 'Equilibration'
- Assimilation – It co–operates experiences in his / her frame of reference subconsciously selecting the aspects that fits his / her mental scheme
- Accommodation - Alters his / her usual pattern of behaviour because of environmental encounters.
- Assimilation and accommodation may operate in harmful ways as well as in helpful ways. There are children who experiment.
  There are children who do not recognize that there are important differences between solutions, assimilates these errors into their behaviour patterns. They also accommodate these experiences because of behaviour change.

**(d) According to Piaget, learning depends on the continual re – organization or restructuring of one's mental process. It is not just a matter of adding new information to earlier learning in the cause of the child's development. Therefore;-**

- Children should be involved in action based activities because they learn by doing.
- They should be given opportunities to repeat activities so that they understand broader. This helps them re – organize information.
- Provide them with variety of materials to enable them come into contact with different situations which can increase their creativity.

- Children should be given opportunities to make choices and learn to direct their own learning.
- Teachers should appreciate individual differences.
- Children cannot be forced to learn contents, it depends on the rate of assimilation and accommodation.
- Teachers should sequence the learning and break it into small teachable parts so that children can re – organize their information they receive.
- The teacher should act as a facilitator rather than the giver of knowledge.

5. **(a) Process skills which a teacher should endevour to promote in ECDE children.**
- Communication.
- Classifying.

**(b) Scientific process of solving problems.**
- Identify the problem.
- Form hypothesis.
- Set up the experiment.
- Gather data.
- Analyze data. •
- Make conclusion and recommendations.

**(c) Objectives of teaching science in ECDE.**
- To develop ability to observe and explore environment.
- To develop manual and mental skills for rational decision making.
- To develop creativity and critical thinking in addressing new and emerging challenges.
- To develop and use appropriate skills and technologies for solving problems.
- To develop positive attitudes about self and the environment.
- To manage and conserve the available resources.

- To improve body physical fitness and maintain good health.
- To acquire basic scientific knowledge.
- To develop interest in science and science related careers.

## 6. (a) Science themes suitable for ECDE children.

- Weather.
- Water.
- Plants.
- Soil.

### (b) Characteristics of a science teacher.

- Have positive attitudes towards science.
- See science as a way of solving a problem and acquisition of new knowledge skills and attitudes.
- Be an active listener to children's scientific ideas and emotions.
- Encourage children to form hypothesis, experiment, explore, discover, observe, manipulate, question, explain, compare, collect data, interpret data and solve their own problems.
- Provide materials, time and space for children.
- Link science to culture of children.
- Link science to nature walks, excursions, field visits and observation of nature.

- Encourage children to learn by nature and projects.
- Use songs, poems, stories, drama and role play to motivate children to learn science.

### (c) Methods / approaches in the teaching of science to young children.

- Projects.
- Questioning.
- Discovery.
- Practical.
- Prediction.
- Demonstration.
- Experimental design.
- Investigation.
- Observation.

### (d) Advantages of child centered approach over teacher centered in the teaching and learning of science.

- Child centered approach is hands on approach. Children learn to discover and manipulate with scientific materials and as such, they learn to satisfy their curiosity.
- Communicate – Socialize and ask questions.
- Be responsible.
- Predict possible answers.

1. (a) (i)Social and educational roles of music and movement are as follows;-

- It is part and parcel of human experiences from the time of birth to death.
- Is used to entertain, educate, communicate and advice. Social role in music can be evidenced in the following ceremonies / festivities e.g. Birth, circumcision, death, marriage, communal work, war, recreation, sports, courtship, worship, therapy, etc.
- Is used in educational roles, worships, sports, music festivals, teaching and learning of various subjects of school curriculum.
- Can be used both formally in class and informally outside class.
- Is used as entertainment – e.g. During special occasions, closing days, sports day, parents day, opening days, concert days, etc.
- Is used in learning other subjects /activity areas of the curriculum.
- Worshiping, parade time, meal times, and time for going home.
- Preservation, promotion and appreciation of the African culture through performance of traditional songs, dances and instruments.
- Physical development through movement as in traditional dances and children's play games.
- Career professionalism.
- Communication about HIV/ AIDS, child abuse, child neglect, etc.
- Speech practice –Use music to emphasize on pronunciations, articulations, phrasing, etc.
- Language development – For acquisition and enriching vocabulary in different languages by performing music in other languages.
- Personality development – Performing on stage either as a solo or group develops ones personality, for enjoyment and leisure.

(ii) Roles of music in relation to HIV/AIDs.

- Music helps to demistify the issues revolving around the disease.
- Music helps to educate the public about the disease, the care given to the orphans and how it is contracted.
- Creates awareness about the presence of the disease.
- Warns the public on the behaviour that would lead to the disease.
- Gives a way of hope to those infected.
- Helps to encourage those infected.
- Helps to intensify campaigns on HIV/ AIDS.
- Addresses political and global concern on prevention and treatment of HIV/AIDS.

(b) Difference between (i) Pitch and Timbre (ii) Staff and Clef.

(i) Pitch:-

- High or low quality of a musical note e.g. Soprano, alto, bass, and tenor.

Timbre;-

- Quality of sound that a particular musical instrument has staff from clef.

(ii) Staff;–

- Name given to the five parallel and horizontal lines which have four corresponding spaces between them.

Clef;-

- Signs which when written at the beginning of the staff denotes or indicates the pitch of the tone.

### (c) Role of music in sports.
- Congratulates the participants especially the winners.
- Encouragement.
- Welcomes the players' participants.
- Entertainment.

## 2. (a) The way you can fulfill the following objectives in the teaching of music education to young children.
(i) National unity:-
- Brings performers and listeners harmoniously together. Fosters sense of nationhood and patriotism through singing patriotic songs.

(ii) National development:-
- Creates employment opportunities.
- Contributes towards the economy of the country through live performances by professionals.

(iii) Individual development and self fulfillment:-
- Children develop potential, interest and abilities in music.

### (b) How to use music in self expression and identity.
- Through the choice of words in a song.
- Through the choice of tone of the song.
- Through the action and accompaniments in the song.
- Through the types of music (Slow, classic)
- Through the mood of the song.
- Through the dressing and appearance.

### (c) Characteristics of the following.
(i) Young children's music:-
- Interesting and enjoyable.
- Varied in terms of style and combination.
- Should call for response / attention from the children.
- Suitable for the age and level of the child.

(ii) African style of music:-
- Accompaniments – Instruments.

- Call and response.
- The movements are rhythmic in nature.
- Stylistic shouts and ululations.
- Use of decor and costumes.
- Repetitive short and monotonous.

## 3. (a) Definition of the following terms.
(i) Music; –
- Combinations of organized sounds in form of the three basic elements, rhythm, melody and harmony.

(ii) Movement; –
- Response or reaction to music.

(iii) Repertoire; –
- A collection of pieces of music.

### (b) Nature of music and movement.
- Every group of people or culture in the world has their own music. Music touches on individual being innermost soul when used as a means of expression. Music is fine and food for the human soul and mind. Music is used at different significance developmental stages of human life e.g. Birth, circumcision, wedding and death. Music is appealing and plays a role in the holistic development of human beings.

### (c) Importance of music and movement in young children.
- Music creates room for self expression through singing, dancing and playing musical instruments.
- Helps children to be fit physically.
- Helps to enhance interest in learning e.g. when music is integrated in other activity areas.
- Music enhances listening skills.

## 4. (a) Classification of African musical instruments and examples of each.
- Chordophones – String instruments guitar, wandindi, nyatiti.
- Aerophones – Wind instruments,

flutes, reed pipes, horns, whistles.
- Membraniphones – Shell
- Idiophones – Percussions, xylophones.

## (b) Developmental stages of music up to the present time.
- Medieval – 11 – 14$^{th}$ century.
- Renaissance – 14$^{th}$ – 16$^{th}$ century.
- Baroque – 16$^{th}$ – 17$^{th}$ century.
- Classical – 17$^{th}$ – 18$^{th}$ century.
- Romantic – 18$^{th}$ – 19$^{th}$ century.
- 19$^{th}$ - 20$^{th}$ century (contemporary)
- 21$^{st}$ century – (contemporary)

## (c) Methods of teaching music and movement in ECDE
- Individual – Peer centered.
- Group – Team teaching.
- Imitation – Demonstration.
- Visits to music festivals / cultural / traditional dances.
- Participation.

## 5. (a) Objectives of teaching music and movement to young children.
- It fosters national unity by bringing the children harmoniously together.
- It helps individual development and self fulfillment.
- Children are able to develop interests and abilities which help them to grow up into disciplined citizens.
- Social security is enhanced through interactions in musical performance.
- There is respect and development of national heritage.
- Enables the learners to be able to perform variety of songs and dances from their communities.
- Helps them to identify musical instruments.
- Acquires a sense of co–operation through participation and contributions.

## (b) The ideal choice of music for young children.

- Varies in terms of style and composition.
- Should be interesting and enjoyable.
- Suitable for age level of the child.
- Should call for response from the children.
- Should capture their interest and attention.

## (c) Ways in which music can be used.
- Break monotony.
- Teach new concepts (Reinforce new concepts).
- Enhance understanding of concepts.
- Facilitates learning in other learning areas.
- Introduces or concludes a lesson (Set the climate).

## 6. (a) Stages of the following.
### (i) Teaching a new song to young children
Introduction:-
- Singing a familiar song.
- Sing warm up vocals exercise d r m f s l t d.
- Clap rhythms.
Development:-
- Give the background of the song.
- Read the words of the song.
- Singing the song in short phrases.
- Connecting the phrases.
Remedial:-
- Children can sing the verses in groups as the teacher corrects them when singing the verses.
Application:-
- Singing the whole song with all relating activities e.g. Playing instruments, dancing or singing in parts.
Conclusion:-
- Singing for enjoyment.
- Copying the words of the song.

### (ii) Teaching a dance:-

- Identify the dance.
- Give the background information.
- Teach the accompaniment which may include singing.
- Teach the dancing styles in stages.
- Children to perform the dance with accompaniments.
- Teach the functions in stages.
- Combine dancing with formation.
- Introduce the costumes.
- Children to perform the dance and all related activities.
- Teacher to make the necessary corrections.

### (iii) Teaching playing musical instruments.

- The teacher identifies the instruments.
- The teacher shows the children the various parts of the instrument explaining their functions.
- The teacher plays the instruments before the children to appreciate.
- The teacher demonstrates how the instruments are held.
- Children to practice how to hold the instruments.
- The teacher demonstrates and explains the styles of playing either using the palm fingers or stick.
- Children to practice playing.
- The teacher to play a familiar tone or rhythm for the children to learn and practice.

- The children to practice playing the instrument generally.

### (b) Qualities of a good music lesson.
- Availability of the learning resources.
- The teacher's competence and knowledge.
- The preparation of lesson plan and scheme of work must be adequately done and objectives clearly stated.
- Music theory lessons must include some practical skills such as singing and clapping rhythms and playing musical instruments.
- There should be a good teacher – child relationship.
- Demonstration of practical lesson is a must.
- Teacher to use incentives, motivate and reinforce children.
- Teacher to use learner centered method when teaching.
- Learning and teaching aids must be properly prepared and used well.
- The approach to music lesson should be from known to unknown.

### (c) Types of songs relevant in ECDE.
- Lullaby songs.
- Religious songs.
- Birthday songs.
- Welcoming songs.
- Patriotic songs.

## 1. (a) Linguistic deprivation that causes difficulties in learning in young children.

**Deprivation;-**
- It is the difficulty for someone to read and spell.
- A medical condition affecting the brain that makes it difficult to read.

**Dyslexia ;–**
- Causes difficulties in learning to read, write and spell. Short term memory, mathematics, concentration, personal organization and sequencing may also be affected. Dyslexia arises from a weakness in the processing of language based information. It tends to run in families but environmental factors can also contribute. Dyslexia can occur at any level of intellectual ability. It is not as a result of poor motivation, emotional disturbance, sensory impairment or lack of opportunities but may occur alongside any of these.

**Aphasia; –**
- A medical condition in which one is unable to use or understand some words caused by damage of the brain. Inability to process what one hears – They are unable to develop their own verbal language or understand the verbal language of others.

**Stammering / stuttering;–**
- Speech is characterized by abnormal stoppage with no sound, repetition or prolonged sound. Sometimes it involves some facial and body movements in an effort to speak.

- **Autism; –**
  A serious mental condition that makes it difficult for one to react and to communicate with other people.

People with autism are not physically disabled and look just like anybody without the disability. Asperger syndrome is a form of autism that affects the way a person communicates and relates to others. Traits common in autism are – Difficulties in communication, limitations in imagination and creative play.

## (b) Points to consider when selecting books for young children.

- Books should be appealing to children and relating to their experience.
- The length of the story should be age and developmentally appropriate.
- Avoid over confusing and frightening stories.
- Select books that portray characteristics that show emotions common to young children.
- Include a wide variety of multi-cultural books.
- Introduce books that will expand children's vocabulary.
- Choose books that will expand children's vocabulary.
- Choose books that show different able people in active and interactive roles.

## (c) Basis of language acquisition skills.

### (i) Listening skills;-

- It is developed in children's listening whereby sounds received from the environment are not only heard but also processed in the mind. Listening is a basis on which other languages are based on. Activities to enhance listening skills are:– Songs, stories, games, tongue, twister etc.

## (ii) Oral skills:-

- Involves the ability to express ideas clearly, interestingly and appropriately. Activities that can develop children's expressive skills are: - Conversations, discussions, storytelling, news telling, etc.

## (iii) Reading skills;-

- Ability to perceive and record what is in print form with a desired result of comprehension.

## (iv) Writing skills;--

- Requires all skills necessary for reading i.e. Pre – reading skills, hand control skills and eye - hand coordination skills, buttoning, threading, fitting jigsaws, shoe lacing, etc.

## 2. (a) Factors that influence language development.

### Cultural influences; –

- Culture determines what the interest and experience of children will be.
- Culture determines the category of vocabulary a child will develop in a particular stage of life.
- Culture determines the meaning children attach to certain words, statements and non–verbal signs.
- Culture defines the type of speech that is accepted of boys and girls.

### Sex / gender;-

- Females are superior to males in overall language development especially in tests of word usage, grammar and spelling.

### Intelligence levels;-

- Children with average intelligence begin to talk at an early age. They acquire words faster. They articulate more efficiently and use grammatically correct sentences.
- Children's language varies depending on the cognitive level e.g. A child in concrete operational stage has better developed language than a child in pre–operational

## (b) The importance for children to learn mother tongue.

- Gachathi Report 1976 - Emphasized children to be taught in their mother tongue in their catchment areas.
- Development of inborn / natural linguistic facilities.
- Self identity.
- Self esteem.
- Foundation / basis of second language acquisition.
- Language of instruction at the formative years.
- Assists the child to acquire concepts faster.

## (c) Reasons for speaking more than one language.

- The need to interact with people from different ethnic groups.
- The need to move from place to place for the purpose of education or learning.
- The need to engage in commercial activities with people of different languages.
- Peer influence / pressure / convenience.

## 3. (a) Definition of the following terms.

### (i) Language ;-

- It is audible articulate human speech as produced by the action of the tongue and adjacent vocal organs.
- Vocal expression of communicating feelings or thoughts.

### (ii) Communication;-

- Act of sending or receiving information, signal or messages. It can be verbal or non – verbal language.

### (iii) Dialect;-

- These are different varieties of language.

## (b) Stages of language development in children.

### Earliest children vocalization;-

## (b) Stages of language development in children.

Earliest children vocalization;-
(Crying 0 – 8 weeks)
- Crying is not a language but represents a mode of communication by which infants convey their basic needs.

Cooing and laughing (2 – 5 months)
- Consists of repetition of a vowel sounds like aah or ooh. Though not a language, it signals whether the infant is pleased, happy or excited. It occurs in both deaf and normal children.

Vocal play – 16 – 30 weeks (4 – 7 months)
- Enables infants to exercise their vocal organs and hear a variety of sounds that they are capable of producing.

Bubbling (6 – 9 months)
- Consists of repetition of a combination of constants and vowel sounds e.g. "Mama" "Dada" It is the 1$^{st}$ vocalization that bears resemblance to the human speech.

Holophrase stage ( One word stage 9 – 13 months)
- Emergence of the 1$^{st}$ word. Children learn concrete nouns acquired through imitation and they wouldn't know what they represent. They may not pronounce the words.

Two word stage – Approximate - 18 months.
- Children start using single words, e.g. "Mama, milk"

Telegraphic stage (30 weeks)
- Children use short and simple sentences consisting of nouns and verbs and have grammatical omissions e.g. "Mama me milk"
Sentences linked to telegraphic.

Symbolic language (2 – 5 years)
- Children use words to represent something.

Socialized language – 5 – 6 years.
- It's a language applied by the child in a social cultural context.

This happens when the child is constantly exposed to his native language. E.g. Baby read a book to mean the baby is reading a book.
Because the children only know one form of plural, they end up over generalizing, e.g boy – boyses
girl - girlses
This is accompanied by tenses especially the past tense being changed by adding (ed) e.g. come = comed to mean came.
- Go = goed to mean went.
- Eat = eated to mean ate.

Adult language 6 – 8 years.
- By the sixth year, children continue to increase their vocabularies. They end up having adult like language which is shaped by strict rules of phoetics, semantics, morphology, syntax and programmatic.
- The child will make effort to avoid mistakes in the sounds, form meaning and the use of the language.
- They are able to follow rules of reading and writing – They are able to apply contextual reading ability and understand what they are reading. They have a vocabulary of 9000 words.

## (c) Functions of language in young children.
- Expressing ideas and desires.
- Expressing feelings and understanding how others feel.
- Expressing needs and wants.
- Expressing appreciation.
- Enables children to get and give information.
- Enables children to control and be controlled by others.

## 4. (a) (i) How society can promote literacy in young children.
- Having an enriched environment e.g. Books, pictures, games, e.t.c.

- Have children to own books to read and write.
- Encourage children to pretend that they are reading.
- Read aloud to children.
- To allow children to turn pages of books.
- Assist children to learn how to hold books.

### (ii) Difference between Traditional literature and Contemporary literature.
Traditional literature;-
— Folktales, myths, legends, folk songs, proverbs, riddles, ballards, etc.
Contemporary literature.
— Family stories, adventure stories, poetry, nursery rhymes, comic books, picture books, video shows, etc.

### (b) Difference between Formal and Informal assessment of children's language achievement.
Formal assessment;-
- These are procedures that contain specific rules for administration, scoring and interpretation, etc.
Informal assessment;-
- Procedures without rigid administration, scoring, interpretation, observation, experimentation, demonstration screening, interview, etc.

### (c) (i) Reasons why it is important to encourage children to read books.
- Children learn to listen to the stories.
- Children develop their imaginations and creativity.
- Children get new ideas and develop interest in many things.
- Children add to their previous experience.
- Children learn more about the world and the people in it.
- Children increase their intention span.

- Children increase their vocabulary and language skills.
- Children develop the concept of print and written words.
- Children begin to take responsibility for care of books.
- Children enjoy quiet moments alone.
- Children develop a long life interest in literature and reading.

### (ii) Types of pre – reading skills.
Language skills; –
-- Conversation, stories, dramatization, role play, poems, etc.
Visual skills; –
- How well a child can remember what he / she has seen.
Visual discrimination skills; –
- The ability to see similarities and differences. Activities done include field trips, picture games, odd one games, etc.
Auditory skills; –
- The child will be able to discriminate different sounds. It enhances a child's auditory memory skills and auditory discrimination skills. Activities include – sound games, rhymes, odd out games follow up games etc.
Left – right orientation skills; –
- Ability to move the eyes from left to right across the page. Activities to enhance the development of left – right orientation. Skills include pattern writing from left to right, sequences that move from left to right, arranging play items from left to right etc.

### 5. (a) The components of language.
(i) Phonology; –
- Study of the sound system of a language. Phones are divided into vowels and consonant combinations of sounds make up words. A sound omit is called phoneme.
(ii) Syntax (synatics);-

- Deals with rules of a language. Rules of a language is also called grammar. The use of syntax in children begins during the telegraphic stage and the two words stage.

(iii) Semantics :–
- Study of words meaning and differences in words meaning.

(iv) Pragmatics; –
- Study of how language is used effectively in a social context. It is the practical aspects of oral communication.

(v) Lexicon – Vocabulary: –
- It studies what words are, how vocabularies in a language are structured, how people use and store words, history and evolution of words, types of relationships between words and how words are created.

**(b) Objectives of teaching language to young children.**
- To polish children's inborn ability to acquire language and activate their language facilities.
- To expose children to the written words and different levels of languages.
- To enable children express themselves.
- To widen children's general knowledge.
- To improve children's listening, speaking, reading and writing skills.
- To improve children's self esteem and build on their confidence as they interact.

**(c) Difference between ;–**
**(i) Bilingualism and Multilingualism.**
Bilingualism ;-
- Refers to the act of speaking two quite distinct languages.
Multilingualism ;-
- Refers to the act of speaking more than two distinct languages.

**(ii) Official language and national language.**
Official language; -

- Official language in Kenya is English.
National language: –
- National language in Kenya is Kiswahili.

6. **(a) How adults can improve language development in young children.**
- Adults to be good speech models.
- Encourage listening and attention skills in children.
- Provide experiences that make words meaningful.
- Expose children to language by speaking to them.
- Provide opportunities for children to work and play together.
- Reinforce appropriate language behaviour.

**(b) Explanation of the following:-**
**(i) Language Acquisition Device by Chomsky ( LAD) ;-**
- Urged that ability of language acquisition is inborn and children will automatically acquire language by being exposed to it. This ability is supported by Language Acquisition Device (L.A.D)
- An inbuilt mechanism that automatically allows a child to decode any spoken language it hears around it and allows the brain to perform.
- Cognitive operations upon sound received, thus enabling human beings to use language.
Deep; -
- He suggested that all languages share a similar deep structure despite the differences in their surface structure.
**He had four arguments:-**
- Human beings are the only species who use language effectively.
- The brain is specifically designed to support language.
- Language is a biological base related to maturation.
- There is a sensitive period of acquiring

language before puberty.

## (ii) Bruner's Language Acquisition Supports System. (LASS)

- Holds that even with a LAD, there must also be a LASS – He is referring to the family and entire socialization of the child
- The interaction of the child with adults will constantly provide opportunities to acquire his / her mother tongue.

## (iii) Lennerberg's Holophrase Hypothesis theory.

- He suggested that human beings posses a capacity to learn a language that is specific to the species and no other. He hypothesized a 'critical period' which language learning proceeds with on matched ease. A child's early years is crucial for language development, because this is the period before the two hemispheres of the human brain lateralizes and specializes in function. He emphasizes the fact where children in bilingual communities are able to learn two languages fluently with ease before the age of 12, but to learn a $2^{nd}$ language after 12 years becomes difficult.

## (c) Approaches of teaching, reading and writing skills.

Decoding: –
- Phonetic Reading Approach involves teaching children the 26 language sounds (phonemes) representing the 26 alphabet letters and their combinations (th, eh, sh) The child is exposed to the sounds and then introduced to the words.

Look and say method:-
- It is a whole word approach. The child memorizes the shape or configuration of the whole word. It is a sight recall method. Children who learn with this method often confuse word with similar shapes or outlines. These children do not get to know the sound of the letters.

Whole language movement approach;-
- This approach suggests that children learn language skills by following the natural language behaviour that governs the way they learn to talk. The language skills should grow from the child's experience.

Eclectic Teaching Approach (Eclectism);-
- It is an infusion of other teaching methods.