



PHYSICAL, COGNITIVE, SOCIAL AND EMOTIONAL DEVELOPMENT IN EARLY YEARS

PAKISTAN ALLIANCE FOR EARLY CHILDHOOD

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TECHNICAL EXPERT- ECD

OCTOBER 22, 2021

Structure of the Session

Physical Development in
Early Years

Practical Activities for
Physical Development

Cognitive Development
in Early Years

Practical Activities for
Cognitive Development

Social and Emotional
Development in Early Years

Practical Activities for
Social and Emotional
Development in early
Years

PHYSICAL DEVELOPMENT IN EARLY YEARS
AND
PRACTICAL ACTIVITIES

PHYSICAL DEVELOPMENT

- Motor Skills- Fine Motor and Gross Motor Skills
- Food and Nutrition
- Good Hygiene Practices to Minimise Infections
- Vaccination- As per Age and Country's Laws
- Physical Activities- Age Appropriate

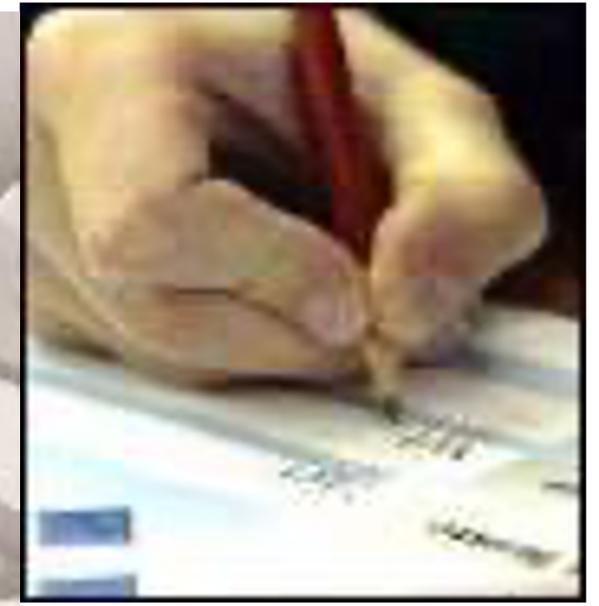
Fine Motor Skills (Cont...)

Children may prefer to use, or demonstrate more accuracy with larger crayons or pencils until the pincer grasp is well-defined.

Mitten Grasp: the palm and fingers oppose the thumb



Pincer Grasp: coordination of thumb and forefinger to hold something (between 9 and 10 months)



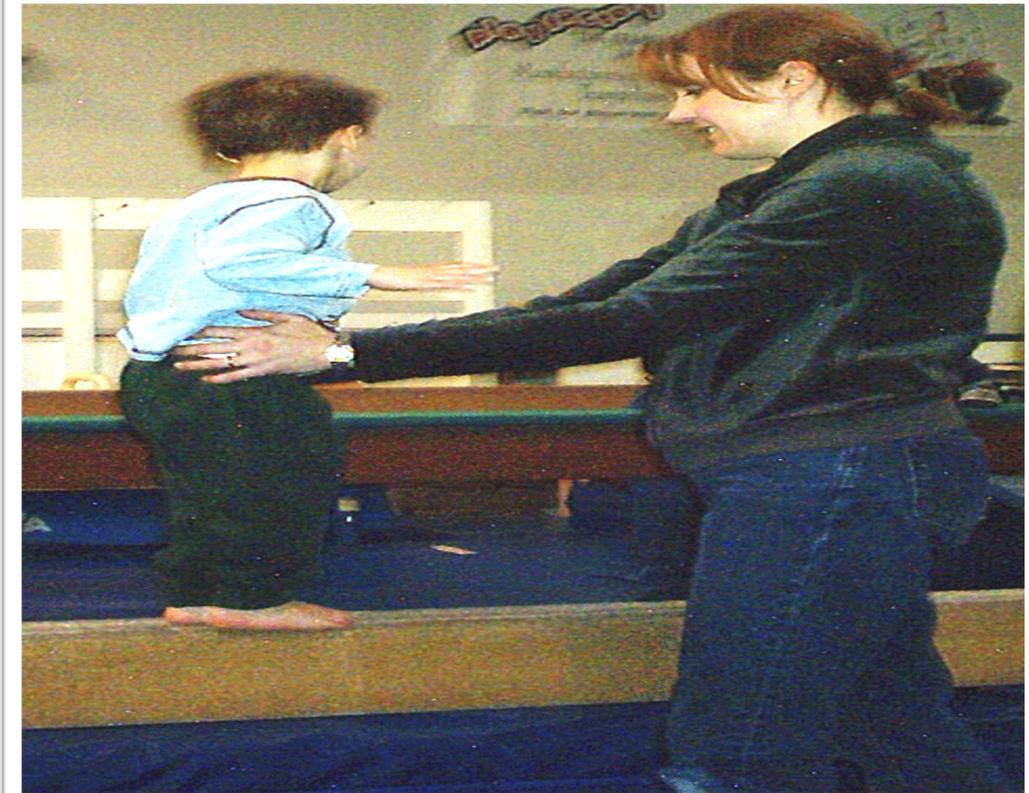
Gross Motor Skills

Gross Motor skills involve the use of larger muscles in the body such as the trunk, neck, arms, and legs. Skills might include running, jumping, hopping, skipping, throwing, and catching.



Gross Motor Skills: Balance and Coordination

Balance is the ability to maintain a position. **Coordination** is the capacity to move through a set of movements, from simple to complex, as well as repetition. Both balance and coordination are necessary for performance of gross motor skills.



Gross Motor Skills: Walking and Running

Walking involves a smooth transfer of weight from the heel to the toe.

This pattern of right leg forward – left arm forward was first seen in crawling. As the right hand moved forward – the left leg moved forward. As speed, balance, and coordination improve, the child will run.



Gross Motor Skills: Climbing Stairs



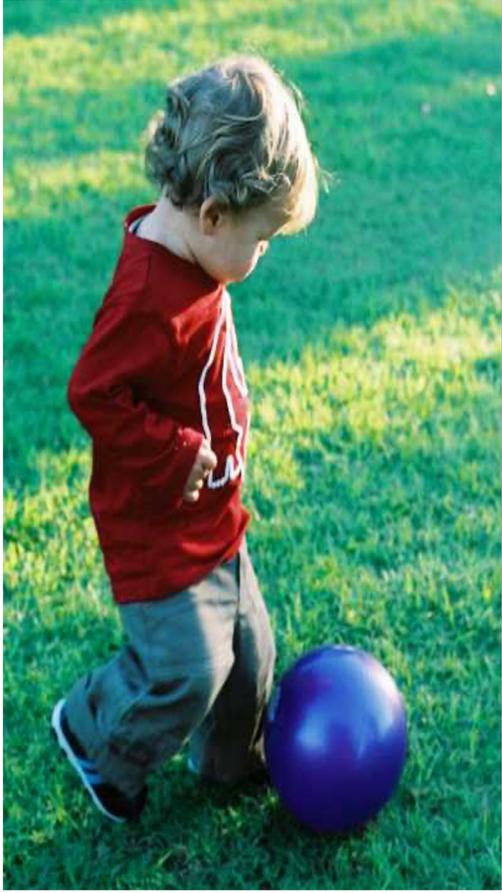
There are two patterns of stair-climbing:

- 1. The child will step up with one foot, then bring the other foot up to the same step.**
- 2. Alternating feet – the child will step up on one step with one foot, then bring the next foot up to the step above the first.**



Safety Tip for Caregivers: Until the child can climb up and downstairs without assistance, a gate may be used at the top and bottom of the stairway to prevent falls.

Gross Motor Skills (More Examples)



KICKING



SKIPPING



CATCHING



THROWING



JUMPING

Physical Activities

0-2 years:

- Babies aged 0-12 months need plenty of opportunities for free movement and floor play, as long as they can do it in a **safe environment**.
- An environment that encourages a child to explore and develop skills like **reaching, rolling, sitting up, crawling, pulling up, and walking** is great.
- A child can be active inside or outside. But being outside can provide endless opportunities to use big muscles, think creatively, and learn more about the **environment**.

(Source: Nutrition, Development and More, By Nabila Meghani- 2021)

Physical Activity

Before baby can walk

- Even tiny babies like to stretch and play
- A large blanket on the floor (or on the grass outside) for tummy time can be safe, clean, and welcoming place for babies to practice lifting their heads. This helps them develop strong muscles.
- It is recommended to have at least **30 minutes** of tummy time spread throughout the day when baby is awake.
- A blanket on the floor is a great place for baby to learn to **roll, creep, crawl, and sit** if you put a toy or object just out of reach. It encourages your baby to make an extra effort to reach it.
- Low-cost tummy time toys include things to grab and hold, such as plastic containers with items that rattle inside. Just make sure the container lids are on very tightly. Bright colours, drawing of dots, squares or stars, shiny surfaces, changing textures and different sounds can also interest your child.
- You can also encourage your baby to look, clap, reach, or move to sound - try talking, singing, rhyming or action games like pat-a-cake and peekaboo.
- If you are putting your baby on the floor, just remember to look for potential hazards down at baby's level.

Stay with your baby to keep things safe.

(Source: Nutrition, Development and More, By Nabila Meghani- 2021)

Physical Activities

When baby starts to walk



- Once a child is walking, one can encourage him/her just by letting him/her move often. This means plenty of time out of the pram or stroller.
- This is a great time to look for objects and activities that encourage movement - for example, climbing a slide at the local playground.

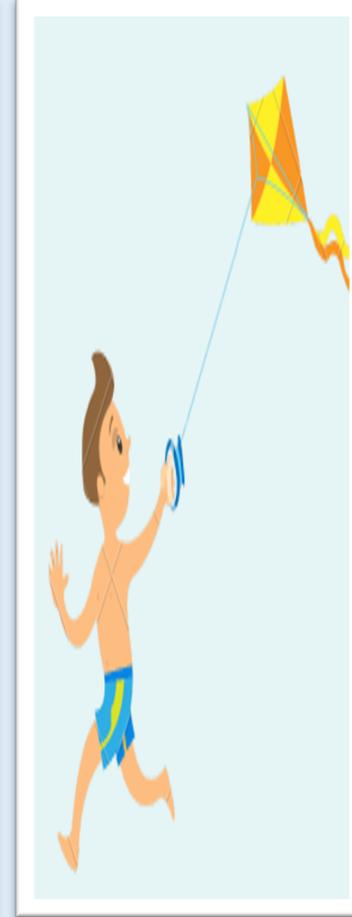
(Source: Nutrition, Development and More, By Nabila Meghani- 2021)

Physical Activities

2-5 years:

- Toddlers and preschoolers need plenty of free time and space to just run around and play.
- Backyards, school playgrounds, parks, trails, and the beach are all great places for children of this age.
- It is recommended that toddlers get **30 minutes** of structured physical activity and **60 minutes** of unstructured physical activity (free time).

(Source: Nutrition, Development and More, By Nabila Meghani- 2021)



Physical Activities



Here are some ideas for keeping physical activity fun (structured activities):

- Use large, soft balls to practice catching, hitting, bouncing and kicking. Start with something small and easy to hold like a little bean bag. When spaces aren't safe for balls, some rolled-up socks can be good for this activity.
- Make up games that involve different types of movement. For example, get your child to chase bubbles, walk along chalk lines, gather shells, jump over puddles or cracks in the ground.
- Play different type of music or make sounds with your voice or instruments. This can encourage dancing and a sense of rhythm.
- Invent some silly walks and runs with your child. You can play guess the animal games, where you run like a monkey, jump like a bunny, flap like a bird and so on.
- When your child is ready, let them try learning to ride a bike, scooter, or tricycle - under your supervision of course.
- They may also enjoy playing with push toys such as trucks, doll prams, and toy lawn mowers.
- Leave the car at home sometimes and walk to local places such as the library, park, or shops. If you're feeling adventurous, you can even go without the pram or stroller!

(Source: Nutrition, Development and More, By Nabila Meghani- 2021)

Food and Nutrition

BREASTFEEDING

Breastfeeding from birth to 6 months and continuing even after a baby has started eating solids gives the baby the best start in life



SOLID FOOD

Breastmilk is still baby's main source of energy and nutrients, but solid foods should now be added. Solid Foods should be started at 5-6 months. Before starting solids, the baby should be able to sit up with support, turn his or her head, make chewing motions, and be past the reflex of spitting out liquids.



Good Personal Hygiene.

What is Personal Hygiene

Personal hygiene is how we care for our body. This practice includes bathing, washing hands, brushing teeth, and more.



Why Personal Hygiene

Every day, we come into contact with millions of outside germs and viruses. They can linger on our body, and in some cases, they may make us sick. Personal hygiene practices can help us and the people around us prevent illnesses. They can also help us feel good about our appearance.

Good Personal Hygiene (Cont..)

How does Personal Hygiene Helps us?

By taking care of our body in small ways every day, we can prevent many health conditions that are related to poor hygiene including:

- Dry, itchy skin or rashes
- Tooth decay
- Bacterial or fungal infections
- Viruses



Frequent hand washing helps prevent illnesses. When should we wash hands?

- ...when we handle food.
- ...before we eat.
- ...If we handle garbage.
- ...when we sneeze.
- ...any time we touch. an animal

Examples of Personal Hygiene

Oral/ Teeth Hygiene



Nail Hygiene



Hand Washing



Skin Care



Bathing/ Washing Hair



Toilet Hygiene



Good Personal Hygiene (Cont..)

It's never too early to start teaching hygiene

- Start teaching about personal hygiene when kids are young.
- Be a good role model.
- Keep the conversation going.
- Establish personal hygiene as an everyday responsibility.
- Check/ remind frequently. .
- Promote personal hygiene as a form of wellness.
- Talk about consequences.
- Introduce educational resources.



COGNITIVE DEVELOPMENT IN EARLY YEARS
AND
PRACTICAL ACTIVITIES

COGNITIVE DEVELOPMENT

- It refers to the development of mental processes and capabilities;
- It focuses on how children learn and process information.
- It is the development of the thinking and organizing systems of the mind.
- It involves language, imagining, thinking, exploring, reasoning, problem solving, developing and rejecting ideas and concepts, memory, expression through multiple media, experimenting and applying what they learn.

Cognitive Development (Cont..)

- The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses is called cognition

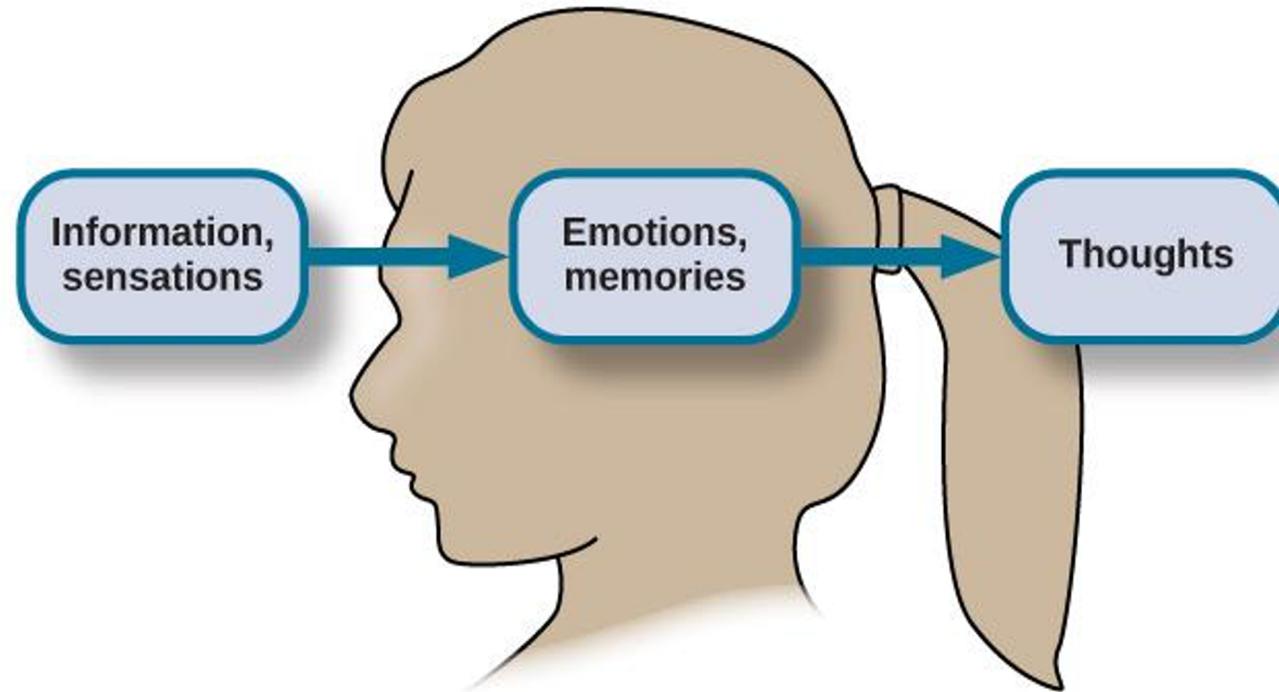


Figure 1. Sensations and information are received by our brains, filtered through emotions and memories, and processed to become thoughts.

Creative Thinking

Creative Thinking Helps in:

- Problem solving
- Different way to do things
- Idea generation
- Use of materials innovatively
- Risk taking
- Experimenting
- Making mistakes and learning

Creative Thinking Activities:

- Imagine all the different ways to get to school (walking, flying, driving, swimming).
- Name everything he/she can think of that is red.
- Name everything he/she can think of that's round.
- Imagine all the things he/she could make out of clay or paper bags or even an empty box.



Critical Thinking

Critical, or logical, thinking is the ability to break an idea into its parts and analyze them.

Cognitive Activities:

- How many different ways he/she can sort his blocks in?
- How many different ways he/she can make a building out of the blocks in?
- How the building would be different if he/she used blocks of only one size?
- How a bottle of juice and his/her lunch box are alike and how are they different?
- How family members' shoes are alike and how are they different?



SOCIAL DEVELOPMENT IN EARLY YEARS
AND
PRACTICAL ACTIVITIES

Social Development

- Social Development refers to those processes where children develop relationships with their culture, with people around them and the environment in general.
- The social setting and value system form the core of a person's identity – children at a very young age try to figure out what is good, what is appreciated or beneficial, based on what they observe in their surroundings.
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- A quality ECD/ECCE environment provides opportunities for children to form positive relationships with other children and with elders, and to engage in conversations about social norms and ethical issues.

EMOTIONAL DEVELOPMENT

- Emotional Development refers to the development of a child's capacity to experience, manage and express a full range of positive and negative emotions.
- The development of self-esteem is critical throughout the early years and having positive experiences in a quality environment is essential at this stage.
- Feeling important, actively taking responsibility, being listened to and cared for, are the essentials for creating a positive self-concept in children.

Social and Emotional Development in Early Years (Videos)

Connecting with Babies



Aggression and Tantrums in Early Years



Have you ever noticed a situation where a...

1. ...child is aggressive and is difficult to be controlled by caregivers?
2. ...child wants to jump on the bed and there are arguments between parents and children?
3. ...parents use harsh punishment as a mean to discipline children?
4. ...siblings are fighting and parents punish one of them for mistreating the other?



HOW DO YOU TACKLE SUCH DIFFICULT SITUATIONS IN YOUR PARENTING?

Self Regulation

Self-regulation is the regulation of the self by the self. (Baumeister & Vohs 2006)

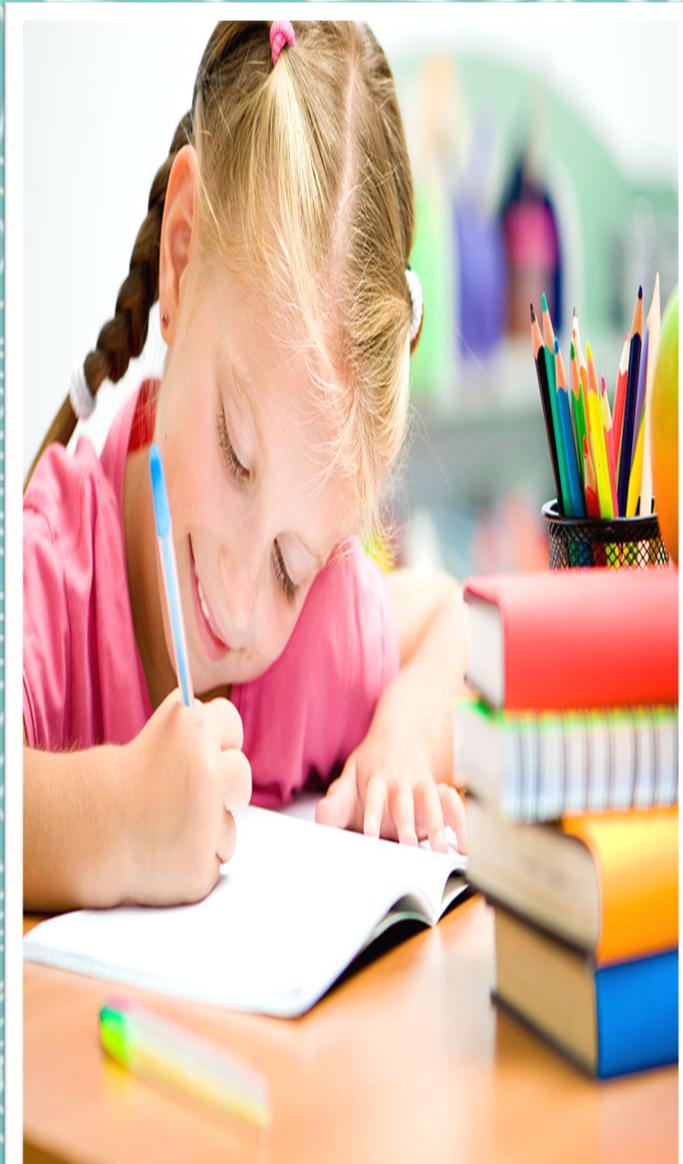
Learning to control our own **EMOTIONS**, **BEHAVIOUR** and **ATTENTION** helps children accommodate to both challenges and opportunities in their world

Self Regulation

As children grow up and their brains develop, they become more able to manage their thoughts, feelings, and behaviours. They become better at:

1. staying calm when they feel upset
2. stopping to think before they act
3. doing what is expected of them, even when they don't want to
4. paying attention and avoiding distraction
5. staying focused on their goals
6. waiting to get what they want
7. adapting to changes in their environment
8. cooperating with others

Research shows that when children learn and practice self-regulation skills, they are forming pathways in their brains that increase their ability to manage stress in the future.



- 1. Children do as parents do.**
- 2. Show him/her how you feel.**
- 3. Catch them being good.**
- 4. 'I hear you'.**
- 5. Keep promises.**
- 6. Choose your battles.**
- 7. Keep it simple and positive.**



BEHAVIOUR MANAGEMENT IN EARLY YEARS

- 8. Responsibility and consequences.**
- 9. Make her/him feel important.**
- 10. Transition time.**
- 11. Prepare for challenging situations.**
- 12. Keep your sense of humor.**
- 13. Offer two choices.**
- 14. Put boring tasks before something fun.**

Self Regulation: Concept of Consequences

- **Consequences make it clear to a child what to do and what not to do.**
- **Parents can tailor consequences to different situations.**
- **Consequences are always best when combined with a focus on child's positive behaviour.**

