**Nom, Prénom du stagiaire : …**

**Intitulé de la formation : CCP3 Relayer les parents dans la prise en charge de leur enfant à domicile**

**EXERCICE**

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| **Appréciation du Formateur** |
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**Les Vaccinations**

**La vaccination permet de protéger les populations de 2 manières : lesquelles ?**

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1. **À quel moment les vaccins sont-ils efficaces ?**

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1. **Combien de vaccin sont-ils devenus obligatoires ?**

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1. **Depuis quelle année ?**

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1. **Pour qui ?**

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1. **Citez les vaccins devenus obligatoire.**

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1. **Jusqu’à quel âge est-il judicieux de vacciner les enfants ?**

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**À chaque Âge, ses Jouets**

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| **Âge** | **Développement de l’enfant** | **Jouets, Jeux, Activités** |
| Jusqu’à 4 mois | L’enfant découvre sons et couleurs | Hochets de couleurs vives, bouliers, mobiles, chansons, musiques douces… |
| 3 – 4 ans | C’est l’âge de l’imagination | Panoplies, jeux de construction, poupées, petites voitures, engins de travaux, livres d’images, histoires, chansons, comptines, bicyclettes, ballons, puzzles… |
| 12 mois | Il aime jeter le plus loin possible  Il aime faire du bruit | Jouets qui ne cassent pas, en caoutchouc, plastiques, mousses, peluches… |
| 2 ans | Il touche à tout, déménage, transporte, fait du bruit, construit | Petites voitures, trains, xylophones |
| 8 mois | Il se sert de ses mains | Jouets de formes et de matières différentes qu’il peut prendre, presser, gratter, tâter… |
| 7 ans et après | Les jeux de groupe et les activités physiques | Jeux créatifs comme perles de rocaille, déguisements, jeux de cartes, jeux de mémoire, jeux de société, jeux vidéos, circuits, vélos, rollers, ballons, marelles… |
| 18 mois | Il aime pousser ; tirer, empiler, emboiter  Il s’intéresse aux images, à la musique,  Il commence à copier l’adulte | Porteur, animaux en bascules, jeux de constructions grosse pièce, boites gigognes…  Livres d’images, jouets musicaux, poupées, crayons de couleurs… |
| 3 ans | Il s’intéresse à tout dont les jeux relationnels et activités artistiques | Poupées, dînettes, voitures, avions, animaux de la ferme, personnages, peintures, coloriage, pâte à modeler, chansons, marionnettes, livre, tricycle… |

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| **Âge** | **Développement de l’enfant** | **Jouets, Jeux, Activités** |
|  | L’enfant découvre sons et couleurs | Hochets de couleurs vives, bouliers, mobiles, chansons, musiques douces… |
| 3 – 4 ans | C’est l’âge de l’imagination |  |
| 12 mois |  | Jouets qui ne cassent pas, en caoutchouc, plastique, mousse, peluche… |
| 2 ans | Il touche à tout, déménage, transporte, fait du bruit, construit |  |
|  | Il se sert de ses mains | Jouets de formes et de matières différentes qu’il peut prendre, pressé, gratter, tâter… |
|  |  | Jeux créatifs comme perles de rocaille, déguisements, jeux de cartes, jeux de mémoire, jeux de société, jeux vidéo, circuit, vélo, roller, ballon, marelle… |
|  | Il aime pousse ; tirer, empiler, emboiter  Il s’intéresse aux images, à la musique,  Il commence à copier l’adulte | Porteur, animaux en bascule, jeux de construction grosse pièce, boites gigognes…  Livres d’images, jouets musicaux, poupées, crayons de couleurs… |
| 3 ans | Il s’intéresse à tout dont les jeux relationnels et activités artistique |  |

**À chaque Âge, ses Jouets**

**Jouer Pour Grandir**

1. **Compléter avec les mots ci-dessous :**

*(Dormir, Sociales, attention, s’épanouira, force, découverte, sensorielles, jeu, distraction, corps, gestes fins, pieds, nécessaire, communication, mots nouveaux, partage, connaissances, forces, intelligence, appropriation)*

Avant le jeu, il y a la \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ par le bébé de ce qui l’entoure ou de son propre \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ : mains, \_ \_ \_ \_ \_ \_ \_ \_ \_ \_, formes, couleurs, quelque chose qui bouge, la lumière, le bruit.

Tout est curiosité et attire son \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_. Lorsque la préhension est permise, le bébé étend ses \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ motrices et \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ; s’appropriant l’objet, il glisse vers le jeu.

Plus riche est l’univers de l’enfant, plus vite il s’\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_. Alternant avec cette dynamique, des phases de repos sont aussi nécessaire pour intégrer et consolider ses apprentissages.

Chez l’enfant, le \_ \_ \_ \_ \_ \_ \_ \_ \_ n’est pas pour lui qu’une \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ mais une activité \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_, normale, comme manger et \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_. Il développe des compétences motrices (\_ \_ \_ \_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ équilibre et \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ), psychologiques (créativité, raisonnement, confiance en soi) et \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ (\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ).

Pour l’enfant, jouer c’est exercer ses \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_, s’entrainer sur la maitrise de ses gestes, essayer des \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ , développer sa créativité, autrement dit, faire travailler son \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_, sa motricité et sa sociabilité.

**Plus l’enfant joue, plus il développe ses compétences et plus il est épanoui.**

**Les Besoins Fondamentaux**

**de l’Enfant**

|  |  |
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| **Besoins de bien-être et de confort** | **Besoins liés aux apprentissages** |
| * Manger et boire * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * Avoir chaud * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * Communiquer, échanger * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * Parler |
| **Besoins d’affection et de sécurité** | **Besoin d’activités** |
| * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * Être respecté, être aimé * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * Devenir autonome | * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * Jouer, imiter * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ * \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

**Compléter Les Missions que l’ADVF Doit Accomplir avec l’Enfant**

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**Les Missions de l’ADVF**