



Video 7:

Pre-School Parenting Programme in Action

Rosemary Luger
Occupational Therapist
Chaeli Campaign

We used to think that a child's education start when they go to primary school. But now we learned that actually, when they go to primary school, they're supposed to have a foundation.

I came to know the Chaeli Campaign group the beginning of this year. Eh, Bukiwe came to our ECD telling us about what they do here and about 3 years ago we adopted my late cousin's son, so we noticed that he wasn't developing the same as the other children in the day care.

And we didn't know how to deal with him as well we didn't know um what as fetal alcohol syndrome. He was not good with his eye, hand and feet. And he was not good with his co-ordination. We asked Bukiwe that OK, we're going to come see Rose and then we came and then they helped us a lot.

Good morning everyone, thanks for coming. Um, my name is Rosemary. I'm an occupational therapist so I deal with how children develop and what to do when a child isn't doing what the other children their age is doing and how to help them catch up.

So, um the workshop is especially for parents and to show how you can help your children get ready for school by the things you do with them at home.

So the first thing that um I want us to think about is how children develop and they start off as babies and they can't do anything so we going to go all the way back there and think about when your children were babies and how much they have learnt until now, they 5 /6 um and just to to see how they learnt. What did you do to help them learn. Um you didn't sit and teach them. You encouraged them, you supported them. You praised them and that's how they developed. Um and that's what you need to keep keep on doing.

So we going to start and if you can work in groups of 3 or 4 and make a poster that's going to end up that looks like this. So by 2 / 3 they starting to be real little people. They're starting to use their fingers, they hold the paint brush.

So, it's amazing how much children learn in those first 5 years. So they go from being the baby who can't do anything other than cry to being this real person who can talk, who can run around. And the fact that you guys are all here shows that you have been, that you understand how important you are.

We're going to make something today because I want you to see what kind of the things the children should be able to make. Um at school and also you can take it home and use it to help them understand how words are made up of sounds. So they will be able to, we going to make shakers um so you will be able to break up "i-fes-ti-le", that they understand that it's got all those different sounds that it makes up the word. She can use it and go and practice. Look at all the words they can find and see how many bits are they made up of; how many sounds are in each word.

And the other thing um so so we're going to make the shakers as an example.

Um so we're going to give you three instructions and the children need to be be able to follow three instructions at this age. So the teacher might say um go to your bag, get out your book and come back and open it on page 6. So that is three instructions.

So the three instructions for this activity. I'm going to, um, find a matching um top. So this one

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is green, we want another green one. Put 20 grains of rice into the toilet roll holder. And decorate with 10 stickers. So the one instruction is put 20 grains of rice in, the one is put 10 stickers on the outside, and the third instruction is find a matching top and put it on the edge, on the other side and that is going to make our shaker. OK?

So this is the kind of activity um that your children should be able to do. So test out; can they remember 3 instructions? See at home and if they can't make it, try it just two um and if they can't even do two instructions just go back to one until they can do that then work up. But by the time they get to Grade 1 they need to be doing three instructions altogether.

To end off we can say our names using our shakers.

[participants breaking their names up into the different syllables]

ENDS