

Unit 3

INFANCY AND EARLY CHILDHOOD

The students are familiar with the different stages of postnatal period. As Home Science students, they should know the basics of human development through various stages. The characteristic features of these stages are explained in six chapters. The initial stages of post natal life, i.e, infancy and early childhood period which lay the foundation to all areas of developments, are explained in this chapter. Students will get a basic information about the developments taking place during this period , the importance of early childhood education and significance of play in the chapter.

Values and Attitudes

After completing this unit, the learner:

- Identifies the value of early childhood education as a means of the all-round development of a child
- Identifies the value play and recognizes that it is not a waste of time.

Unit Frame

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
3.1 Development during infancy and early childhood -Physical development -Motor development -Language development -Emotional development -Social development -Cognitive development <ul style="list-style-type: none"> • Observing • Classifying • Measuring and charting • Inferring • Communicating and understanding the communication of others 	<ul style="list-style-type: none"> ➤ Electronic presentation on physical development during the period of 0-6 years and preparation of note comparing the differences in height and weight of boys and girls ➤ Preparation of picture album on sequence of motor development of infants ➤ Observation of a four year old child for one hour and listing the nouns used by the child ➤ Role play on different emotions expressed during infancy and early childhood. ➤ Preparation of chart on social development of children in the age group of 2 weeks- 5 years ➤ General discussion on cognitive development of children and preparation of note 	Differentiates physical development of boys and girls during infancy and early childhood and analyses physical, motor, language, emotional, social; and cognitive developments during infancy and early childhood
3.2 Early childhood care and education -objectives -Importance/need -Early childhood care and education facilities <ul style="list-style-type: none"> • Observing • Classifying • Inferring • Communicating and understanding the communication of others 	<ul style="list-style-type: none"> ➤ General discussion and preparation of note on objectives, importance/need of Early childhood care and education ➤ Visit to a preschool and prepare a report on activities conducted . 	Explains the objectives and importance of Early childhood care and education and evaluates the activities of a preschool
3.3 Play -active play -passive play -significance of play -value of play -Selection of toys -toys for different ages <ul style="list-style-type: none"> • Observing • Classifying • Inferring • Communicating and understanding the communication of others • predicting 	<ul style="list-style-type: none"> ➤ Observation and preparation of note on categories of play ➤ Preparation of a table on values of play and types of toys. 	Categorizes and differentiating different types of play and recognizes values of play

Unit Analysis

3.1 Key concept: Development during infancy and early childhood

Sub concept: Physical Development

Suggested activity: Electronic presentation

The teacher prepares a presentation on physical development during the period of 0-6 years, using the data given in the text book on Page 36 and presents it in the class. The teacher conducts a general discussion based on the presentation using the points given below:

Discussion points

- What do you mean by physical growth cycles?
- Do you know the standard birth weight of boys and girls?
- Is there any difference in weight gain among boys and girls during infancy and early childhood?
- What are the ways of observing physical growth during infancy and early childhood?

The teacher consolidates the discussion and the students prepare a note in their Activity log, comparing the weight and height of boys and girls during infancy and early childhood.

Consolidation points

- Physical growth cycles
- Body size
- Body proportions
- Bones
- Muscles and fat
- Teeth
- Development of the nervous system

Sub concept: Motor Development

Suggested activity: Preparation of picture album

The teacher conducts a general discussion on motor development during infancy and early childhood based on the following points:

Teacher Input

Gender differences in motor skills

Men and women differ in motor skill ability. In general, men are better at gross motor skills while women are better at fine motor skills. Gender differences in brain physiology are often cited by scientists to explain these differences. Many of the regions of the brain responsible for motor skill reside in the frontal lobe, basal ganglia, and cerebellum.

Discussion points

- What do you mean by motor skills?
- What is the significance of motor skills during infancy and early childhood?

The teacher consolidates the discussion. The students prepare a picture album on sequence of motor developments of infants based on the table given in the text book on Page 39-41. Students can either draw the pictures or collect suitable pictures from magazines/internet. Pictures are pasted sequentially with proper labels. The teacher can assess the same using indicators.

Consolidation points

- Gross muscular skills
- Fine muscular skills
- Sequence of motor development

Sub concept: Language development**Suggested activity: Observation**

The teacher introduces the concept of language development during infancy and early childhood through general discussion, using the following points:

Discussion points

- How can a child express his/her needs or emotions?
- How does the child learn to talk?

The students (individually) observe a four year old child passively for one hour and list the nouns used by the child. The selection of the sample and the mode of observation can be decided by the teacher and the students through a discussion.

After the observation, students exchange the list in the class. Here peer assessment can be adopted for evaluating the activity. The teacher can assess the same using indicators.

Consolidation points

- Pre-speech forms of communication
- Major tasks in learning to speak

Sub concept: Emotional development**Suggested activity: Role play**

After going through the description given in the text book on Page 44-46, children will be familiar with various emotions expressed by a child. Teacher conducts a role play on various emotions (positive and negative). Teacher

divides the class into four groups depending on the size. Teacher and the students discuss and decide the duration of the play. Two groups play positive emotions and the rest of the group play negative emotions. Students discuss for 10 minutes to chalk out the script of the play. After discussion each group presents the play. Teacher ensures that each student plays a role in the play. Teacher assesses the play based on indicators.

Consolidation points

- Positive and negative emotions.

Sub concept: Social development

Suggested activity: Preparation of chart

Teacher Input

"Cognition" is a word that dates back to the 15th century when it meant "thinking and awareness. Attention to the cognitive process came about more than twenty-three centuries ago, beginning with Aristotle and his interest in the inner workings of the mind and how they affect the human experience. Aristotle focused on cognitive areas pertaining to memory, perception, and mental imagery.

Teacher initiates the concept of social development through general discussion. After discussion students prepare a chart on pattern of social development during infancy and early childhood using the table given in the text book on Page 48.

Consolidation points

- Social development during infancy and early childhood.

Sub concept: Cognitive development

Suggested activity: General discussion

Teacher conducts a general discussion on cognitive development using the following points:

Discussion points

- What is the nature and stages of cognitive development during infancy and early childhood?

Teacher Input

"Cognition" is a word that dates back to the 15th century when it meant "thinking and awareness. Attention to the cognitive process came about more than twenty-three centuries ago, beginning with Aristotle and his interest in the inner workings of the mind and how they affect the human experience. Aristotle focused on cognitive areas pertaining to memory, perception, and mental imagery.

After discussion the teacher consolidates and students prepare note in their Activity log.

Consolidation points

- Sensory-motor stage
- Pre-operational stage

3.1 Key concept: Early Childhood Care and Education

Sub concept: Objectives and importance/need of early childhood care and education

Suggested activity: General discussion

Teacher initiates the concept of early childhood care and education through a general discussion using the following points:

Discussion points

- Is early childhood education necessary for a child?
- What is the importance of the aspect of 'care' in early childhood education?

The teacher consolidates the discussion and the students prepare a note on objectives, importance/need of early childhood care and education in their Activity log.

Consolidation points

- Objectives and the importance/need of early childhood care and education.

Sub concept: Early childhood care and education facilities

Suggested activity: Field trip

Teacher conducts a field trip to an institution that provides early childhood care and education. The teacher and the students decide the mode of conduct of the field trip through discussion. Teacher divides the class into groups. During the visit the students collect information on the following points:

- What are the activities conducted in a preschool?
- What are the infrastructure facilities provided there?

After the visit, they discuss in groups and prepare a report. The group leader presents the report in the class. The Peer assessment method can be adopted for evaluating the report. The teacher assess the report using indicators. The teacher consolidates the report.

Consolidation points.

- The existing facilities for early childhood care and education.

3.3 Key concept-Play**Sub concept: Active and passive play, significance of play****Suggested activity :Observation**

After a general discussion students are familiar with the categories of play. Teacher divides the class into 5-6 groups depending on its size. Each group prepares a schedule to conduct the observation. The group leader presents the schedule in the class and after discussion, the items of the tool can be finalized. Each group observes (passive) separate group of children at play and record the findings in the schedule. Age group of children and the mode of conduct of observation can be decided through discussion between the teacher and the students. The information on the following points can be collected.

- Is play essential for a child?
- What is the nature of children's play?
- Which category of play do children like most?

After the observation, students consolidate the information collected group-wise and prepare the report. The leader presents the report in the class. And the teacher consolidates. Teacher evaluates the report using indicators .

Consolidation points

- Categories of play-active and passive
- Significance of play.

Sub concept: Values of play, selection of toys and toys for different ages.**Suggested activity :Preparation of a table.**

Teacher conducts a general discussion on values of play and selection of toys for different ages. The teacher conducts the discussion using the following points:

Discussion points

- Do you know the values of play?
- Can you list some toys suitable for boys and girls?

After discussion, the teacher consolidates. The students prepare a table on types of toys and values. This activity can be done in the student's Activity log using the following format:

e.g

Sl.no.	Type of toy	Values
1.	Building blocks	Educational value, psychological value
2.	Tricycle	Physical value, psychological value

Consolidation points

- Values of play
- Selection of toys and toys for different ages.

Items for Continuous Evaluation

a. Process assessment

- Album preparation on the sequence of motor development
- Observation of language development of children
- Field trip to a pre school

b. Products assessment

- Album on the sequence of motor development
- Report on the visit to a pre school
- Charts on social development of children.

c. Unit assessment

1. Unit test
2. Quiz competition
3. Preparation of questions by students and writing answers
4. Open book assessment

Sample Term end Questions

1. Differentiate between gross muscular skills and fine muscular skills with examples.
2. Examine the following statements related to the motor development of an infant. Write the corresponding age in which each happens.
 - a) Sits with support
 - b) Walks sideways and backward
 - c) Builds tower using two blocks
 - d) Turns pages of book
 - e) Walks while holding furniture
3. Babies use pre-speech forms of communication until they can use words to communicate. Substantiate the statement.

4. Classify the following emotions into groups and name the group.
Fear, affection, curiosity, anger, jealousy, pleasure
5. Analyse the social development that take place in a four year old child.
6. A four year old child makes a comment as follows:
The sun and the moon are following him.
 - a) What is the characteristic feature that makes him think so at this age?
 - b) Can you explain other characteristics of his thinking?
7. Evaluate the special features of Montessori education
8. Seetha, a mother of a ten year old child complains that her child always wastes time playing. Write any three valid arguments in favour of play to counter her opinion.
9. Assess the following statements and write the corresponding categories of play.
 - a) Playing with toys
 - b) Reading stories
 - c) Threading beads
 - d) Watching other children at play
 - e) Playing with sand
 - f) Playing with other children
 - g) Collection of stamps
10. List the toys suitable for a two year old child and explain its significance.
11. The tendency to focus or center on only one aspect of a situation is
 - a) Animism
 - b) Egocentrism
 - c) Conservation
 - d) Centration

Hyper links

en.wikipedia.org/wiki/Cognition

http://en.wikipedia.org/wiki/Motor_skill

<http://www.education.com/reference/article/importance-play—social-emotional/>