

**PARENT’S BOOST GUIDE
TO
SUPPORT CHILDREN’S LEARNING
AT HOME
QUARANTINE COVID-19**



AREAS ADDRESSED

1. PARENT'S ROLE TO PROMOTE THINKING SKILLS AND **MATHEMATICS**

(NUMERACY) SKILLS DEVELOPMENT

2. PARENT'S/GUARDIAN/SIBLING ROLE IN PROMOTING **LANGUAGE AND**

LITERACY SKILLS

3. PARENT'S/GUARDIAN/SIBLING ROLE IN PROMOTING **LIFE SKILLS**

DEVELOPMENT

4. PARENT'S/GUARDIAN/SIBLING ROLE TO **STABLE ROUTINE IN HOME**

QUARANTINE

PARENT'S/GUARDIAN/SIBLINGS ROLE IN PROMOTING THINKING AND MATHEMATICS (NUMERACY) SKILLS DEVELOPMENT



ACTIVITY

DEAR PARENT/GUARDIAN/SIBLING ,

<p>SORTING AND CLASSIFYING(organising objects to their properties size, colour ,shape ,texture,)</p>	<ul style="list-style-type: none"> • Provide containers of objects such as buttons bottle tops of soda and mineral water , large size seeds ,squares of cloth leaves ,sticks ,straws <p>The Child will enjoy sorting them by colour, size and shape.</p> <ul style="list-style-type: none"> • Then ask him/her if he/she can sort them in another way. <p>Ask the learners to guess what they have done.</p>
<p>COUNTING AND WRITING NUMERALS</p>	<ul style="list-style-type: none"> • Count everything! Let the child count different objects in the home example cups, plates ,shoes dresses basins cutlery , windows ,doors ,bicycle wheel, hens, goats cows • Count a sequence and then a reverse • Sing counting songs <p>Example: Ffe tuli ebatta ento..... Kanemu kanabiri..... Wampologoma ssawa meka.....</p> <p>Doing exercises: Stand up ,sit down 1-2-3-4-5</p>
<p>COMPARING</p>	<ul style="list-style-type: none"> • Compare number of objects in the home. <p>Example: chicken to number of ducks</p> <ul style="list-style-type: none"> • Compare the weather conditions morning of yesterday and today • Tell stories about comparing

<p>NUMBER AT THE CONCEPT LEVEL</p>	<ul style="list-style-type: none"> Count with the child example number of cups/plates/spoons/blankets/soap needed in the family
<p>NUMBER AT THE SYMBOLIC LEVEL</p>	<ul style="list-style-type: none"> Draw with the child pictures of objects in sand or mud using a stick and write the number beneath the objects <p>Example: Draw the number of trees in the compound and write the number. This can be fun.</p>
<p>SHAPE AND SPACE</p>	<ul style="list-style-type: none"> collect blocks from cut off pieces of timber, you can use Jerri cans for round shapes, square and rectangle ,oval Mention names of basic shapes, square, triangle, rectangle, circle and oval to describe things in the home and community around.

PARENT'S/GURADIANS/SIBLINGS ROLE TO PROMOTE LANGUAGE AND LITERACY SKILLS



ACTIVITY	DEAR PARENT/GUARDIAN/SIBLING ,
PICTURE TALK	<ul style="list-style-type: none"> • Sit with the child and look at the picture • Model good conversation by saying example: I see a little girl in the picture. What do you see? • If the child is reluctant, encourage her/him by saying 'now it's your turn to tell me something. You say something that you see. •
READING	<ul style="list-style-type: none"> • Read to your child colourful picture books you can afford • Make a simple story book in a home-made book using locally available materials. Make it together with the child • Recite rhymes for the child • Say riddles and short poems • Make short sentences together about the home situations • Draw pictures of different objects with the child

PARENT'S/GUARDIANS/SIBLINGS ROLE TO PROMOTE LIFE SKILLS DEVELOPMENT



LIFE SKILLS	DEAR PARENT,
SELF ESTEEM	<ul style="list-style-type: none"> • Let your child now care about him/her • Notice the child’s interests and comment. • Give sincere praise from the heart for something specific the child has done. • Ask your child to help with daily chores that are challenging but not too difficult for your child to experience success • Avoid ridiculing or shaming your child • Remind children that everyone makes mistakes; they help us to learn winning is good but doing one’s best is also good.
	<ul style="list-style-type: none"> • Maintain an orderly environment and daily routine ; this gives children a sense of safety and it calms them to be able to predict what will come next from this, children learn to make plans and create own routines for study and play • Provide tasks and chores to complete independently • Think about whether things are morally right • Do not permit children to dominate every family interaction, hurt themselves or others, or destroy property • Set limits. Tell your child what you expect her to do help her move in that direction. By setting limits you help your child to set limits for herself.
DECISION – MAKING SKILLS	<ul style="list-style-type: none"> • Practice problem solving as a family activity; explain reasons behind adult decisions • Give children as many choices as possible but limit to ones that are acceptable to you. Help them stick to their decisions and experience consequences of

	<p>their choices. Giving children some choices reduces power struggles and builds competence</p> <ul style="list-style-type: none"> • Give time for play
<p>RELATIONSHIP BUILDING SILLS AND SOCIAL RESPONSIBILITY</p>	<ul style="list-style-type: none"> • Teach the child to smile and use appropriate eye contact • Teach the child appropriate cultural values and morals • Model good behaviours • Teach empathy by talking about your feelings and encourage the child to explain own feelings and notice others' feelings • Help the child learn how to join a group ,share and take turns • Make sure that the child has at least a friend.
<p>COMMUNICATION SKILLS</p>	<ul style="list-style-type: none"> • Allow the child to actively participate in conversations • Encourage the child to appropriately express needs and views ; and feel that these are taken seriously • Keep eye contact • Show interest in what the child is saying • Be honest but remain sensitive to the other person • Do not judge • Do not raise your voice or yell • Praise the child often • Keep your requests simple

STABLE ROUTINE IN HOME QUARANTINE:

COVID-19 DAILY SCHEDULE

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnetiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A- wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight

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DEAR PARENT,

- Get up at the same time, go to bed at the appropriate time
- Do not set goals that are too ambitious
- Take some time to plan the schedule. This may seem like a strenuous activity, but it will actually make it easier for you to organize your daily life
- Help your children establish a routine as well, as it provides them with a sense of security and predictability, which are of great importance for the child's development.
- Plan family activities together with children (talk and make arrangements with your teenagers, and make a schedule with younger children and put it in a visible place; explain the schedule and make sure they understand your expectations so that children would accept it)
- Stick to your usual work/study times
- Find some space where you can work if you are working from home – make it your "office – place for work", and the same applies to your child if they go to school.
- Eat at certain times, as you are used to
- If you have younger children, schedule your activities into several shorter units instead of big blocks (think about activities packed into 30-minute blocks)

- Tailor the schedule to your child – you know best what your child likes and needs. You know how long they can do a certain activity. Combine joint activities with activities the child will do on their own
- Limit children's use of digital devices (mobile phones, tablets, computers). Use them wisely as tools, e.g. let children use them only for a certain amount of time or save them for times when they are really needed (when you have an important meeting or business conversation or when you are simply exhausted – rely on the help of digital devices then)
- If your child does not sleep during the day, put “time to rest” in the afternoon section of the joint schedule
- It is important for you as a parent to get some rest – you worked during the day and you need to sit down (determine the length of “respite” that suits you)
 - During this time, your children can play, read in silence, or do their homework. You know your child, so you can pick an activity they enjoy (suggest quiet activities such as jigsaw puzzles, blocks, writing a diary). This can be difficult at first, but you can work on it every day, increasing the number of minutes every day. Children, just like parents, need some time to relax. If this is important for you, set this as a priority and set clear boundaries

- What should you do in the respite time? Nothing. Enjoy yourself. Rest. Parenting at home without a break, without silence, while responding to your child's needs all the time can be extremely tiring, especially with young children. It's okay to take time for yourself and get some rest. Don't worry about the mess around you – cleaning the house can wait.
- Involve children in housekeeping activities, in line with their age and abilities. The activities you do together are important for children to develop a sense of community and the feeling of being needed
- This is the perfect opportunity to introduce a joint book-reading routine – all household members spend time together with everyone reading their own book
- Watching a film together can be a joint activity at the end of the day
- Be flexible – don't always stick to the schedule blindly, go with the flow sometimes. If children are having a nice time playing, don't interrupt them just because the schedule says it's snack time
- This is a great time for your child to master the skill of playing on their own if they haven't already. Start by motivating them or suggesting: "Look, you can throw a party for your dinosaurs!"
- Limit the use of mobile phones because they can be a distraction. Lead by example – you also shouldn't spend time on your mobile phone.

KEY MESSAGE

DEAR PARENT,

OUR CHILDREN OUR NATION OUR NATION OUR CHILDREN

STAY HOME, STAY SAFE, STAY CLEAN , KEEP COVID-19 AWAY

AND

PLAY YOUR ROLE TO SUPPORT THE CHILDREN'S LEARNING.