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## 1 1 CHAPTER 5: STRUCTURED ENRICHMENT

**Purpose:** This chapter provides comprehensive guidance on structured enrichment activities for children aged 6-36 months in EL daycares.

**Key Activity Types:** - Big-Group Activities: Mixed-age group activities for social development

- Small-Group Activities: Focused pre-school preparation sessions
- Free-Choice Activities: Child-led exploration and play
- One-on-One Sessions: Individual attention and skill building

**Note:** This chapter has been professionally reorganized from the original source material to improve clarity and reduce redundancy.

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1.6.7.3.1.6  
Gen-  
tle  
In-  
stru-  
ments  
Play

### 1.0.1 1.1.1 Examples of big group activities:

- Group exercises, meal time, singing, together, making toys, etc ...
  - Group exercises examples:
    - \* Lifting up their hands and putting them down.
    - \* Running around.
    - \* Putting legs together and apart game (e.g; sitting/standing in a circle)
    - \* Trying to stand on one foot
    - \* Riding a tire
    - \* Playing with sand, sorghum, unga (measuring, pour in and out with container, sieving).
  - Playing with water by fetching from one side to another. (?explain?)
  - Bubbles Game / Puliza Maji
  - Singing games like:
    - Nyama! Nyama! Nyama!
    - Machungwa one, pepeta!
    - Kindubrusha!
    - R pii! R pii!
      - Hide and seek games (pirikisho ee mbanture ee).
      - Jump in sack (explain?)

- Frog steps. (explain?)
- Whistle statue / musical statue
- Obstacle course
- Animal movements
- Ball-pit fun activity

Note: When having the group exercises, always allow the children to do the body exercises appropriate for their age and ability.

## **1.0.2 1.1.2 Games**

### **1.0.2.1 1.1.2.1 Dancing games.**

- Introducing a dancing game to the children in a daycare setting can be a lot of fun! Here's a simple

and engaging way to do it.

- Make sure the space where the children will dance is free of obstacles.
- Remove any toys or furniture that could be a distraction.
- If possible, use a soft surface like a rug or mats where the children can comfortably move around.
- Bring the children together in a circle.
- You can sit down with them first to explain what's going to happen in a simple way. For example,

say, “We’re going to play a fun game where we dance to the music!”

- Keep it very basic. “When the music plays, we dance. When the music stops, we freeze like a statue!” (This can add a playful challenge).
- Start by showing them a few simple moves.
- Clap your hands, stomp your feet, or spin around. Encourage the children to copy what you’re doing.
- Make your movements big and clear so they’re easy to imitate. Smile and show enthusiasm to make

it more inviting.

- Once they’re engaged, mix it up with different actions. “Now, let’s march in place!” or “Let’s shake our hips!”
- For very young children, demonstrate each action before expecting them to follow along.
- Hand out scarves, ribbons, or lightweight fabric for them to wave around as they dance.
- You could also use musical instruments like tambourines or shakers for added fun.

- Praise their creativity by saying things like, “Wow, I love how you’re spinning!” or “Great jumping!”
- Give lots of praise and encouragement. Say things like, “You’re all such great dancers!” or “That was so much fun!”

like “Twinkle, Twinkle, Little Star” to signal the end of the game.

- Briefly show dance-related word-cards during the dance activity.

### **1.0.2.2 1.1.2.2 Hide and Seek**

- This is a game where one closes his eyes for a time, and the rest of the team go elsewhere to hide.
- After some time, the person goes to find them and if you find one he loses the game.
- If there is one who is not found from where he is hiding he becomes a winner.

A song for hide and seek is: Pirikisho ee (Banturee) Pirikisho ee (Banturee) Ni hivyo (hapana) Ni hivyo (hapana). You can also introduce this game to “gari class.”

- Here are the tips:
  - Use a small, confined space like a corner of the room or a play area where the child feels secure and is easy to monitor.
- Make sure there are simple and safe hiding spots, like behind a large cushion, a low table, or even just covering their face with their hands (peekaboo style).
- Start with a game they’re likely familiar with, like “pirikisho ee”. You can say, “Where’s [child’s name]? “Banturee!” There you are!” This helps them understand the idea of someone being hidden and then found.
- Instead of having the child hide, you can hide a favorite toy under a blanket or behind an object and ask, “Where’s the teddy bear?” Encourage the child to find it.
- Hide yourself in a very obvious spot, like behind a chair or a doorframe, where the child can easily find you. Then call out to them, “Where’s [Your Name]?” and when they see you, celebrate with, “You found me!”
- The first few times, hide together with the child. For example, both of you can hide behind a curtain or under a blanket, and then you can peek out together.
- Keep the game very brief, as 1-year-olds have short attention spans. Just a couple of rounds of finding or being found is enough.

- Give lots of praise and smiles when they participate. For example, if they pull the blanket off the hidden toy, say, “You found it! Great job!”
- Use simple language and gestures. If you’re hiding a toy, show them where it’s going, and say, “Let’s find it together!”
- Celebrate every small success with clapping, cheering, and lots of positive reinforcement.

This makes the game more exciting for them.

- If the child doesn’t seem interested in hiding or seeking, don’t force him/her. Instead, move on to another activity they enjoy. The goal is to make it fun and stress-free.
- If the child doesn’t seem interested in hiding or seeking, don’t force it. Instead, move on to another activity they enjoy. The goal is to make it fun and stress-free.
- After a couple of rounds, transition to a calming activity like singing a familiar song or reading a book. This helps wind down the excitement of the game.

### **1.0.2.3 1.1.2.3 Singing Games**

- Singing games are a fantastic way to engage children two years old and younger in EL daycares.
- These games combine music, movement, and fun, helping little ones develop language skills, motor coordination, and social interaction.

- Here are some of the best singing games for this age group:

#### **1.0.2.3.1 1.1.2.3.1 “If You’re Happy and You Know It”**

- How to Play:
  - Sing the song and encourage the children to follow along with the actions, such as clapping their hands, stomping their feet, or shouting “Hooray!”
- The repetitive structure and simple actions make it easy for young children to participate.
- It’s also adaptable, if the children enjoy it, you can add more verses with different actions (like jumping or waving).

#### **1.0.2.3.2 1.1.2.3.2 “The Wheels on the Bus”**

- How to Play:
  - Sing the song and encourage the children to mimic the actions, such as “round and round” for the wheels, “swish, swish, swish” for the wipers, or “beep, beep, beep” for the horn.
- The song has a catchy tune, and the variety of motions keeps children engaged.

- You can also make up new verses to include actions the children enjoy.

#### **1.0.2.3.3 1.1.2.3.3 “Ring Around the Rosie”**

- How to Play:
  - Form a small circle with the children (or walk around with them) while singing the song.
  - When you reach “we all fall down,” gently sit down or help the children sit down.
  - It’s a simple, classic game that combines singing with physical movement. The anticipation of “falling down” is always exciting for little ones.

#### **1.0.2.3.4 1.1.2.3.4 “Head, Shoulders, Knees, and Toes”**

- How to Play:
  - Sing the song and touch the corresponding body parts as you sing each word. Encourage the children to do the same.
  - This game helps children learn body parts and develop coordination.
  - You can sing it slowly at first and then gradually speed up to make it more fun.

#### **1.0.2.3.5 1.1.2.3.5 “Twinkle, Twinkle, Little Star”**

- How to Play:
  - Sing the song while gently swaying or using hand movements to mimic twinkling stars.
  - You can also encourage the children to hold their hands up and open and close their fingers to represent twinkling.
- The soothing melody makes it perfect for calming the children down, and the simple hand motions add a tactile element.

#### **1.0.2.3.6 1.1.2.3.6 “Pat-a-Cake”**

- How to Play:
  - Sit facing the child and sing the song while clapping your hands together and then with the child.
  - You can also pretend to “roll” and “pat” a pretend cake with them.
  - This game is excellent for hand-eye coordination and bonding. The rhythm and repetition make it easy for toddlers to join in.

### **1.0.2.3.7 1.1.2.3.7 “Row, Row, Row Your Boat”**

- How to Play:
  - Sit facing the child and hold their hands. Gently rock back and forth as you sing the song.
  - You can also add a playful “crocodile” verse where you pretend to be surprised and tickle the children.

- The rocking motion is soothing, and the song’s simplicity makes it easy for children to learn.
- The surprise element at the end adds a fun twist.

### **1.0.2.3.8 1.1.2.3.8 “Five Little Monkeys”**

- How to Play:
  - Sing the song while holding up fingers to count down the monkeys.
  - You can also pretend to bounce the “monkeys” on your lap or make a small jumping motion.
  - It introduces basic counting and rhythm in a fun, interactive way.
  - The repetitive nature makes it easy for children to catch on.

### **1.0.2.3.9 1.1.2.3.9 Old Farmer Had a Farm”**

- How to Play:
  - Sing the song and encourage the children to make the animal sounds with you. You can also use toy animals to help them visualize.
- This game introduces animals and their sounds, helping with language development.
- The repetitive format keeps it simple and fun.
- These singing games are not only entertaining but also educational, helping toddlers develop key skills while having a great time in daycare.

### **1.0.2.4 1.1.2.4 Card Games.**

- Card games are games where you fold a word card in half and staple it closed to hide them. Ask the kids to look for them.
- When a kid finds the card, you call back and the other kids open the card while teasing them for all the other kids to see .

- Create an atmosphere to catch their attention in finding the hidden cards.
  - Hang the cards facing backward then you turn it when teasing them and give them opportunity to see.
- see.
- Play a game like [gari ya moshi] then you write a word card then you let them go around seeing the word.

- If there are many kids you can fold two to three cards, let them find the cards and when they are found open one by one reading the word once, then put the cards away and start playing another game.

#### **1.0.2.5 1.1.2.5 Racing Game**

- For young children in daycare, especially those as young as one or two years old, simple and safe racing games are ideal.
- Here are a few fun and easy-to-set-up racing games:

##### **1.0.2.5.1 1.1.2.5.1 Crawling Race**

- How to Play:
  - Create a short race track using tape or a soft mat.
  - Encourage the children to crawl from one end to the other.
  - You can place a favorite toy at the finish line to motivate them.
- It helps improve motor skills and keeps the race safe for little ones who aren't walking steadily yet.

##### **1.0.2.5.2 1.1.2.5.2 Balloon Push Race**

- How to Play:
  - Give each child a balloon and have them push it across the floor to the finish line using their hands or feet.
- It's gentle, low-impact, and perfect for indoor play. Plus, balloons are fun and colorful, which adds excitement.

### **1.0.2.5.3 1.1.2.5.3 Animal Race**

- How to Play:
  - Ask the children to pretend to be different animals (e.g., hop like a rabbit, waddle like a duck)

and race from one end of the room to the other.

- It's imaginative and helps children learn about animals while engaging in physical activity.

### **1.0.2.5.4 1.1.2.5.4 Bean Bag or Soft Toy Relay Race**

- How to Play:
  - Divide the children into small groups and have them pass a bean bag or soft toy from one to

another, racing to see who can finish first.

- It encourages teamwork and is easy to adapt for different age groups.

### **1.0.2.5.5 1.1.2.5.5 Obstacle Course Race**

- How to Play:
  - Set up a simple obstacle course with things like pillows to climb over, tunnels to crawl through, and cones to navigate around.
  - Have the children race through the course one at a time.
  - It promotes problem-solving, and gross motor skills.
  - These games are designed to be fun and safe, making them perfect for the daycare, where children

are still developing their coordination and motor skills.

### **1.0.2.6 1.1.2.6 Tires games.**

- Here are some tire games suitable for children in daycare:

Note: Before starting any tires games, always make sure that the tires are cleaned inside every day before play, by removing any spiders, webs or any other stinging insects.

#### **1.0.2.6.1 1.1.2.6.1 Tire Rolling.**

- How to Play:
  - Have the children push a tire along the ground, either by rolling it with their hands or feet.
  - You can create a simple obstacle course or have them roll the tire from one point to another.
  - This game promotes coordination, balance, and gross motor skills.

#### **1.0.2.6.2 1.1.2.6.2 Tire Climbing.**

- How to Play:
  - Lay a large tire on the ground and let the children climb in and out of it. For older toddlers,

you can stack two tires together (securely) and have them climb over or into the stack.

- Always supervise closely to ensure safety.
- This activity builds strength and balance.

#### **1.0.2.6.3 1.1.2.6.3 Tire Tunnel.**

- How to Play:
  - Line up several tires on their sides to create a tunnel.
  - Encourage the children to crawl through the tunnel.
  - You can also turn it into a game by timing them or asking them to carry a small object through the tunnel.
- It helps with crawling skills.

#### **1.0.2.6.4 1.1.2.6.4 Tire Jumping.**

- How to Play:
  - Place several tires on the ground in a line or a pattern.
  - Have the children jump from one tire to the next.
  - You can make it more challenging by spacing the tires further apart as they get better at it.
- This game enhances jumping skills, balance, and coordination.

#### **1.0.2.6.5 1.1.2.6.5 Tire Balance Beam.**

- How to Play:
  - Lay a tire on its side and secure it so it doesn't roll.
  - Have the children walk along the tire as if it's a balance beam.
  - You can use a rope or chalk to mark a path they should follow.
- It's great for balance and concentration.

#### **1.0.2.6.6 1.1.2.6.6 Tire Toss.**

- How to Play:
  - Set up a few tires standing upright and have the children toss soft balls or bean bags into the

center of the tires.

- You can also use hula hoops if tires are too challenging for younger children.
- This game helps with hand-eye coordination and gross motor skills.

#### **1.0.2.6.7 1.1.2.6.7 Tire Art Station.**

- How to Play:
  - Lay tires flat on the ground and provide paint, chalk, or markers (suitable for outdoor use).
  - Let the children decorate the tires with their artwork.
- Encourages creativity and fine motor skills.

NOTE: These tire games are not only fun but also help in developing various physical and cognitive skills in young children. Make sure the tires are clean and safe, and always supervise the activities to ensure the children's safety.

#### **1.0.2.7 1.1.2.7 Toy games**

##### **1.0.2.7.1 1.1.2.7.1 Toy Sorting Game**

- Materials: Different types of toys like blocks, cars, and stuffed animals.
- How to Play:
  - Gather a few toys of different colors, shapes, and sizes.
  - Sit with the children on the floor and show them how to group the toys. For example, place

all the red toys together in one pile and all the blue toys in another.

- Encourage the children to help you by saying, “Can you find a red toy and put it here?”
- Clap and cheer when they do it correctly. This helps them learn about colors, shapes, and organizing things.

##### **1.0.2.7.2 1.1.2.7.2 Toy Hide and Seek**

- Materials: Small toys like stuffed animals, cars, or soft balls.
- How to Play:
  - Choose a toy and hide it somewhere easy for the children to find, like under a chair or behind a pillow.
  - Say, “Where is the teddy bear? Let’s find it!” and encourage the children to look around.
  - If they need help, give simple clues like “Look behind the pillow.”
  - Celebrate when they find it by saying, “You found it! Yay!” This game helps them practice

looking and thinking about where things could be.

#### **1.0.2.7.3 1.1.2.7.3 Building Towers**

- Materials: Soft blocks or stacking cups.
- How to Play:
  - Sit with the children and show them how to stack the blocks or cups one on top of the other.
  - Say, “Let’s see how high we can make the tower before it falls down!”
  - Let them try to stack the blocks themselves, and if the tower falls, laugh and say, “Oops! Let’s try again!”
- This game helps them practice hand-eye coordination and learn about balance.

#### **1.0.2.7.4 1.1.2.7.4 Toy Parade**

- Materials: Toys with wheels like cars, trucks, or trains.
- How to Play:
  - Line up the toys with wheels on the floor and say, “Let’s make a parade!”
  - Show the children how to push the toys in a line, making car noises like “Vroom, vroom!”
  - You can even play some music and encourage the children to march along with the toys.
  - This game is fun and helps them develop their motor skills and imagination.

#### **1.0.2.7.5 1.1.2.7.5 Toy Counting Game**

- Materials: A few small toys like blocks, balls, or animals.
- How to Play:
  - Sit with the children and gather a small number of toys, like three or four.
  - Point to each toy and count out loud, “One, two, three!”
  - Encourage them to count with you by holding their hand and helping them point to each toy.
  - You can also count other things like how many blue toys or how many cars you have.
  - This simple counting game introduces them to numbers in a fun way.

#### **1.0.2.7.6 1.1.2.7.6 Toy Race**

- Materials: Toy cars or other toys that can roll.
- How to Play:
  - Find a flat space on the floor and set up a simple “race track” using tape or just imagine one.

- Give each child a toy car and say, “Ready, set, go!” as they push the cars along the floor.
- You can make it more exciting by gently racing with them, saying, “Who’s going to win?”
- This game helps them develop their motor skills and enjoy friendly competition.

#### **1.0.2.7.7 1.1.2.7.7 Animal Toy Sound Game**

- Materials: Toy animals like a cow, dog, or duck.
- How to Play:
  - Pick up a toy animal and show it to the children, saying, “Look, it’s a cow! What sound does a cow make?”
  - Encourage them to say “Moo!” along with you.
  - Repeat this with different animals, making sounds like “Woof, woof!” for a dog or “Quack, quack!” for a duck.
  - This game helps them learn about animals and the sounds they make, which is great for language development.

#### **1.0.2.8 1.1.2.8 (Kigesi / kucheza kimya)/ silent acting/act it out/show and tell/mime game**

- This is a game played by trying to guess a word or phrase based on silent acting or gestures made by another player.
- The player giving the clues can not speak, make sounds, or point to objects relying only on physical movement to convey the message.

Steps: 1. Divide players into two teams. 2. One player from Team A acts out a word or phrase without speaking. 3. Team A guesses what the player is acting out within a set time limit (e.g., 1 minute). 4. Points/reward/praise/motivation are awarded for correct guesses.

#### **1.0.2.9 1.1.2.9 Pictionary / draw and guess/ Quick draw/ draw battle (mchezo wa picha)**

- This is a game where players take turns drawing images/pictures to represent words or phrases.
  - The other players on their team must guess what the drawing represents within a limited time.
- Steps: 1. Split into teams. 2. A player from Team A draws a word or phrase on a whiteboard without speaking. 3. Team A tries to guess what the player is drawing within a time limit. 4. Correct guesses earn points, and the game alternates between teams.

**1.0.2.10 1.1.2.10 Tug of War/rope pulling/rope tug/team pull/strength challenge/battle of strength ( michuano wa Kuvuta kamba).**

- This is a team based physical game that involves two opposing teams trying to pull a rope in opposite directions.

• The goal is to pull the other team over a designated line or marker like object.flag...etc

Steps: 1. Two teams grab opposite ends of a rope. 2. A marker/flag or any mentioned symbol is placed at the midpoint of the rope. 3. Teams pull the rope in opposite directions aiming,

- To move the marker/flag/ object past their side.
- To bring another team to their side if they are pulled upon the midline point of the rope.

4. The first team to pull the marker/flag or any object beyond a certain point/line wins.

**1.0.2.11 1.1.2.11 Duck, Duck, Goose (“it” game)** Steps: 1. Players sit in a circle. 2. One player walks around, tapping others on the head while saying “duck.” 3. When they say “goose,” the tapped player chases them around the circle. 4. If the goose catches the tapper, the tapper remains “it.” If not, the goose becomes the tapper.

**1.0.2.12 1.1.2.12 Capture the Flag**

- This is the game that involves two teams competing to capture the opposing team’s flag and return it

to their own territory/side while protecting their own flag. Steps:

1. Divide players into two teams and assign each a side of the field.
2. Each team hides a flag on their side.
3. The objective is to capture the opponent’s flag and return it to your side without being tagged.
4. If tagged, players go to the opponent’s “jail” and can be freed by teammates. NB: You can use any of the object/material not necessary flags.

**1.0.2.13 1.1.2.13 Musical Chairs** Steps: 1. Arrange chairs in a circle, one less than the number of players. 2. Play music while players walk around the chairs. 3. When the music stops, players must sit in a chair. 4. The player without a chair is out, and one chair is removed each round.

**1.0.2.14 1.1.2.14 Red Light, Green Light** Steps: 1. One player is the “traffic light” and stands at one end of the field. 2. The other players start at the opposite end. 3. The traffic light player says “green light,” and the others move forward. 4. When the traffic light says “red light,” players must stop. wins. (Discipline not Creativity)

**1.0.2.15 1.1.2.15 Tag game (Mchezo wa kugonga)**

- This is the game that involves one player chasing others in an attempt to “tag” them making them

“IT” Steps: 1. Choose one player as “it.” 2. The player who is “it” chases the others and tries to tag them. 3. When a player is tagged, they become “it.” 4. Continue until everyone is tired or you set a time limit.

**1.0.2.16 1.1.2.16 Hot Potato game** Steps: 1. Players sit or stand in a circle. 2. A small object (the “potato”) is passed around on the circle as we sing . 3. When the song stops, the player holding the potato is out. 4. Continue until one player remains, who is the winner. 5.1.3. Lunch

#### **1.0.2.17 1.1.2.17 Prepare Their Lunch 1 Hour Before**

- If there are kids who are having lunch prepared by the daycare, make sure you cook/prepare in advance.

- Daycare kids take their lunch at 12 noon.
- Make sure you prepare lunch before 12 noon.
- Warm food for those children who carried their own lunch.

#### **1.0.2.18 1.1.2.18 Make Them Sit on the Mat**

- Encourage the kids not to sit on high chairs while eating.
- Make them sit on the mat for it is suitable for the little kids.
- Sit with the young ones also as you feed them.
- Sitting on one level will help them to encourage one another when eating.

#### **1.0.2.19 1.1.2.19 Backwards Card Game**

- Hang the cards facing backwards.
- Unfold one card at a time and flash it once.
- Don’t exceed more than 5 cards.
- The cards may be the names of the types of food they are having.

#### **1.0.2.20 1.1.2.20 Lead Them to Pray for Their Food**

- Lead them to say a prayer before eating.
- Here are some of the prayers for the food:

Asante Mungu Kwa chakula Nikhila unibariki Katika jina la Yesu Amina! Mungu nakushukuru (Mungu nakushukuru) Kwa chakula (Kwa chakula) Sisi wote pamoja (Sisi wote pamoja) Twakushukuru (Twakushukuru) Amina!

#### **1.0.2.21 1.1.2.21 Sit with Them on the Mat**

- As you make them sit on the mat, also sit with them.
- You should not sit on the chair while they are on the mat.
- Sitting together with them on the mat will encourage them to eat.
- Assist those who can not eat independently.

#### **1.0.2.22 1.1.2.22 Give a Story**

- It is encouraging to give the kids a story while eating.
- You can choose an enticing story so they will listen carefully while eating.
- This will make them settle and not move while eating.
- Some like walking while eating, but by giving a story they will sit and listen to you.
- Giving a story will help them eat faster and avoid them to eat food when it is cold.

#### **1.0.2.23 1.1.2.23 Feeding the Young Ones**

- Make the young ones who can sit by themselves sit also on the mat.
- Place the food in front of each one of them.
- You can feed two or three kids.
- The very young ones can hold them and feed each one of them at a time.
- You can feed them separately.
- Make sure there are enough staff assigned to do it.

### **5.2. Small-Group Enrichment Activities What is small grouping?**

- Small grouping is where the child is monitored, guided and gets better social interaction by the caregiver.
- Caregiver's engagement is less and let them struggle (problem solving). They only watch and supervise them.
- In this session children also are organized into smaller groups where purposefully are manageable in

group's activities, learning and supervision.

- They are grouped based on age or other factors like Special educational needs, ..etc.
- This small group allows caregivers to provide more individualized attention to better fit different

needs of each child, ensuring the child's safety and better controlled daycare learning environment.

- Example of small groups:
  - one on one activity e.g: reading flashcards / book, letter recognition play,

- Story telling e.g: Narrating stories to the child,...etc
- sensory play e.g: sand play,water play,sensory bins,..etc
- Pretend play e.g: imaginative play with toys,..etc
- Games e.g: Card game,singing game,..etc
- Procedures to follow
  - Divide the children according to their ages/readiness.
  - Have a pull out session with each kid.
  - follow his/her interest.
  - Write down the experience gained for follow-up.
  - Make sure you engage the children on one on one close engagement.

### **1.0.3 1.1.3 Small Groups for Pre-school Preparation**

#### **1.0.3.1 1.1.3.1 Pick up a topic that will go for one day to at-most one week. (MOVE THIS (a) TO BIG GROUP?)**

- You pick up a topic like “Kitchen Utensils” (for example):
  - Teach the kids what the [kitchen utensils] are.
  - Tell them where the [kitchen utensils] are found.
  - Tell them what the work of the [kitchen utensils] is.
  - At the end, show them the real [kitchen utensils] so that they may understand.
  - Don’t let the length of the lesson exceed more than 15 minutes.
  - Give them coloring materials to develop their writing muscles.
  - You can also give them modeling clay to model.
  - Preserve one or two materials for future reference.

#### **1.0.3.2 1.1.3.2 Assist the Kids to Develop Their Intellectual Development**

- Intellectual development is where you allow a kid to use their brain to think.
- You can ask simple questions and give them time to think.
- When they ask questions, use their simplicity to answer them. That is, speak to them using common

words that they understand.

#### **1.0.3.3 1.1.3.3 Assist Them to Try to Remember What They Learned Yesterday**

- Before you start a new lesson, make sure they remember what they learned yesterday.
- Ask simple questions about yesterday’s topic.

- Always use the language they can understand.
- The questions you ask depend on the age of the child.

#### **1.0.3.4 1.1.3.4 Assist Them to Develop Their Physical Growth**

Coloring with crayons  
Modeling with clay  
threading yarn with threading-cards  
Numbering blocks

etc ...

#### **1.0.3.5 1.1.3.5 Don't Exceed 10-15 Minutes**

- The kid's capacity of holding things is very minimal.
- Kids get bored and tired so quickly.
- Always stop before he/she begins to get bored
- Make sure the C.B.C is done in the morning when their mind is still fresh.

#### **1.0.3.6 1.1.3.6 Use Locally-Available Materials**

5.3. Free-Choice Activities  
5.4. One-on-One Enrichment Sessions  
5.5. Following the Interest of the Child

#### **1.0.4 1.1.4 Observation.**

- Spend Quality Time Watching:
- Start by dedicating time to simply observe the child during different parts of the day, especially during free play.
- Notice what they are naturally drawn towards-whether it's a specific toy, activity, or area of the room.

Take note of their facial expressions, body language, and how long they stay engaged with certain activities.

- For example, if a child consistently spends a lot of time at the art station, it may indicate a strong interest in creative expression.

- Look for Patterns:
  - Over a period of days or weeks, look for recurring themes in the child's play.
  - Do they often choose the same types of toys (e.g., vehicles, animals, blocks)? Do they engage in the same type of activity (e.g., building, pretend play, exploring textures)?

in the same type of activity (e.g., building, pretend play, exploring textures)?

- Document these observations in a notebook record to help identify long-term interests and preferences.

## **1.0.5 1.1.5 Listening**

### **1.0.5.1 1.1.5.1 Engage in Conversations:**

- For children who are verbal, engage them in conversations about their activities. Ask open-ended

questions like, “What are you building?” or “Tell me about your drawing.”

- Listen carefully to their responses, as they can provide insights into what excites them.
- If a child repeatedly talks about a certain topic (e.g., dinosaurs, princesses, trucks), it signals a strong

interest that you can explore further.

### **1.0.5.2 1.1.5.2 Interpret Non-Verbal Cues:**

- For younger children or those who are not yet speaking fluently, pay close attention to their gestures,

facial expressions, and the sounds they make during play.

- These cues can communicate joy, frustration, curiosity, or boredom.
- For example, if a child smiles and claps their hands when playing with water, it indicates they enjoy

sensory experiences.

- Conversely, if they turn away or become disengaged, it might mean the activity doesn’t interest them.

## **1.0.6 1.1.6 Engagement**

### **1.0.6.1 1.1.6.1 Offer Activities that Align with Their Interests:**

- Based on your observations and listening, create activities that reflect the child’s interests.
- If a child loves animals, create an animal-themed day with activities like animal puzzles, books about

animals, and a pretend play farm setup.

- Ensure that these activities are varied in type—include sensory play, physical activities, art, and

pretend play to cater to different aspects of their interest.

### **1.0.6.2 1.1.6.2 Enhance and Expand Their Interests:**

- Introduce new materials or challenges that build on their current interests.
- For instance, if a child enjoys building with blocks, provide them with a variety of blocks (different

shapes, sizes, or textures) or introduce construction vehicles to extend their play.

- Encourage the child to think creatively and explore new ways to engage with their favorite activities.
  - For example, if they love drawing, introduce pencils, crayons or different types of paper to broaden
- their experience.
- If a child loves stacking cups, introduce rings or soft blocks. The idea is to provide variety without losing the essence of what they love.

### **1.0.7 1.1.7 Flexibility**

#### **1.0.7.1 1.1.7.1 Be Ready to Adapt:**

- While session plans are important in EL daycares, be flexible enough to adjust your plans based on the child's current interests.
  - If they are deeply interested in a particular activity, allow them to continue rather than rushing them to the next scheduled activity.
  - Recognize that a child's interest might change from day to day.
  - Stay tuned to these changes and be prepared to shift your approach to accommodate their evolving preferences.

#### **1.0.7.2 1.1.7.2 Follow Their Lead:**

- Let the child take the lead in activities. If they want to build a tower instead of playing with the toy kitchen, support their choice.
  - This encourages independence and fosters a sense of ownership over their learning and play.
  - Offer gentle guidance only when needed, allowing them to explore and experiment on their own.

This autonomy helps them develop confidence and problem-solving skills.

- If they are deeply engaged, try not to interrupt with suggestions or new toys. Their concentration is a sign of deep interest, and uninterrupted play is crucial for learning.
  - Match your actions and responses to their pace. If they're moving slowly, slow down too; if they're excited and quick, respond with similar energy.

- Children often know what they want to do. Allow them to guide the play session without too much redirection.

- Narrate what's happening in the moment. For example, "You're pushing the car! Vroom, vroom!"

This builds their vocabulary and keeps the interaction engaging.

- Once you identify what they enjoy, join in. This doesn't mean taking over but rather participating in a way that enhances their experience.

### **1.0.8 1.1.8 Provide Choices**

#### **1.0.8.1 1.1.8.1 Create a Choice-Rich Environment:**

- Set up different activity stations in the room, each catering to different interests (e.g., a reading corner, a sensory table, a pretend play area, and an art station).

- Rotate materials and toys regularly to keep things fresh and engaging.
- Allow the child to choose where they want to play and what they want to play with. This empowers

them and shows that you value their preferences.

- Regularly rotate toys to keep the environment stimulating. If a child loves soft toys, swap them with

others that have different textures or sounds.

#### **1.0.8.2 1.1.8.2 Balance Freedom with Structure:**

- While offering choices, also provide some structure by setting time limits or suggesting transitions

between activities.

- This balance helps children explore their interests while also learning to adapt to routines.

### **1.0.9 1.1.9 Document and Reflect**

#### **1.0.9.1 1.1.9.1 Keep a Record of Interests:**

- Maintain a journal where you document the child's interests, activities they enjoy, and any significant

observations.

- Include notes on how their interests develop over time and how they respond to different activities.

### **1.0.9.2 1.1.9.2 Reflect and Plan Ahead:**

- Regularly review your notes and reflect on how you can further support the child's interests.
  - Use this reflection to plan future activities, ensuring that you are continuously aligning with their evolving preferences.
- in the daycare.
- Collaborate with colleagues to share insights and get ideas on how to enhance the child's experience

and activities in daycare.

### **1.0.10 1.1.10 Communication with Parents**

#### **1.0.10.1 1.1.10.1 Ask the manager to allow you Share Observations with Parents:**

- Regularly communicate with the child's parents through the manager's approval about their interests and activities in daycare.
- Provide updates through brief conversations during pick-up and drop-off times.
  - Ask parents if they've noticed similar interests at home and if they have any suggestions or insights that could be incorporated into the daycare environment.

#### **1.0.10.2 1.1.10.2 Involve Parents in the Process:**

- Encourage parents to share materials or ideas that align with their child's interests.
- Work together with parents to create a consistent experience that supports the child's interests both at home and in daycare.

and activities in daycare.

### **1.0.11 1.1.11 Encourage Social Interaction**

#### **1.0.11.1 1.1.11.1 Facilitate Group Activities Based on Common Interests:**

- If you notice that several children share a common interest (e.g., riding tires, building blocks, or water play), organize group activities that allow them to explore this interest together.
  - This not only deepens their engagement but also helps develop social skills like sharing, cooperation, and communication.
- Guide the children in collaborative play, encouraging them to share ideas, take turns, and work together on a common project (e.g., building a large block tower or creating a group artwork).

### **1.0.11.2 1.1.11.2 Promote Peer Learning:**

- Encourage children to learn from each other by pairing those with similar interests or skills.
- For example, if one child is particularly good at puzzles, they can help another child who is just

learning how to fit the pieces together.

- Create opportunities for children to showcase their work or explain their favorite activities to others.
- This builds confidence and fosters a sense of community in the daycare

Stories Of The Followed Interest: 9/10/2023

- During the outside activities session I pretended to be a rabbit (sungura). Five other kids came, and

each said they were a different animal: simba, mbwa, dudu choma, paka, and panya.

- We had a game of animals as I quickly wrote the five cards. I placed them inside their sweaters, and

each kid walked like their chosen animal.

- When they got inside, they saw a cockroach and they all assembled together to see it. So I went and

wrote the word “mende.”

- They struggled with it and one killed it, so I placed the dead mende on the “mende” card, then I left

them watching the dead mende.

- After pre-breakfast, Jadah was taking her medicine, and all the kids started saying, “Hata mimi

nilipewa ‘dawa,’ ” and they all came to see Jadah taking the medicine.

- Mary quickly wrote the word-card “dawa” and I placed the medicine on top of the word card “dawa.”

- We were outside singing, “Gari ya moshi,” while holding each other at the back.
- While we were walking and singing, someone wrote the word card “gari la moshi.” We put the word

card in the middle and we went round it singing: Gari ya moshi inaenda sana na mzigo wake Piga moshi pi! Pi piiii! 11/10/2023

- During morning free-choice activities, Makena was brought by her father. Almost every kid stopped

what they were doing and went to welcome Makena, saying, “Makena! Makena!Makena!” All of them wanted to pick her up.

- So, I wrote the word Makena on a card, said “Makena,” and dropped it on the floor. They started

playing with Makena and the word card.

- Afterwards, another kid called Molan came. She had stayed some weeks without coming, she started

crying. They all came and said, “Molan analia !Molan analia!”

- We wrote the word card, “Molan analia” as Wincrease continued soothing him to stop crying

17/6/2024.

- Morning with Blessing and the Bottle

- It was a sunny morning at the daycare, and Blessing, a curious little girl, was on a mission. While the

other kids played with toys, something else caught her eye—a plain, empty plastic bottle on the table.

- She walked over and carefully picked it up with both hands. Her eyes lit up with curiosity. She

started by shaking the bottle, giggling as it made a crinkling sound.

- The way it felt in her hands and the noises it made seemed so interesting to her.

- I noticed her interest and decided to join in. “What if we put something inside?” I asked. Blessing

nodded eagerly, so I brought over a small container of colorful beads.

- We dropped a few into the bottle, and her face lit up even more when she shook it again. Now, the

bottle made a fun rattling sound.

- Blessing didn’t stop there. She tapped the bottle on the table, on the floor, and even on her knee, each

time listening carefully to the different sounds.

- She turned the bottle upside down, watching the beads tumble from one end to the other, completely

absorbed in her little experiment.

- As snack time approached, I gently guided her to the table, but not before she gave the bottle one last

shake, smiling at her new favorite toy.

- This simple bottle had become a whole world of discovery for Blessing, showing how much joy and

learning can come from following a child’s natural curiosity.

- Following interest of a child according to the stories above refers to observing and understanding the

child's interest or preferences and tailoring activities/experience that align with all of their interests.

- In our Bethsaida daycare we have effectively as caregivers to pay attention to what our kids enjoy

doing and what they engage in and then we incorporate those elements into their daily routine through reading flashcards or in any other daycare activities like FCA,Big group, Small group, one on one,..etc.

- This will help us to foster efficiently our child's curiosity, both intrinsic and extrinsic motivation, continuous reading culture and overall development. Procedures: 1.Observe/ pay attention to what child is interested in 2.Interact with child in his/her interest showing much enthusiasm and curiosity 3.Write word card referring to the child's interest and read aloud without leaving the environment 4.Post the word card where child can access reading/observe it. 5.Provide any other material,toys or opportunities that are of child's interest allowing them(child) to explore and engage in reading the cards. 6.Encourage the child in his/her interest 7.Offer support or guidance when needed (use your judgment). 8.Where is necessary you can expand the child's interest by either introducing related topic(concept) or build up on their current exploration. 9.Give the child freedom to explore his/her interest in their own way ( Be respectful) Note:

- Time management must be cared on to do not bother other daycare's routine
- Nurture a child's development while honoring their unique interest /preference
- Make sure a child has gotten the word card opportunities

## **1.1 1.2 Children with Special Educational Needs**

Case example: Child "A" Basic details Age: 3 Condition: Mild Autism (Asperger) Description: She is a happy girl. Love to play alone. Non-verbal but producing some sounds, healthy looking. Has good fine and gross motor skills, Loves to play and stay alone however she makes few attempts to play with the rest. She has good hearing. Interventions for the day. Minimize the noise levels. Need to provide some independent play items. Colorful flashcards,

Don't force her to interact with the other children but she should be encouraged to. Find a way of communicating and getting feedback from visual cards. Have a routine that should be followed strictly. Have swings Have independent play objects Be strict with her. Always encourage good behavior. Treat them with a lot of love

## **1.2 1.3 Staff with their own kids in the daycare**

- Having staff with their own kids in the daycare is not easy and too challenging. Here are some ways

to overcome the situation respectfully;

- Help the kid to be more independent.
- Ignoring the kid sometimes so that he/she might not think that you are always there for him/her only.

- Make sure as a staff member you are doing well all your daycare activities effectively.
- Staff members must not be biased among all the kids.
- Take your kid like others inside the daycare by obeying rules and regulations established to avoid

any internal conflict based on that.

- Having flexible schedules especially to the staff with very little kids.
- To understand their needs when necessary.
- Encouraging effective communication on how the situation is between balancing daycare routine

(work) and caregiving(parenting).

- Encouraging team staff members on sharing the activities/responsibilities
- Recognized and appreciated for the work done and dedication, for both as caregivers and parents all

at once to boost their morale and motivation.

- Disciplining should be done strictly (twice than other kid to show good example)

### **1.3 1.4 Flashcards**

#### **1.3.1 1.4.1 Whaat is Flashcardsan EL flashcard?**

#### **1.3.2 1.4.2 What should be the size and arrangement of an EL flashcard?**

- Size of the text and size of the card depends on the age and ability of the child.
  - “age” = eye development, and “ability” = reading development
  - Layout and spacing for all flashcards:
    - \* Vertical margins of at-least the height of the letters.
    - “vertical margins” = blank space above and below the words to the edge of the paper.
    - Keep the same space between lines, if there are multiple lines of text on the same card.
    - Horizontal margins of at-least 3 times the width of the letters.
    - “horizontal margins” = blank space to the left and right of the words to the edge of the paper.
    - + The word(s) should be centered vertically and horizontally.
- + Flashcards are single-sided.

- Cards for different categories of kids:
  - Cards for new months-old children should be:
    - \* About 50cm wide and 30cm tall.
    - \* This is twice as big as sideways A4 paper, which is 29.7cm wide and 21 cm tall.
  - The letters on the words should be 10cm tall, and written with thick marker, with the marker strokes about 1 cm in thickness.
- Cards for new children 2 years and older should be:
  - On paper that is about  $\frac{1}{2}$  A4 size, cut the long direction
  - That is, about 30 cm wide and 10cm tall.
  - Using a normal-size thick marker
    - Cards for new children between 12 months and 2 years old should be:
      - \* In-between the months-old size and the 2 years old size, according to your judgment.
    - Cards for more experienced children:
      - \* should use a normal-size thick marker,
      - \* may have multiple words, or a sentence with two or three lines of text,
      - \* may use sideways A4 size paper to fit the multiple lines of text.

### **1.3.3 1.4.3 Is there any difference between following interest flashcards and one on one**

flashcards (set flashcards)?

- Following-interest flashcards during small-group may use a lower-quality paper as they may not

need to be reused.

- Set-flashcards are being reused over a 5-day cycle, two to three times per day. So they should use

manila paper.

- Otherwise, there is no difference in how the words are sized and written.

### **1.3.4 1.4.4 What should be the position of an adult who is flashing cards to a child? Why?**

#### **1.3.4.1 1.4.4.1 There are three main options of positions for flashing cards and reading books:**

- Face to Face (F2F) Position.
  - You are seated, kneeling, or standing leaning over, facing the child directly.

- Advantage:
- you can see the child's face and reactions.
- Disadvantage:
- you aren't in physical contact with the child, which may decrease your connection to them.

#### **1.3.4.2 1.4.4.2 Simple Lap-Sit (SLS) Position.**

- The child is on your lap facing forward and away from you.
- Advantage:
  - You are in full physical contact with the child, they are happy to be in your lap.
- Disadvantage:
  - You can't see their face, so you may not be immediately aware of changes in their interest and emotions.

#### **1.3.4.3 1.4.4.3 Three-Point Triangle (3PT) Position**

- The child is on your lap facing diagonally towards you
- A triangle is formed by your face, the child's face, and the book. All three are facing each other.
- Advantage:
  - You are in good physical contact with the child, and also can see their face at the same time.
- Disadvantage:
  - The position is a halfway compromise between the advantages and disadvantages of Face to Face and Simple Lap-Sit.

- Face and Simple Lap-Sit.
- How do you get into position during the flashing card period? Why?
    - If the child is able to stand or crawl,
      - \* then it's best if you let them choose their own position on their own.
      - \* Maybe you place them in a position, whether F2F, SLS, or 3PT.
  - But, if they change their position from that point, don't keep moving them into your desired position.
  - Remember, with flashcards, always “Let the Child Decide”!

### **1.3.5 1.4.5 If they show disinterest in the cards you can try these tricks:**

- Put your prepared cards away for a moment and follow their interest.
  - If there isn't much time left you could skip the flashcard session for that small-group period.
- Let them follow their own interests until they get bored.
  - Maybe their interest will return to your cards after 5 or 10 minutes after they get bored.
  - Maybe play a teasing game with them where you hide the cards from them as they chase after

them.

- Then you:
  - might flash one or two cards, and give them to the child for 10 or 20 seconds,

and then put them away.

- Or, you might play whatever game they're interested in, and make one or two word-cards out of that, and then:

- adjust the set of 5 cards so that they include the new words-of-interest
- continue in later small-groups this day and the next day, etc, with the new card-set, as normal.

### **1.3.6 1.4.6 Can EL flashcards include pictures? Yes or No? Why?**

#### **1.3.6.1 1.4.6.1 EL flashcards do not include pictures.**

#### **1.3.6.2 1.4.6.2 If we're putting pictures together with words, we will call those “toys”**

##### **1.3.6.2.1 1.4.6.2.1 Paper silhouette toy**

- This is a paper cut-out silhouette of an object or animal, often laminated.
- The word for that object or animal is written on the paper with a marker in flashcard-style.
- Multiple cards may be assembled and taped together to make a car or dollhouse, etc.

##### **1.3.6.2.2 1.4.6.2.2 Word/Picture guessing cards**

##### **1.3.6.2.3 1.4.6.2.3 Wearables**

- These are paper cards that can be worn or otherwise attached to the body with clothespins or string,

etc.

- They may represent parts of the body, clothing, animal masks, etc.
- A word is written somewhere on the card.

## **1.4 1.5 What is an EL book?**

### **1.4.1 1.5.1 Types of EL books.**

#### **1.4.1.1 1.5.1.1 Favorite-word books are:**

#### **1.4.1.2 1.5.1.2 Storybooks are made according to the IGSSB process:**

- Interest→Game→Story→Song→Book
- If the child enjoys the game, you can make it an exciting story.
- If the story is interesting to the child, then you can make it a song so it's enjoyable to hear multiple

times.

- If the child enjoys the song, then you can make it a book.

– Pictures

\* Storybooks

- We can put a few pictures in sometimes.
- We place the pictures on separate pages from the words.
- Only the front cover can have words and a picture on the same page.
  - Favorite-word books
- No pictures
- How do we make books?
  - Formatting

\* The formatting of pages in a book is almost the same as formatting individual A4 word-cards.

+ The only difference is you should increase the left margin by an additional 3cm, to give more space for the stapling/binding.

- Binding
  - Staples and duct tape
- Explain the IGSSB process in detail with an example?

## **1.5 1.6 Daycare games for children aged below 36 months**

### **1.5.1 1.6.1 Introduction**

- This section is designed to inspire caregivers to use play as a powerful learning tool in supporting children under 36 months.

- Through simple games that use locally available materials, caregivers can engage children's senses,

develop motor skills, nurture language, and stimulate curiosity, all while building essential bonds.

- These activities offer more than play—they're an early foundation for lifelong learning.

### **1.5.2 1.6.2 Importance of Play in Early Childhood Development**

- In the EL culture, play is essential for a child's growth and development.
- For young children, play is their primary "work," a natural means of exploring the world around them.

them.

- Each game, each object, and each interaction offers a new opportunity for children to discover, learn,

and grow.

- Play aids in developing cognitive skills, motor coordination, language, social interaction, and emotional resilience.

- The activities in this section aim to provide purposeful, joyful play that nurtures all aspects of a

child's development holistically.

### **1.5.3 1.6.3 How to use this section**

#### **1.5.3.1 1.6.3.1 EL-centered principles to keep in mind**

##### **1.5.3.1.1 1.6.3.1.1 Follow the Child's Lead**

##### **1.5.3.1.2 1.6.3.1.2 Adaptability and Flexibility**

##### **1.5.3.1.3 1.6.3.1.3 Celebrate Small Wins**

##### **1.5.3.1.4 1.6.3.1.4 Embrace a Multisensory Approach**

- Involve all senses in learning.
- Engaging touch, sound, sight, and movement deepens each learning experience.
- Remember you are to pull in some flashcards!

##### **1.5.3.1.5 1.6.3.1.5 Stop before the child wants to stop**

##### **1.5.3.1.6 1.6.3.1.6 Adjusting for Skill Level**

##### **1.5.3.1.7 1.6.3.1.7 Keeping Activities Fun and Engaging**

### **1.5.3.1.8 1.6.3.1.8 Using Everyday Materials**

#### **1.5.4 1.6.4 Overview of materials used**

- One of the greatest strengths of the EL culture is that it's rooted in resourcefulness, drawing on inexpensive, everyday materials familiar to the Kenyan context.

• EL uses simple, accessible materials such as cloth scraps, containers, bottle caps, and natural elements like stones and leaves.

- These materials make the activities feasible for any caregiver, anywhere, while connecting children to their environment.

• For example, a stick found outdoors can become a tool for a game, connecting play to nature and building familiarity with the child's surroundings.

#### **1.5.5 1.6.5 Sustainable play and EL values**

• Using locally available, sustainable materials aligns with EL values, promoting environmental awareness and mindfulness from an early age.

• Recycling and reusing materials teach children about the importance of caring for their world.  
• This also empowers caregivers to create effective learning experiences without a large budget, emphasizing that meaningful learning doesn't require elaborate materials, just imagination, curiosity, and connection.

• By providing engaging, developmental games that can be played with items readily found in most households, this book serves as a guide to creating playful, enriched learning environments.

• Whether in daycares, homes, or outdoor spaces, these activities will help children explore, learn, and flourish as they take their first steps in the journey of learning.

#### **1.5.6 1.6.6 Daycare Games**

##### **1.5.6.1 1.6.6.1 Sensory Exploration Games.**

• Sensory play is essential for young children as it stimulates their senses and supports cognitive, language, social, and motor development.

• In this chapter, we will explore various sensory exploration games that utilize inexpensive, locally

available materials, making them accessible for caregivers in Bethsaida daycares and beyond.

### **1.5.6.1.1 1.6.6.1.1 Touch and Texture Activities 1.6.6.1.1 Variation 1**

- Mini Dig Site
  - Hide small toy animals, shells, or colored beads in the sand or soil for the child to “excavate”

using their fingers or a small spoon.

### **1.6.6.1.2 Variation 2**

- Color Sorting
  - Add small colored stones, leaves, or flowers.
  - Encourage the child to sort them by color as they explore the bin.

### **1.6.6.1.3 Guidelines on playing Touch and Texture games**

- Be as jovial as possible
- Act like a child, think like a child
- Be consistent in the use of vocabulary for describing the games; look, here, wow, what is this, I feel

something. This is to enable the child to get some vocabulary.

### **1.6.6.1.4 Ice Play**

- Materials Needed:
  - Ice cubes
  - small bowls
  - plastic spoons
- How to Play:
  - Place ice cubes in a bowl and let the child touch, scoop, and move them around.
  - Encourage them to feel the cold and watch as the ice slowly melts.
- Developmental Benefit:
  - Introduces temperature differences, fine motor practice, and curiosity about cause and effect.

### **1.6.6.1.5 Texture Collage**

- Materials Needed:
  - Cardboard
  - Glue
  - Leaves
  - Sandpaper
  - soft cloth or foil.

- How to Play
  - Create a “touchable” collage by gluing different textures onto cardboard.
  - Let the child explore by touching each area and describing it.
- Developmental Benefit
  - Develops tactile recognition,
  - Improves descriptive language, and creativity.

#### **1.5.6.2 1.6.6.2 Motor Skills Development Games.**

- In early childhood, developing motor skills is fundamental to children’s overall growth and independence.
- Motor skills enable children to interact physically with their environment, engage in play, and gradually perform everyday tasks independently.
- This chapter provides activities that support children’s fine motor, gross motor, and hand-eye coordination skills, each of which plays a unique role in building the strength, balance, and control young children need as they grow.
- The EL culture emphasizes learning through active engagement and discovery, meaning that even simple, playful movements contribute to foundational development.
- In line with EL principles, the games in this section prioritize children’s freedom to explore at their own pace, guided gently by caregivers.
- By fostering a nurturing, positive environment, caregivers help children build confidence in their movements and embrace new challenges.
- Using locally available, inexpensive materials, these games aim to make skill-building accessible to everyone.
- Caregivers can adapt each activity to suit individual abilities, making these exercises enjoyable and impactful at any stage of development.

#### **1.5.6.2.1 1.6.6.2.1 .1Fruit Tasting**

- Variation: Blind Taste Test
  - Blindfold the child briefly and let them try to guess which fruit they’re tasting.
- Variation: Texture Focus

- Let the child identify fruits with similar textures (e.g., smooth bananas vs. juicy watermelon)

to encourage sensory differentiation.

#### 1.6.6.2.1.1 DIY Shakers

#### 1.6.6.2.1.2 Sound Hunt

Variation: Outdoor Sound Safari

- Go on a sound hunt outdoors.
- Encourage the child to identify sounds from nature, like:
  - birds chirping.
  - leaves rustling.

Variation: Guess That Sound

- Record household sounds (like a door closing or a spoon tapping on a pot) and play them back for

the child, asking them to guess the source.

- You can vary the tapping speed to make it more fun!
- Developmental Benefit:
  - Builds rhythm awareness,
  - early language skills, and listening.

#### 1.6.6.2.1.3 Visual Stimulation

- Colorful Cloth Game
  - Materials Needed:
    - \* Brightly colored fabric scraps or paper.
  - How to Play:
    - \* Spread the colorful fabrics on the floor.
    - \* Ask the child to find specific colors or patterns.
    - \* You can also use these fabrics to create simple sorting games by color.
  - Developmental Benefit:
    - \* This activity promotes color recognition and visual tracking skills.
- Light and Shadow Play
  - Materials Needed:
    - \* A flashlight or a lamp
    - \* various objects to cast shadows (toys, hands).
  - How to Play

- \* Dim the lights and use the flashlight to create shadows on the wall.
  - \* Explore how different objects cast different shapes and shadows.
  - \* Encourage the child to move their hands or toys to see how the shadows change.
- Developmental Benefit:
  - \* This activity enhances visual perception and encourages imaginative play.
- Peek-a-Boo Color Board
  - Materials Needed:
    - \* Bright-colored paper, cloth, or felt cut into shapes and hidden under a small cloth.
  - How to Play:
    - \* Reveal different colors and shapes one at a time, saying the color's name or shape each time.
  - Developmental Benefit:
    - Helps with color and shape recognition, visual tracking, and early language.
- Bubble Play
  - Materials Needed:
    - \* Safe bubble solution and a small wand.
  - How to Play:
    - \* Blow bubbles and encourage the child to watch, pop, or reach for them.
    - \* You can play indoors or outside for an extra level of visual excitement.
  - Developmental Benefit:
    - \* Great for visual tracking, coordination, and excitement!
- “Find It” Game
  - Materials Needed:
    - \* Small, bright-colored items like a red spoon, yellow ball, blue cup.
  - How to Play:
    - \* Scatter the items around the room, then ask the child to find each color.
    - \* This can also be done with shapes or objects (like “find the spoon”).
  - Developmental Benefit:
    - \* Encourages visual discrimination, color recognition, and spatial awareness.

#### 1.6.6.2.1.4 Object Drop Game

- Materials Needed:
  - Containers and a variety of small items (stones, leaves, shells).

- How to Play
  - Let the child drop items into different containers to hear the varied sounds each object makes.
  - Discuss how some items make a loud sound and others are quieter.
- Developmental Benefit:
  - Builds auditory discrimination
  - Builds fine motor skills.

#### 1.6.6.2.1.5 Sing-and-Tap Songs

- Materials Needed:
  - A small drum, a plastic container, or simply your hands.
- How to Play
  - Sing a simple song or chant while encouraging the child to tap along to the rhythm.
  - You can vary the tapping speed to make it more fun!
- Developmental Benefit:
  - Builds rhythm awareness
  - Builds early language and listening skills.

#### 1.5.6.2.2 1.6.6.2.2 Visual stimulation games variation 1.6.6.2.2.1 Colorful Cloth Game

- Variation: Hide and Seek Colors – Hide colored cloths or paper squares around the room for the child

to find.

- Variation: Color Matching – Prepare colored cloths or toys and encourage the child to match each

one to a similarly colored item or piece of clothing they're wearing.

#### 1.6.6.2.2.2 Bubble Play

- Variation: Catch and Count – Encourage the child to try to "catch" bubbles on their hand or pop them

with a finger while counting aloud.

- Variation: Bubble Races – Blow bubbles and encourage the child to follow a particular bubble, trying

to pop it before it reaches the floor.

#### 1.5.6.2.3 1.6.6.2.3 Taste and Smell Exploration 1.6.6.2.3.1 Edible Sensory Play

- Materials Needed:
  - Safe, edible items (e.g., fruits, vegetables, yogurt) for sensory exploration.

- How to Play:
  - Set up a tasting station with various fruits and vegetables.
  - Allow the child to explore the different tastes and smells, encouraging them to express what

they like or dislike.

- Developmental Benefit:
  - This activity stimulates sensory exploration, encourages healthy eating habits, and supports

language development.

#### 1.6.6.2.3.2 Scented Playdough

- Materials Needed:
  - Homemade playdough (using flour, salt, water, and oil)
  - food scents (e.g., vanilla, mint, citrus).
- How to Play:
  - Make the playdough and add a few drops of different food scents.
  - Let the child knead and play with the scented dough, discussing the different smells.
- Developmental Benefit:
  - This promotes fine motor skills while engaging multiple senses.

#### 1.6.6.2.3.3 Spice Jar Smelling

- Materials Needed:
  - Clean jars with safe-to-smell spices or herbs (like cinnamon, basil, or lemon peel).
- How to Play:
  - Open a jar, let the child take a gentle sniff, and describe the smell.
  - Rotate the jars for variety.
- Developmental Benefit:
  - Expands sensory vocabulary and engages the sense of smell.

#### 1.6.6.2.3.4 Fruit Tasting

- Materials Needed:
  - Small slices of different fruits (like mango, banana, and avocado).
- How to Play:
  - Let the child taste each fruit and describe the flavor.
  - If the child is yet to speak, describe the flavors for them using a one word vocabulary.
  - Encourage them to say whether they like it or not.

- Developmental Benefit:
  - Introduces new foods and textures, builds language skills, and encourages healthy eating.

#### 1.6.6.2.3.5 Scent Matching Game

- Materials Needed:
  - Cotton balls
  - A few essential oils or natural scents (like vanilla, orange).
- How to Play:
  - Put a few drops of a scent on different cotton balls and encourage the child to match two of the same scent.

the same scent.

- Developmental Benefit:
  - Strengthens smell recognition and memory skills.

Note: If the child is allergic to many scents, use natural foods like yogurt, milk, juice, milk.

#### 1.5.6.2.4 1.6.6.2.4 Movement based-sensory games 1.6.6.2.4.1 Scarf Play

- Materials Needed:
  - Lightweight scarves or fabric pieces.
- How to Play:
  - Toss or wave the scarves in the air and let the child watch, grab, or wave them around.
- Developmental Benefit:
  - Promotes visual tracking.
  - Promotes gross motor skills.
  - Promotes sensory exploration.

#### 1.6.6.2.4.2 Animal Movement Mimicry

- Materials Needed:
  - Open space for movement.
- How to Play:
  - Encourage the child to move like different animals: crawling like a cat, stomping like an elephant, or hopping like a frog.
- Developmental Benefit:
  - Enhances gross motor skills and sensory body awareness.

#### 1.6.6.2.4.3 Rice or Bean Pouring

- Materials Needed: Small containers, cups, and dried rice or beans.

- How to Play:
  - Show the child how to pour rice from one container to another.
  - They can use cups or their hands to transfer the rice, creating a soothing, sensory experience.
- Developmental Benefit:
  - Builds hand-eye coordination.
  - Builds fine motor skills.
  - Builds tactile exploration.

#### 1.6.6.2.4.4 Movement-based sensory games variations

- Scarf Play
  - Variation: Toss and Catch
    - \* Gently toss scarves in the air, encouraging the child to catch them as they fall.
  - Variation: Hide and Seek
    - \* Hide a small toy under a scarf and have the child lift the scarves one by one to “find” it.
- Animal Movement Mimicry
  - Variation: Action Guessing Game
    - \* Move like an animal and ask the child to guess which animal you’re being, then let them take a turn.
  - Variation: Sound and Action Combo
    - Combine movement with animal sounds, like “moo” while crawling like a cow, to add a sound dimension to the game.
- Rice or Bean Pouring
  - Variation: Color Mixing
    - \* Use a few different types of dried beans (like black beans and lentils).
    - \* The child can practice sorting them back into separate piles after mixing.
  - Variation: Counting Pour
    - \* Count aloud with the child as they pour handfuls of rice or beans from one container to another, emphasizing numbers and rhythm.

#### 1.5.6.2.5 1.6.6.2.5 Fine motor skills games 1.6.6.2.5.1 Beading with Large Beads or Cereal on Strings

- Materials:

- Large beads
- cereal loops (like Cheerios), or bottle caps with holes
- sturdy shoelace or string.
- Instructions:
  - Demonstrate threading a bead or cereal loop onto the string. Let the child try, assisting them

as needed to guide their fingers and focus.

- Benefits:
  - Enhances hand-eye coordination, concentration, and strengthens pincer grasp.
- Variation:
  - Use beads of different colors and shapes.
  - Count aloud with each bead added for a bit of counting practice.

#### 1.6.6.2.5.2 Beading with Large Beads or Cereal on Strings

- Materials:
  - Large beads, cereal loops (like Cheerios), or bottle caps with holes; sturdy shoelace or string.
- Instructions:
  - Demonstrate threading a bead or cereal loop onto the string.
  - Let the child try, assisting them as needed to guide their fingers and focus.
- Benefits:
  - Enhances hand-eye coordination, concentration, and strengthens pincer grasp.
- Variation:
  - Use beads of different colors and shapes.
  - Count aloud with each bead added for a bit of counting practice.

#### 1.6.6.2.5.3 Clothespin Pinching

- Materials:
  - Clothespins
  - A container or thick cardboard.
- Instructions:
  - Show the child how to pinch and release the clothespins onto the edge of the container or cardboard.
- Benefits:
  - Builds pincer grasp

- Builds hand strength
- Builds concentration
- Variation:
  - Use colored clothespins and encourage the child to match colors to specific areas.

#### 1.6.6.2.5.4 Paper Tearing

- Materials:
  - Old newspapers or scrap paper.
- Instructions:
  - Allow the child to tear pieces of paper, creating different shapes or lengths.
- Benefits:
  - Strengthens hand muscles, enhances fine motor skills, and encourages sensory exploration.
- Variation:
  - Try tearing tissue paper for an extra soft sensory experience or make a simple collage by gluing the pieces onto another paper.

#### 1.6.6.2.5.5 Button Sorting

- Materials:
  - Large buttons or bottle caps
  - small containers.
- Instructions:
  - Encourage the child to sort buttons or caps by color or shape.
- Benefits:
  - Develops fine motor control, color recognition, and organizational skills.
- Variation:
  - Use different-sized buttons and encourage sorting by size or texture.

#### 1.6.6.2.5.6 Finger Painting with Natural Dyes

- Materials:
  - Food-based dyes (e.g., beetroot, turmeric),
  - Small paper sheets, or cardboard.
- Instructions:
  - Put a bit of dye on the child's finger and encourage them to make dots, lines, or simple shapes

on paper.

- Benefits:
  - Boosts finger dexterity, creativity, and sensory awareness.
- Variation:
  - Introduce color names during play and try finger painting in specific patterns.

#### 1.6.6.2.5.7 Button Sorting into Containers

- Materials:
  - Large buttons
  - colored bottle caps, or small pebbles
  - containers like cups or bowls.
- Instructions:
  - Show the child how to pick up buttons or bottle caps and drop them into containers, ideally sorted by color or size.

sorted by color or size.

- Benefits:
  - Develops precision and fine motor control while encouraging sorting and categorization.
- Variation:
  - Add simple sorting challenges like putting similar colors together to enhance focus.

#### 1.5.6.2.6 1.6.6.2.6 Gross motor games 1.6.6.2.6.1 Obstacle Course with Chairs

- Materials:
  - Chairs
  - pillows
  - cushions
  - other soft obstacles
- Instructions:
  - Arrange a course with objects the child can crawl around, over, or under.
  - Encourage them to follow a simple path, adjusting obstacles as they go.
- Benefits:
  - Improves balance, strength, and spatial awareness.
- Variation:
  - Rearrange the course to keep the challenge fresh.
  - Add instructions like “go under” or “over” to introduce vocabulary while they play.

#### 1.6.6.2.6.2 Balancing on Sticks or Stones

- Materials:
  - Long sticks
  - Flat stones
- Instructions:
  - Lay sticks or stones in a straight or zig-zag line and invite the child to walk along them, trying to balance without stepping off.
- Benefits:
  - Develops balance, coordination, and body awareness.
- Variation:
  - Place the sticks closer together or create more challenging patterns, like curves, to enhance the difficulty.

#### 1.6.6.2.6.3 Crawling Tunnel

- Materials:
  - Cardboard boxes
  - sheets, or chairs to create a tunnel.
- Instructions:
  - Set up a simple tunnel and encourage the child to crawl through it.
- Benefits:
  - Improves core strength .
  - Improves coordination.
  - Improves balance.
- Variation:
  - Place small toys inside the tunnel for the child to collect as they crawl through.

#### 1.6.6.2.6.4 Jumping Jumps

- Materials:
  - Cushion or mat
  - Chalk if outside.
- Instructions:
  - Draw a line or use a mat, and encourage the child to jump from one side to the other.
- Benefits:
  - Builds leg strength, balance, and gross motor skills.
- Variation:

- Encourage hopping on one foot, or add a “landing spot” to focus their jumps.

#### 1.6.6.2.6.5 Ball Kicking

- Materials:
  - Soft ball
  - Safe space.
- Instructions:
  - Show the child how to kick the ball and chase after it.
  - This can be done outside or inside with a soft ball.
- Benefits:
  - Enhances leg coordination, balance, and spatial awareness.
- Variation:
  - Set up simple “goals” with objects on either side to practice aiming kicks.

#### 1.6.6.2.6.6 Jumping Over Lines

- Materials:
  - Chalk or tape to make lines on the floor.
- Instructions:
  - Draw or tape lines on the ground and encourage the child to jump over them, starting with smaller gaps and increasing as they grow comfortable.
- Benefits:
  - Enhances leg strength, coordination, and confidence.
- Variation:
  - Create more lines or patterns (zigzag, curved) to jump over or use different foot patterns like hopping. For children yet to crawl: a. Light Chase

- Materials:
  - A flashlight or a safe light-up toy.
- Instructions:
  - Turn off the main lights or dim the room slightly and shine the flashlight or place the light-up toy a short distance away. Move the light slowly, encouraging the child to crawl toward it.
- Benefits:
  - Encourages crawling and visual tracking, helps build arm and leg strength, and adds

excitement with the novelty of light.

- Variation:

- Shine the light on different objects or surfaces to keep the child interested, or introduce simple verbal cues like “Find the light!”

- Materials:

- Soft, brightly colored ball.

- Instructions:

- Sit a short distance from the child and roll the ball towards them, encouraging them to try to

catch it.

- Roll it slightly further each time to encourage them to move forward.

- Benefits:

- Builds motivation, coordination, and strengthens the child’s arms and legs as they reach and

move forward.

- Variation:

- Use balls of different textures or add playful sounds like clapping when they reach the ball to

create additional stimulation. c. Blanket Pull

- Materials:

- Soft blanket or mat.

- Instructions:

- Place the child on a soft blanket or mat and gently pull them a few inches forward, creating a

fun sliding motion.

- Place a favorite toy a few inches away and encourage them to crawl toward it after the blanket stops.

- Benefits:

- Provides sensory stimulation, helps the child experience forward motion, and builds excitement for crawling.

- Variation:

- Change the position of the toy after each slide, or add sound or movement to make the toy

more enticing. d. Peekaboo Crawl

- Materials:
  - Small blanket or towel.
- Instructions:
  - Place yourself a short distance from the child, covering your face with a blanket.
  - Peek out and call their name, encouraging them to crawl toward you.
  - Once they reach you, lift the blanket and reveal your face, celebrating their success.
- Benefits:
  - Builds strength, coordination, and anticipation while promoting caregiver interaction.
- Variation:
  - Hide different objects under the blanket for them to “discover” when they reach you, adding novelty each time. e. Bubble Crawl

novelty each time. e. Bubble Crawl

- Materials:
  - Bubble wand or bubble machine.
- Instructions:
  - Blow bubbles at a low height and encourage the child to crawl toward them, trying to pop them with their hands.
- Benefits:
  - Stimulates curiosity, builds coordination, and strengthens crawling movements as they chase the bubbles.
- Variation:
  - Change the speed and direction of the bubbles to keep it fun and challenging.

#### f. Tunnel Adventure

- Materials:
  - Cardboard boxes, cushions, or chairs with a blanket draped over to create a tunnel.
- Instructions:
  - Set up a short tunnel by arranging the boxes or chairs with the blanket over them.
  - Place a small toy at the end of the tunnel to encourage the child to crawl through.
  - You can be at the other end to call their name or clap to attract them.
- Benefits:

- Boosts spatial awareness, builds strength, and encourages exploration as they crawl through
- the enclosed space.

- Variation:

- Add a small bell or rattle at intervals in the tunnel to create additional auditory cues as they

move through.

- g. Toy Trail

- Materials:

- Small toys or safe household objects.

- Instructions:

- Place a series of small toys in a line on the floor, creating a path for the child to follow as they crawl.

- Encourage them to move from one toy to the next, pausing to explore each one.

- Benefits:

- Strengthens crawling endurance, builds attention span, and encourages discovery.

- Variation:

- Use toys of different shapes, sizes, and textures to make each “stop” along the trail interesting. Move toys closer together or farther apart as needed.

h. Crinkle Crawl

- Materials:

- Crinkly paper.

- Foil, or soft fabric with an interesting texture.

- Instructions:

- Place the crinkly material on the floor, encouraging the child to crawl across it to reach a toy

or your open arms on the other side.

- Benefits:

- Offers sensory stimulation through sound and texture while motivating the child to crawl.

- Variation:

- Change the material to offer new sensory experiences, such as a soft towel or a piece of fabric

with raised patterns. i . Snack Trail

- Materials:

- Small
  - Safe snack pieces (e.g., soft banana slices).
- Instructions:
  - Place small pieces of snack in a line, encouraging the child to crawl forward to reach each one and have a tiny bite.
- Benefits:
  - Encourages crawling, builds endurance, and rewards movement with small treats.
- Variation:
  - Adjust the snack distance to match the child's crawling speed, and use their favorite snacks to

make it more appealing. j. Mirror Motivation

- Materials:
  - Small unbreakable mirror.
- Instructions:
  - Place a small mirror on the floor in front of the child and let them see their reflection, encouraging them to move toward the “other baby” in the mirror.
- Benefits:
  - Stimulates curiosity, promotes social awareness, and motivates crawling.
- Variation:
  - Place a familiar toy or caregiver’s face behind the mirror to add to their curiosity as they approach. k. Balloon Chase

• Materials:

- A lightweight balloon.

• Instructions:

- Place the balloon or beach ball just out of reach of the child, encouraging them to crawl toward it.

- You can tap it lightly to make it move slowly across the floor.
- Benefits:
  - Builds strength, coordination, and keeps the child engaged with movement.
- Variation:
  - Use a balloon with a small amount of weight (like a small stuffed toy attached) so it stays low

to the ground, making it easier for the child to follow. l. Obstacle Crawl

- Materials:
  - Small pillows
  - Soft toys, or cushions.
- Instructions:
  - Set up a simple course with soft pillows and toys for the child to navigate around.
  - Show them how to move around each item or over a low cushion.
- Benefits:
  - Develops problem-solving, builds arm and leg strength, and helps with spatial awareness.
- Variation:
  - Change the arrangement of obstacles each time to keep the activity engaging.

For children learning to crawl: a. Toy Chase

- Materials:
  - A small, soft toy that rolls or slides across the floor.
- Instructions:
  - Gently roll the toy a short distance away from the child, encouraging them to crawl after it.
  - Make sounds or gestures to catch their attention and celebrate when they reach it.
- Benefits:
  - Motivates crawling, builds upper body strength, and improves coordination.
- Variation:
  - Use toys that make sounds when moved or roll at different speeds to keep the child engaged.

b. Pillow Mountain

- Materials:
  - Soft pillows
  - Cushions.
- Instructions:
  - Create a low “mountain” of pillows on the floor.
  - Encourage the child to crawl up and over it, cheering them on as they navigate different heights.

- Benefits:
  - Strengthens arms and legs, develops spatial awareness, and enhances problem-solving.
- Variation:

- Adjust the height and arrangement of the pillows as the child becomes more confident and

adventurous. For children learning to walk:

- a. Supported Walking with Scarves
  - Materials:
    - Colorful scarves or a soft ribbon.
  - Instructions:
    - Hold both ends of a scarf or ribbon and let the child hold the middle as they walk, giving gentle support.
  - Walk around the room or take small steps to guide them.
  - Benefits:
    - Builds leg strength, improves balance, and encourages independence.
  - Variation:
    - Use different colored scarves each time to make it visually stimulating, and add little pauses

or turns for extra balance practice.

- b. Stepping Stones
  - Materials:
    - Fabric squares
    - Mats, or paper taped to the floor.
  - Instructions:
    - Place the squares on the floor to create a path, leaving small gaps between each “stone.”
    - Encourage the child to step from one to the next with your assistance if needed.
  - Benefits:
    - Enhances balance, leg strength, and coordination while building confidence in taking steps.
  - Variation:
    - Gradually increase the gaps between the stones to challenge the child as they grow more confident in walking.

c. Push-and-Walk

- Materials:
  - A sturdy chair or low, weighted box.
  - Chair or stool that can be pushed across the floor.
- Instructions:
  - Show the child how to push the chair or box while walking behind it, holding on for support.

- Benefits:
  - Builds leg strength, balance, and coordination as they learn to move with stability.
- Variation:
  - Use different objects like a small cart or wagon that can be pushed safely, and add toys inside for them to “transport” as they walk.

3. Eye hand coordination games

- a. Rolling and Catching Balls

- Materials:
  - Soft balls of various sizes.
- Instructions:
  - Sit across from the child and roll a ball to them, encouraging them to catch or stop it with their hands.

- Gradually increase the rolling distance.
- Benefits:
  - Enhances hand-eye coordination.
  - Enhances tracking skills, and timing.
- Variation:
  - Use balls of different textures or sizes, or introduce soft throws for variety.

- b. Spoon and Cup Transfer Activities

- Materials:
  - Spoons
  - Cups
  - Small items (beans, bottle caps).
- Instructions:
  - Show the child how to scoop items from one cup to another using a spoon.
- Benefits:
  - Strengthens fine motor skills, precision, and control.
- Variation:
  - Try different objects or use a smaller spoon to add challenge.

- c. Drop the Pebble

- Materials:
  - Small pebbles.

- Dried beans.
    - Bottle caps; narrow-necked bottle.
  - Instructions:
    - Show the child how to hold a pebble over the bottle and drop it in, encouraging precision.
  - Benefits:
    - Strengthens hand-eye coordination and concentration.
  - Variation:
    - Use a larger bottle or smaller objects to adjust difficulty as the child progresses.
- d. Balloon Toss
- Materials:
    - Small balloons or light balls.
  - Instructions:
    - Lightly toss a balloon toward the child and encourage them to swat or catch it with their hands.
  - Benefits:
    - Improves tracking, timing, and reaction skills.
  - Variation:
    - Try different motions—like gently bouncing, tossing, or tapping the balloon with an open palm or a small, soft bat. For children yet to crawl: a. Tummy Time Toy Reach
  - Materials:
    - Soft, colorful toys or rattles.
  - Instructions:
    - Place the infant on their tummy and position toys just out of reach to encourage them to lift their head, reach forward, and grab. Gently shake the toy to get their attention.
  - Benefits:
    - Strengthens neck, shoulder, and arm muscles while promoting hand-eye coordination.
  - Variation:
    - Use toys with different textures, sounds, or lights to add interest and sensory exploration.
- b. Floating Scarf Grab
- Materials:
    - Lightweight scarves or fabric squares.

- Instructions:
    - Hold the scarf above the infant, slowly dropping it within their reach so they can try to grab it.
    - Allow it to gently float down so they can track it with their eyes and hands.
  - Benefits:
    - Enhances visual tracking, hand-eye coordination, and reaching skills.
  - Variation:
    - Change the color of the scarves or try using multiple scarves to create variety.
- c. Ribbon Ring Exploration
- Materials:
    - An embroidery hoop or soft ring tied with multiple colorful ribbons.
  - Instructions:
    - Hold or suspend the ring near the infant and encourage them to reach and pull on the ribbons,
  - exploring different colors and textures.
  - Benefits:
    - Builds fine motor strength in fingers and hands and promotes sensory exploration.
  - Variation:
    - Tie ribbons of various textures, like satin or velvet, for extra tactile stimulation.
- d. Finger Puppets
- Materials:
    - Simple finger puppets or small, soft toys.
  - Instructions:
    - Put on a finger puppet and slowly move your hand in front of the infant, allowing them to reach out to touch or grab it. Make simple sounds or tell a short story to keep their attention.
  - Benefits:
    - Stimulates eye tracking, focus, and reaching for objects.
  - Variation:
    - Use different puppets or change finger movement speeds to keep their interest.
- e. Crinkly Paper Exploration Materials: Crinkly paper (such as clean tissue paper or baby-safe crinkly toys). Instructions: Place a piece of crinkly paper or toy in front of the infant and

encourage them to reach, grab, and explore the sound and texture. Benefits: Encourages hand exploration, sound response, and sensory awareness.

Variation: Use different materials with textures that make soft sounds, such as cloth or foil-wrapped paper. f. Soft Ball Tracking and Reaching Materials: A soft, small ball. Instructions: Gently roll a ball in front of the baby, encouraging them to follow it with their eyes and reach out to touch it. Slowly move it from side to side to keep them engaged. Benefits: Supports visual tracking, focus, and reaching. Variation: Use balls of different textures or slight weights to vary the sensory input. g. Pat-a-Cake with Toys Materials: Small, soft toys or textured balls. Instructions: Place a toy in each hand and gently guide the baby's hands to touch together while singing a song or saying "pat-a-cake." Let them hold a toy in each hand, encouraging them to explore how their hands work together. Benefits: Develops bilateral coordination and awareness of each hand. Variation: Change toys frequently or add music to keep them engaged. h. High Contrast Card Reach Materials: High-contrast cards (black and white or red and white). Instructions: Place a high-contrast card slightly out of reach during tummy time or while they're on their back. Move it slowly to encourage them to reach and touch. Benefits: Builds visual focus, tracking, and reaching ability.

Variation: Rotate cards with different designs or patterns to hold their attention. i. Sound and Reach Shaker Materials: Small, baby-safe shaker or rattle. Instructions: Shake the rattle near the infant, drawing their attention to the sound. Allow them to reach out and grab the rattle as you gently move it within reach. Benefits: Enhances auditory and visual tracking while stimulating hand coordination. Variation: Experiment with shakers of different sounds or colors to vary sensory engagement. j. Mirror Reach and Touch Materials: Baby-safe mirror. Instructions: Place the mirror in front of the infant during tummy time. Encourage them to reach out and touch their reflection, which promotes self-recognition and tactile exploration. Benefits: Fosters hand-eye coordination, self-awareness, and sensory discovery. Variation: Move the mirror around to encourage reaching in different directions or play peek-a-boo for added engagement. k. Cloth Pulling Activity Materials: Light cloths or scarves and a container with a small opening. Instructions: Place the cloths partially in a container so that the ends are sticking out. Encourage the infant to pull the cloths out of the container.

Benefits: Builds grip strength, finger dexterity, and introduces a cause-and-effect element. Variation: Use cloths of various textures or add items of different colors to keep the game fresh. l. Spinning Bottle Exploration Materials: A plastic bottle filled with beads or rice, securely closed. Instructions: Lay the bottle on its side and encourage the infant to reach out, roll, or bat it to see and hear the contents moving around. Benefits: Develops arm and hand coordination, visual tracking, and sound awareness. Variation: Change bottle contents or colors to vary the experience. For children learning to walk: m. Rolling Object Catch Materials: A soft, lightweight ball. Instructions: Sit a few feet away from the child and gently roll the ball toward them. Encourage them to reach down, pick it up, and roll it back to you. Benefits: Enhances eye-hand coordination and balance as they bend down to pick up the ball, developing both motor skills and walking stability. Variation: Use balls of different textures or colors to keep the game interesting. n. Stacking Fun Materials: Large, lightweight blocks or stackable cups.

Instructions: Place a stack of blocks or cups in front of the child and show them how to stack one on top of the other. Let them try stacking themselves, or take turns adding blocks to encourage balance. Benefits: Develop fine motor control and concentration as they learn to balance objects on top of one another. Variation: Use blocks in bright colours or with different textures to increase sensory stimulation. o. Bean Bag Toss Materials: Small bean bags or soft balls and a basket. Instructions: Place the basket a short distance from the child and demonstrate tossing a bean

bag into it. Encourage them to throw their bean bags into the basket, adjusting the distance as needed. Benefits: Promotes hand-eye coordination, arm strength, and timing as they aim and toss. Variation: Use a container with a larger or smaller opening or place the basket slightly higher for a greater challenge. p. Spoon Transfer Materials: Plastic spoon and soft objects (e.g., cotton balls). Instructions: Show the child how to place a cotton ball on a spoon, then transfer it from one container to another. Encourage them to balance the cotton ball on the spoon as they move it.

Benefits: Develops fine motor skills, focus, and coordination as they try to keep the cotton ball balanced. Variation: Use different spoon sizes or swap cotton balls with other light items to increase the challenge. q. Ring Stack Pull and Release Materials: Ring stacking toy. (a stick and roles of used toilet paper cut into rings. Instructions: Place the rings near the child and let them practice putting the rings onto the pole. They can experiment with taking the rings on and off, stacking and pulling them off in a fun and repetitive way. Benefits: Improves hand-eye coordination and finger dexterity, encouraging controlled hand movements. Variation: Use rings of various colors and textures or add simple counting as they stack to increase learning. r. Push-and-Roll Game Materials: Toy cars, soft balls, or rolling toys. Instructions: Place a toy car or rolling toy near the child and demonstrate pushing it across the floor. Encourage them to push the toy and follow it, coordinating movement and aiming. Benefits: Improves hand strength, coordination, and provides an exciting chance to move while watching the toy roll. Variation: Place a soft barrier, like a pillow, for them to aim the toy toward, encouraging controlled pushing.

- k. Button Push Board Materials: DIY board with large buttons (use sturdy cardboard or a surface with easy-to-press buttons). Instructions: Set up a simple board with buttons or objects they can press down, encouraging the child to press each button one at a time. Benefits: Enhances fine motor skills, finger strength, and teaches focus. Variation: Add buttons of different sizes or sounds that activate as they press.
- l. Block Drop Materials: Large container and lightweight blocks. Instructions: Set the container on the floor and demonstrate dropping blocks into it, one at a time. Let the child stand or sit and practice picking up blocks and placing them into the container. Benefits: Encourages precision, fine motor skills, and coordination as they pick up and place objects. Variation: Use differently sized containers or blocks to adjust the level of difficulty.
- m. Sticky Note Grab Materials: Sticky notes or pieces of tape. Instructions: Stick a few sticky notes or pieces of tape to a wall or table at the child's eye level and show them how to grab and pull each one off. Encourage them to reach and pull, using both hands alternately.

Benefits: Develops hand strength, coordination, and encourages movement as they pull each note off. Variation: Use bright colors or add small, safe images on each sticky note to make it more exciting. n. Bubble Pop Materials: Bubble wand or bubble machine. Instructions: Blow bubbles within the child's reach and encourage them to pop each one with their hands. Try moving around as they reach and pop to keep them moving. Benefits: Builds coordination, focus, and helps children practice visually tracking objects. Variation: Blow the bubbles at different heights, encouraging the child to reach higher or squat to reach them. For children who are walking: a. Bean Bag Balancing Walk

- Materials:
  - Small bean bags.
- Instructions:
  - Have the child balance a bean bag on their head and walk from one point to another. If

the bean bag falls, encourage them to pick it up and try again.

- Benefits:
  - Improves coordination, posture, and balance while they focus on keeping the bean bag steady.
- Variation:
  - Adjust the distance, or have them try walking on a line marked on the floor for extra balance

practice.

- b. Rolling Ball Aim Materials: A soft ball and several targets like small baskets or bowls. Instructions: Set up the baskets at different distances. Encourage the child to roll or gently throw the ball toward the target, trying to get it inside. Benefits: Enhances hand-eye coordination, arm strength, and aim. Variation: Use different target sizes to vary the difficulty.
- c. Catch and Drop Materials: Soft balls or bean bags. Instructions: Stand a short distance from the child and gently toss the ball for them to catch and then toss back. Start with rolling the ball before progressing to gentle tossing. Benefits: Helps develop timing, coordination, and motor planning as they learn to anticipate and catch. Variation: Try using different-sized balls, or play while sitting for a relaxed version of the game.
- d. Ping-Pong Scoop Materials: A plastic spoon and ping-pong balls or other small objects. Instructions: Place a small bowl filled with ping-pong balls on one end of the room and an empty bowl on the other. Give the child a spoon and encourage them to scoop up a ball and transfer it to the empty bowl without dropping it. Benefits: Encourages balance, concentration, and control of hand movements.

Variation: Increase the distance between the bowls or use other small objects like soft pom-poms.

- e. Target Toss with Rings Materials: Small rings (such as plastic bracelets/ toilet paper cut out rings) and a peg or stick in the ground. Instructions: Place the peg a few feet away from the child. Let them toss the rings onto the peg, aiming to get as many as possible on the target. Benefits: Enhances aim, timing, and hand-eye coordination as they practice tossing. Variation: Place the peg at different heights or use rings of varying sizes to add challenge.
- f. Ribbon Dancing Materials: Ribbons tied to sticks or long fabric strips. Instructions: Give the child a ribbon and encourage them to wave it around, creating patterns in the air while moving around. Benefits: Supports hand control, creativity, and large motor skills as they wave, swirl, and make shapes with the ribbon. Variation: Play music and encourage dancing or create specific shapes for them to mimic.
- g. Pop the Bubble Wrap Materials: Bubble wrap pieces\_on the ground. Instructions: Spread bubble wrap on the floor and let the child walk or press down on it with their hands to pop the bubbles.

Benefits: Improves hand strength, finger dexterity, and coordination while providing sensory feedback. Variation: Encourage them to try popping bubbles with one finger, both hands, or even their toes for variety.

- h. Block Stacking Race

- Materials:
  - Large building blocks or soft stacking toys.
- Instructions:

- Set up a mini “race” where the child has to carry one block at a time across the room to stack

in a designated area.

- Encourage them to create the tallest tower they can without it toppling over.
- Benefits:
  - Enhances precision, balance, and coordination as they carry and stack blocks.
- Variation:
  - Time each race, have them build patterns, or race with another child for friendly competition.

#### i. Pinching Pom-Pom Transfer

- Materials:
  - Small pom-poms
  - A pair of child-safe tweezers/ sticks shaped as chopsticks.
- Instructions:
  - Place a pile of pom-poms in a bowl and an empty bowl nearby.
  - Show the child how to use tweezers to pick up each pom-pom and transfer it to the empty bowl.

- Benefits:
  - Builds fine motor control and hand strength
  - Encourages focus and concentration.
- Variation:
  - Use different colors and ask the child to sort the pom-poms by color as they transfer.

#### j. Water Pouring Practice

- Materials:
  - Small plastic pitchers
  - Cups.
- Instructions:
  - Fill a small pitcher with water and provide an empty cup.
  - Show the child how to pour water from the pitcher into the cup.
  - Let them take turns pouring carefully to avoid spills.
- Benefits:
  - Enhances hand stability, coordination, and precision.

- Variation:
  - Use differently sized cups or provide food coloring for fun, colorful water.
- k. Obstacle Course with Hand Transfers
- Materials:
  - Small objects like stuffed animals or lightweight toys.
- Instructions:
  - Set up a simple obstacle course with chairs, pillows, or small barriers. Have the child pick up

an object at one end, walk through the course, and place it at the other end.

- Benefits:
  - Improves hand stability, eye coordination, and gross motor skills as they navigate the course.
- Variation:
  - Change the course layout or add small goals, like hopping over a spot or walking around a

chair. l. Drop and Aim

- Materials:
  - A large plastic bottle and small objects like marbles or stones.
- Instructions:
  - Place the bottle on the floor and encourage the child to drop objects into it, aiming carefully

each time.

- Benefits:
  - Develops focus, precision, and hand-eye coordination.
- Variation:
  - Use smaller objects or change the container's size to increase or decrease difficulty.

#### 1.6.6.2.6.7 Light Chase

For children learning to crawl: For children learning to walk: 3. Eye hand coordination games

For children yet to crawl: For children learning to walk: For children who are walking:

### **1.5.6.3 1.6.6.3 Language and sounds games**

### **1.5.6.3.1 1.6.6.3.1 Gentle rhymes and songs** For children yet to crawl

#### 1.6.6.3.1.1 Face-to-Face Singing

- Materials:
  - None needed.
- Instructions:
  - Sit face-to-face with the child and sing simple, repetitive songs or rhymes.
  - Keep the tone soft and engaging, watching their reaction to the sound.
- Variation:
  - Add hand movements or gentle clapping to songs like “Twinkle, Twinkle, Little Star” or “Baby Jesus,” which introduce a rhythmic pattern that infants can enjoy and observe.

#### 1.6.6.3.1.2 Call and Response Songs

- Materials:
  - None needed.
- Instructions
  - Sing short lines of a simple song, then pause as if waiting for the baby to respond.
  - This can encourage early vocalization and give them time to react with coos or gurgles.
- Variation
  - Clap or use a rattle to keep a steady rhythm that helps them anticipate pauses and responses.

For children who are crawling

### **1.5.6.3.2 1.6.6.3.2 Sound Object Exploration** For children yet to crawl: a. Shaker Exploration

- Materials:
  - Homemade shakers (small bottles filled with rice or beans, securely sealed).
- Instructions:
  - Shake the bottle softly near the child, moving it from side to side.
  - Encourage them to follow the sound with their eyes, helping them connect sound to movement.
- Variation:
  - Use different materials (like sand or small stones) in each shaker to create a variety of sounds

and textures for exploration. b. Sound Contrasts

- Materials:
  - Two objects with distinct sounds, like a bell and a wooden block.
- Instructions:
  - Alternate making sounds with each object and see if the baby reacts differently to the two sounds.
- This introduces the concept of sound variation and texture.
- Variation:
  - Bring each object closer to them in turn, helping them associate the sound with the object creating it.

#### **1.5.6.3.3 1.6.6.3.3 Mimic Sounds Game** For children yet to crawl:

- a. Animal Sounds
  - Materials:
    - None needed.
  - Instructions:
    - Make simple animal sounds like “Moo” for a cow or “Baa” for a sheep while showing them a picture or small toy animal.
  - Variation:
    - Use different vocal tones or pitches to mimic animals and add gestures for added entertainment, like moving like a “jumping frog” for “Rabbit.”
- b. Everyday Object Sounds
  - Materials:
    - Common household items like a soft brush, paper, or a small drum.
  - Instructions:
    - Make soft sounds with each item, like brushing, tapping, or gently crinkling paper, while explaining what it is.
  - This helps them learn that different objects can create a variety of sounds.
  - Variation:
    - After a few repetitions, let them gently feel or touch the item (with guidance), pairing tactile sensations with auditory sensations.

#### **1.5.6.3.4 1.6.6.3.4 Parent and Baby Conversations**

##### a. One-Word Exchanges

- Materials:
  - None needed.
- Instructions:
  - Sit with the baby and introduce single words, like “Hi,” “Yes,” or “No.” Say the word clearly

and pause, giving them a chance to respond with a coo or sound.

- Variation:
  - Add facial expressions or use a gentle hand wave for words like “Hi” to connect words with

actions. b. Describe Their Actions

##### • Materials:

- None needed.

##### • Instructions:

- Narrate what they are doing, such as “You’re kicking your feet” or “You’re reaching for the

toy.”

- Describing their actions exposes them to descriptive language.

##### • Variation:

- Use different tones of voice for each action (soft and excited for “reaching,” calm for “relaxing”) to add vocal variation.

#### **1.5.6.3.5 1.6.6.3.5 Nursery Rhymes with Visual Props** For children who are yet to walk:

a. Rhyme with a Stuffed Toy

##### • Materials:

- Small, soft toys like a teddy bear or cloth doll.

##### • Instructions:

- Recite rhymes like “Teddy Bear, Teddy Bear, Turn Around,” holding the stuffed toy in front

of them.

- Move the toy along with the rhyme’s actions to keep them engaged.

##### • Variation:

- Try different props or toys for variety, like a small toy truck or colorful blocks, to associate

sounds with various visuals.

b. Finger Puppets and Rhymes

- Materials:
  - Simple finger puppets or small cutouts on your fingers.
- Instructions:
  - Sing a rhyme like “Five Little Ducks” using finger puppets, moving each finger along with

the lyrics.

- This can help them connect sounds and stories with visual cues.
- Variation:
  - Use different characters (such as animals or objects) for various rhymes to create associations

with the sounds.

#### 1.6.6.3.5.1 Gentle Instruments Play

- a. Simple Rattle Time
  - Materials:
    - Rattle.
  - Instructions:
    - Shake the rattle gently in time with a nursery rhyme or soft song.
    - Move the rattle from side to side, encouraging them to track it.
  - Variation:
    - Vary the rhythm (slow and steady, fast and soft) to introduce new sound patterns.
- b. Soft Drum Beats
  - Materials:
    - Small drum or overturned plastic container.
  - Instructions:
    - Tap a soft rhythm on the drum while singing a lullaby or talking.
    - This helps them associate sound with motion.
  - Variation:
    - Use a gentle rhythm that mimics a heartbeat to soothe them.

## 1.6 1.7 Restored Content

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18. STRUCTURED ENRICHMENT Page 12 of XX 5.1. Big-Group Enrichment Activities What is “Big Group?”

- Big Group is when many or all of the children in the daycare are mixed together across age-groups in a structured activity.
- This gives them opportunities to interact with one another and learn social skills like taking turns, sharing ideas and toys, and following the leader. 5.1.1 Examples of big group activities:
- Group exercises, meal time, singing, together, making toys, etc ...
  - Group exercises examples:
    - \* Lifting up their hands and putting them down.
    - \* Running around.
    - \* Putting legs together and apart game (e.g; sitting/standing in a circle)
    - \* Trying to stand on one foot
    - \* Riding a tire
    - \* Playing with sand, sorghum, unga (measuring, pour in and out with container, sieving).
    - \* Playing with water by fetching from one side to another. (?explain?)
    - \* Bubbles Game / Puliza Maji
    - \* Singing games like:
  - Nyama! Nyama! Nyama!
  - Machungwa one, pepeta! EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Kindubrusha!
- R pii! R pii!
  - Hide and seek games (pirikisho ee mbanture ee).
  - Jump in sack (explain?)
  - Frog steps. (explain?)
  - Whistle statue / musical statue
  - Obstacle course
  - Animal movements
  - Ball-pit fun activity Note: When having the group exercises, always allow the children to do the body exercises appropriate for their age and ability. 5.1.2 Games 5.1.2.1 Dancing games.
- Introducing a dancing game to the children in a daycare setting can be a lot of fun! Here's a simple and engaging way to do it.
- Make sure the space where the children will dance is free of obstacles.
- Remove any toys or furniture that could be a distraction.
- If possible, use a soft surface like a rug or mats where the children can comfortably move around.
- Bring the children together in a circle.
- You can sit down with them first to explain what's going to happen in a simple way. For example, say, “We're going to play a fun game where we dance to the music!”
- Keep it very basic. “When the music plays, we dance. When the music stops, we freeze like a statue!” (This can add a playful challenge). EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Start by showing them a few simple moves.
  - Clap your hands, stomp your feet, or spin around. Encourage the children to copy what you're doing.
  - Make your movements big and clear so they're easy to imitate. Smile and show enthusiasm to make it more inviting.
  - Once they're engaged, mix it up with different actions. "Now, let's march in place!" or "Let's shake our hips!"
  - For very young children, demonstrate each action before expecting them to follow along.
  - Hand out scarves, ribbons, or lightweight fabric for them to wave around as they dance.
  - You could also use musical instruments like tambourines or shakers for added fun.
  - Praise their creativity by saying things like, "Wow, I love how you're spinning!" or "Great jumping!"
  - Give lots of praise and encouragement. Say things like, "You're all such great dancers!" or "That was so much fun!"
  - Gather the children in a circle at the end, maybe sitting down together. Sing a soft, ./calming song like "Twinkle, Twinkle, Little Star" to signal the end of the game.
  - Briefly show dance-related word-cards during the dance activity.
- 1.1.2.2 Hide and Seek
- This is a game where one closes his eyes for a time, and the rest of the team go elsewhere to hide.
  - After some time, the person goes to find them and if you find one he loses the game.
  - If there is one who is not found from where he is hiding he becomes a winner. A song for hide and seek is: Pirikisho ee (Banturee) Pirikisho ee (Banturee) Ni hivyo (hapana)
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- Here are the tips:
  - Use a small, confined space like a corner of the room or a play area where the child feels secure and is easy to monitor.
  - Make sure there are simple and safe hiding spots, like behind a large cushion, a low table, or even just covering their face with their hands (peekaboo style).
  - Start with a game they're likely familiar with, like "pirikisho ee". You can say, "Where's [child's name]? "Banturee!" There you are!" This helps them understand the idea of someone being hidden and then found.
  - Instead of having the child hide, you can hide a favorite toy under a blanket or behind an object and ask, "Where's the teddy bear?" Encourage the child to find it.
  - Hide yourself in a very obvious spot, like behind a chair or a doorframe, where the child can easily find you. Then call out to them, "Where's [Your Name]?" and when they see you, celebrate with, "You found me!"
  - The first few times, hide together with the child. For example, both of you can hide behind a curtain or under a blanket, and then you can peek out together.
  - Keep the game very brief, as 1-year-olds have short attention spans. Just a couple of rounds of finding or being found is enough.
  - Give lots of praise and smiles when they participate. For example, if they pull the blanket off the hidden toy, say, "You found it! Great job!"
  - Use simple language and gestures. If you're hiding a toy, show them where it's going,

and say, “Let’s find it together!”

- Celebrate every small success with clapping, cheering, and lots of positive reinforcement. This makes the game more exciting for them. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- If the child doesn’t seem interested in hiding or seeking, don’t force him/her. Instead, move on to another activity they enjoy. The goal is to make it fun and stress-free.
- If the child doesn’t seem interested in hiding or seeking, don’t force it. Instead, move on to another activity they enjoy. The goal is to make it fun and stress-free.
- After a couple of rounds, transition to a calming activity like singing a familiar song or reading a book. This helps wind down the excitement of the game. 5.1.2.3 Singing Games
- Singing games are a fantastic way to engage children two years old and younger in EL daycares.
- These games combine music, movement, and fun, helping little ones develop language skills, motor coordination, and social interaction.
- Here are some of the best singing games for this age group: 5.1.2.3.1 “If You’re Happy and You Know It”
- How to Play:
  - Sing the song and encourage the children to follow along with the actions, such as clapping their hands, stomping their feet, or shouting “Hooray!”
  - The repetitive structure and simple actions make it easy for young children to participate.
  - It’s also adaptable, if the children enjoy it, you can add more verses with different actions (like jumping or waving). 5.1.2.3.2 “The Wheels on the Bus”
- How to Play:
  - Sing the song and encourage the children to mimic the actions, such as “round and round” for the wheels, “swish, swish, swish” for the wipers, or “beep, beep, beep” for the horn.
  - The song has a catchy tune, and the variety of motions keeps children engaged.

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- You can also make up new verses to include actions the children enjoy. 5.1.2.3.3 “Ring Around the Rosie”
- How to Play:
  - Form a small circle with the children (or walk around with them) while singing the song.
  - When you reach “we all fall down,” gently sit down or help the children sit down.
  - It’s a simple, classic game that combines singing with physical movement. The anticipation of “falling down” is always exciting for little ones. 5.1.2.3.4 “Head, Shoulders, Knees, and Toes”
- How to Play:
  - Sing the song and touch the corresponding body parts as you sing each word. Encourage the children to do the same.
  - This game helps children learn body parts and develop coordination.
  - You can sing it slowly at first and then gradually speed up to make it more fun. 5.1.2.3.5 “Twinkle, Twinkle, Little Star”
- How to Play:
  - Sing the song while gently swaying or using hand movements to mimic twinkling stars.
  - You can also encourage the children to hold their hands up and open and close their fingers to represent twinkling.

- The soothing melody makes it perfect for calming the children down, and the simple hand motions add a tactile element. 5.1.2.3.6 “Pat-a-Cake”
- How to Play: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Sit facing the child and sing the song while clapping your hands together and then with the child.
  - You can also pretend to “roll” and “pat” a pretend cake with them.
  - This game is excellent for hand-eye coordination and bonding. The rhythm and repetition make it easy for toddlers to join in. 5.1.2.3.7 “Row, Row, Row Your Boat”
  - How to Play:
    - Sit facing the child and hold their hands. Gently rock back and forth as you sing the song.
    - You can also add a playful “crocodile” verse where you pretend to be surprised and tickle the children.
    - The rocking motion is soothing, and the song’s simplicity makes it easy for children to learn.
    - The surprise element at the end adds a fun twist. 5.1.2.3.8 “Five Little Monkeys”
  - How to Play:
    - Sing the song while holding up fingers to count down the monkeys.
    - You can also pretend to bounce the “monkeys” on your lap or make a small jumping motion.
    - It introduces basic counting and rhythm in a fun, interactive way.
    - The repetitive nature makes it easy for children to catch on. 5.1.2.3.9 Old Farmer Had a Farm”
  - How to Play:
    - Sing the song and encourage the children to make the animal sounds with you. You can also use toy animals to help them visualize.
    - This game introduces animals and their sounds, helping with language development.
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- The repetitive format keeps it simple and fun.
- These singing games are not only entertaining but also educational, helping toddlers develop key skills while having a great time in daycare. 5.1.2.4 Card Games.
- Card games are games where you fold a word card in half and staple it closed to hide them. Ask the kids to look for them.
- When a kid finds the card, you call back and the other kids open the card while teasing them for all the other kids to see .
- Create an atmosphere to catch their attention in finding the hidden cards.
- Hang the cards facing backward then you turn it when teasing them and give them opportunity to see.
- Play a game like [gari ya moshi] then you write a word card then you let them go around seeing the word.
- If there are many kids you can fold two to three cards,let them find the cards and when they are found open one by one reading the word once, then put the cards away and start playing another game. 5.1.2.5 Racing Game
- For young children in daycare, especially those as young as one or two years old, simple and

safe racing games are ideal.

- Here are a few fun and easy-to-set-up racing games:
    - 5.1.2.5.1 Crawling Race
    - How to Play:
      - Create a short race track using tape or a soft mat.
      - Encourage the children to crawl from one end to the other.
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- You can place a favorite toy at the finish line to motivate them.
  - It helps improve motor skills and keeps the race safe for little ones who aren't walking steadily yet.
    - 5.1.2.5.2 Balloon Push Race
    - How to Play:
      - Give each child a balloon and have them push it across the floor to the finish line using their hands or feet.
    - It's gentle, low-impact, and perfect for indoor play. Plus, balloons are fun and colorful, which adds excitement.
    - 5.1.2.5.3 Animal Race
    - How to Play:
      - Ask the children to pretend to be different animals (e.g., hop like a rabbit, waddle like a duck) and race from one end of the room to the other.
      - It's imaginative and helps children learn about animals while engaging in physical activity.
  - 5.1.2.5.4 Bean Bag or Soft Toy Relay Race
  - How to Play:
    - Divide the children into small groups and have them pass a bean bag or soft toy from one to another, racing to see who can finish first.
  - It encourages teamwork and is easy to adapt for different age groups.
  - 5.1.2.5.5 Obstacle Course Race
  - How to Play:
    - Set up a simple obstacle course with things like pillows to climb over, tunnels to crawl through, and cones to navigate around.
    - Have the children race through the course one at a time.
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- It promotes problem-solving, and gross motor skills.
- These games are designed to be fun and safe, making them perfect for the daycare, where children are still developing their coordination and motor skills.
  - 5.1.2.6 Tires games
  - Here are some tire games suitable for children in daycare: Note: Before starting any tires games, always make sure that the tires are cleaned inside every day before play, by removing any spiders, webs or any other stinging insects.
  - 5.1.2.6.1 Tire Rolling
  - How to Play:
    - Have the children push a tire along the ground, either by rolling it with their hands or feet.
    - You can create a simple obstacle course or have them roll the tire from one point to another.
    - This game promotes coordination, balance, and gross motor skills.
  - 5.1.2.6.2 Tire Climbing
  - How to Play:
    - Lay a large tire on the ground and let the children climb in and out of it. For older toddlers, you can stack two tires together (securely) and have them climb over or into

the stack.

- Always supervise closely to ensure safety.
- This activity builds strength and balance. 5.1.2.6.3 Tire Tunnel.
- How to Play:
  - Line up several tires on their sides to create a tunnel.
  - Encourage the children to crawl through the tunnel. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- You can also turn it into a game by timing them or asking them to carry a small object through the tunnel.
- It helps with crawling skills. 5.1.2.6.4 Tire Jumping.
- How to Play:
  - Place several tires on the ground in a line or a pattern.
  - Have the children jump from one tire to the next.
  - You can make it more challenging by spacing the tires further apart as they get better at it.
- This game enhances jumping skills, balance, and coordination. 5.1.2.6.5 Tire Balance Beam.
- How to Play:
  - Lay a tire on its side and secure it so it doesn't roll.
  - Have the children walk along the tire as if it's a balance beam.
  - You can use a rope or chalk to mark a path they should follow.
- It's great for balance and concentration. 5.1.2.6.6 Tire Toss.
- How to Play:
  - Set up a few tires standing upright and have the children toss soft balls or bean bags into the center of the tires.
  - You can also use hula hoops if tires are too challenging for younger children.
- This game helps with hand-eye coordination and gross motor skills. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 23 of XX 5.1.2.6.7 Tire Art Station.

- How to Play:
  - Lay tires flat on the ground and provide paint, chalk, or markers (suitable for outdoor use).
  - Let the children decorate the tires with their artwork.
- Encourages creativity and fine motor skills. NOTE: These tire games are not only fun but also help in developing various physical and cognitive skills in young children. Make sure the tires are clean and safe, and always supervise the activities to ensure the children's safety. 5.1.2.7 Toy games
- Here are detailed and simple games you can play with toys, perfect for both “ndege and ngari” class: 5.1.2.7.1 Toy Sorting Game
- Materials: Different types of toys like blocks, cars, and stuffed animals.
- How to Play:
  - Gather a few toys of different colors, shapes, and sizes.
  - Sit with the children on the floor and show them how to group the toys. For example, place all the red toys together in one pile and all the blue toys in another.
  - Encourage the children to help you by saying, “Can you find a red toy and put it here?”
  - Clap and cheer when they do it correctly. This helps them learn about colors, shapes,

and organizing things. 1.1.2.7.2 Toy Hide and Seek

- Materials: Small toys like stuffed animals, cars, or soft balls.
- How to Play: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Choose a toy and hide it somewhere easy for the children to find, like under a chair or behind a pillow.
- Say, “Where is the teddy bear? Let’s find it!” and encourage the children to look around.
- If they need help, give simple clues like “Look behind the pillow.”
- Celebrate when they find it by saying, “You found it! Yay!” This game helps them practice looking and thinking about where things could be. 5.1.2.7.3 Building Towers
- Materials: Soft blocks or stacking cups.
- How to Play:
  - Sit with the children and show them how to stack the blocks or cups one on top of the other.
  - Say, “Let’s see how high we can make the tower before it falls down!”
  - Let them try to stack the blocks themselves, and if the tower falls, laugh and say, “Oops! Let’s try again!”
  - This game helps them practice hand-eye coordination and learn about balance. 5.1.2.7.4 Toy Parade
- Materials: Toys with wheels like cars, trucks, or trains.
- How to Play:
  - Line up the toys with wheels on the floor and say, “Let’s make a parade!”
  - Show the children how to push the toys in a line, making car noises like “Vroom, vroom!”
  - You can even play some music and encourage the children to march along with the toys.
  - This game is fun and helps them develop their motor skills and imagination. 5.1.2.7.5 Toy Counting Game
- Materials: A few small toys like blocks, balls, or animals. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- How to Play:
  - Sit with the children and gather a small number of toys, like three or four.
  - Point to each toy and count out loud, “One, two, three!”
  - Encourage them to count with you by holding their hand and helping them point to each toy.
  - You can also count other things like how many blue toys or how many cars you have.
  - This simple counting game introduces them to numbers in a fun way. 5.1.2.7.6 Toy Race
- Materials: Toy cars or other toys that can roll.
- How to Play:
  - Find a flat space on the floor and set up a simple “race track” using tape or just imagine one.
  - Give each child a toy car and say, “Ready, set, go!” as they push the cars along the floor.
  - You can make it more exciting by gently racing with them, saying, “Who’s going to win?”
  - This game helps them develop their motor skills and enjoy friendly competition. 5.1.2.7.7 Animal Toy Sound Game
- Materials: Toy animals like a cow, dog, or duck.
- How to Play:

- Pick up a toy animal and show it to the children, saying, “Look, it’s a cow! What sound does a cow make?”
- Encourage them to say “Moo!” along with you.
- Repeat this with different animals, making sounds like “Woof, woof!” for a dog or “Quack, quack!” for a duck.
- This game helps them learn about animals and the sounds they make, which is great for language development. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 26 of XX 5.1.2.8 (Kigesi / kuchenza kimya)/ silent acting/act it out/show and tell/mime game

- This is a game played by trying to guess a word or phrase based on silent acting or gestures made by another player.
- The player giving the clues can not speak, make sounds, or point to objects relying only on physical movement to convey the message. Steps:

1. Divide players into two teams.

2. One player from Team A acts out a word or phrase without speaking.

3. Team A guesses what the player is acting out within a set time limit (e.g., 1 minute).

4. Points/reward/praise/motivation are awarded for correct guesses.

5. Alternate between teams, and the team with the most points at the end wins. 5.1.2.9 Pictionary / draw and guess/ Quick draw/ draw battle (mchezaji wa picha)

- This is a game where players take turns drawing images/pictures to represent words or phrases.
  - The other players on their team must guess what the drawing represents within a limited time.
- Steps:

1. Split into teams.

2. A player from Team A draws a word or phrase on a whiteboard without speaking.

3. Team A tries to guess what the player is drawing within a time limit.

4. Correct guesses earn points, and the game alternates between teams.

5. The team with the most points after a set number of rounds wins. EL\_CgManual\_CURRENT\_v016 November 5, 2025

6. STRUCTURED ENRICHMENT Page 27 of XX 5.1.2.10 Tug of War/rope pulling/rope tug/team pull/strength challenge/battle of strength ( michuano wa Kuvuta kamba).

- This is a team based physical game that involves two opposing teams trying to pull a rope in opposite directions.
  - The goal is to pull the other team over a designated line or marker like object.flag... etc
- Steps:

1. Two teams grab opposite ends of a rope.

2. A marker/flag or any mentioned symbol is placed at the midpoint of the rope.

3. Teams pull the rope in opposite directions aiming,

- To move the marker/flag/ object past their side.
- To bring another team to their side if they are pulled upon the midline point of the rope.

4. The first team to pull the marker/flag or any object beyond a certain point/line wins. 5.1.2.11 Duck, Duck, Goose (“it” game) Steps:

5. Players sit in a circle.

6. One player walks around, tapping others on the head while saying “duck.”
7. When they say “goose,” the tapped player chases them around the circle.
8. If the goose catches the tapper, the tapper remains “it.” If not, the goose becomes the tapper.
9. Repeat until players tire.

#### 5.1.2.12 Capture the Flag

- This is the game that involves two teams competing to capture the opposing team’s flag and return it to their own territory/side while protecting their own flag. Steps: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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6. Divide players into two teams and assign each a side of the field.
7. Each team hides a flag on their side.
8. The objective is to capture the opponent’s flag and return it to your side without being tagged.
9. If tagged, players go to the opponent’s “jail” and can be freed by teammates.

10. The first team to capture the other team’s flag wins. NB: You can use any of the object/material not necessary flags.

#### 5.1.2.13 Musical Chairs Steps:

11. Arrange chairs in a circle, one less than the number of players.
12. Play music while players walk around the chairs.
13. When the music stops, players must sit in a chair.
14. The player without a chair is out, and one chair is removed each round.
15. The last player remaining wins.

#### 5.1.2.14 Red Light, Green Light Steps:

16. One player is the “traffic light” and stands at one end of the field.
17. The other players start at the opposite end.
18. The traffic light player says “green light,” and the others move forward.
19. When the traffic light says “red light,” players must stop.
20. If caught moving on a red light, a player goes back to the start. First to reach the traffic light wins. (Discipline not Creativity)

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#### 5.1.2.15 Tag game (Mchezo wa kugonga)

- This is the game that involves one player chasing others in an attempt to “tag” them making them “IT” Steps:

1. Choose one player as “it.”
2. The player who is “it” chases the others and tries to tag them.
3. When a player is tagged, they become “it.”
4. Continue until everyone is tired or you set a time limit.

#### 5.1.2.16 Hot Potato game Steps:

5. Players sit or stand in a circle.
6. A small object (the “potato”) is passed around on the circle as we sing .
7. When the song stops, the player holding the potato is out.
8. Continue until one player remains, who is the winner.

#### 5.1.3. Lunch 5.1.3.1 Prepare Their Lunch 1 Hour Before

- If there are kids who are having lunch prepared by the daycare, make sure you cook/prepare in advance.
- Daycare kids take their lunch at 12 noon.
- Make sure you prepare lunch before 12 noon.
- Warm food for those children who carried their own lunch. 5.1.3.2 Make Them Sit on the Mat
- Encourage the kids not to sit on high chairs while eating. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Make them sit on the mat for it is suitable for the little kids.
- Sit with the young ones also as you feed them.
- Sitting on one level will help them to encourage one another when eating. 5.1.3.3 Backwards Card Game
- Hang the cards facing backwards.
- Unfold one card at a time and flash it once.
- Don't exceed more than 5 cards.
- The cards may be the names of the types of food they are having. 5.1.3.4 Lead Them to Pray for Their Food
- Lead them to say a prayer before eating.
- Here are some of the prayers for the food: Asante Mungu Kwa chakula Nikhila unibariki Katika jina la Yesu Amina! Mungu nakushukuru (Mungu nakushukuru) Kwa chakula (Kwa chakula) Sisi wote pamoja (Sisi wote pamoja) Twakushukuru (Twakushukuru) Amina! EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 31 of XX 5.1.3.5 Sit with Them on the Mat

- As you make them sit on the mat, also sit with them.
- You should not sit on the chair while they are on the mat.
- Sitting together with them on the mat will encourage them to eat.
- Assist those who can not eat independently. 5.1.3.6 Give a Story
- It is encouraging to give the kids a story while eating.
- You can choose an enticing story so they will listen carefully while eating.
- This will make them settle and not move while eating.
- Some like walking while eating, but by giving a story they will sit and listen to you.
- Giving a story will help them eat faster and avoid them to eat food when it is cold. 5.1.3.7 Feeding the Young Ones
- Make the young ones who can sit by themselves sit also on the mat.
- Place the food in front of each one of them.
- You can feed two or three kids.
- The very young ones can hold them and feed each one of them at a time.
- You can feed them separately.
- Make sure there are enough staff assigned to do it. 5.2. Small-Group Enrichment Activities What is small grouping?
- Small grouping is where the child is monitored, guided and gets better social interaction by the caregiver. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Caregiver's engagement is less and let them struggle(problem solving). They only watch and supervise them.

- In this session children also are organized into smaller groups where purposefully are manageable in group activities, learning and supervision.
- They are grouped based on age or other factors like Special educational needs,..etc.
- This small group allows caregivers to provide more individualized attention to better fit different needs of each child, ensuring the child's safety and better controlled daycare learning environment.
- Example of small groups:
  - one on one activity e.g: reading flashcards / book, letter recognition play,
  - Story telling e.g: Narrating stories to the child, ... etc
  - sensory play e.g: sand play, water play, sensory bins, ..etc
  - Pretend play e.g: imaginative play with toys, ..etc
  - Games e.g: Card game, singing game, ..etc
- Procedures to follow
  - Divide the children according to their ages/readiness.
  - Have a pull out session with each kid.
  - follow his/her interest.
  - Write down the experience gained for follow-up.
  - Make sure you engage the children on one on one close engagement.
- Small group session plan
  - A session plan: is a detailed outline that describes what will happen during a single teaching, training or coaching session.
  - It consists of: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Caregiver Name:
- Place
- Date
- Day of the week
- Session plan number
- The session plan contains four sessions in a day
- In every session the activities are included eg: This is an example of a session plan  
 Caregiver Name: Betty Place: PNU Date: 20/10/2025 Day of the week: Tuesday  
 Session Plan: 1 Session activities: mirror play 1: Allow Blessing to make various faces expressions Materials needed: Mirror, word card [furahia] Flashcard tease: Ask blessing can you make a happy face like this?"furahia! Activity 2: ball Toss Blessing to toss the ball into a basket or a bucket Materials needed: soft ball basket/bucket Rusha card  
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## 6. STRUCTURED ENRICHMENT Page 34 of XX Flashcard tease: Blessing can you throw the ball, into the basket as I do?"lets throw together! Waa! good girl "umerusha! Then flash the word card"rusha teasingly 5.2.1 Small Groups for Pre-school Preparation 5.2.1.1 Pick up a topic that will go for one day to at-most one week. (MOVE THIS (a) TO BIG GROUP?)

- You pick up a topic like "Kitchen Utensils" (for example):
  - Teach the kids what the [kitchen utensils] are.
  - Tell them where the [kitchen utensils] are found.
  - Tell them what the work of the [kitchen utensils] is.
  - At the end, show them the real [kitchen utensils] so that they may understand.
  - Don't let the length of the lesson exceed more than 15 minutes.
  - Give them coloring materials to develop their writing muscles.

- You can also give them modeling clay to model.
  - Preserve one or two materials for future reference.
- 5.2.1.2 Assist the Kids to Develop Their Intellectual Development
- Intellectual development is where you allow a kid to use their brain to think.
  - You can ask simple questions and give them time to think.
  - When they ask questions, use their simplicity to answer them. That is, speak to them using common words that they understand.
- 5.2.1.3 Assist Them to Try to Remember What They Learned Yesterday
- Before you start a new lesson, make sure they remember what they learned yesterday.
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- Ask simple questions about yesterday's topic.
  - Always use the language they can understand.
  - The questions you ask depend on the age of the child.
- 5.2.1.4 Assist Them to Develop Their Physical Growth Coloring with crayons Modeling with clay threading yarn with threading-cards Numbering blocks etc . . .
- 5.2.1.5 Don't Exceed 10-15 Minutes
- The kid's capacity of holding things is very minimal.
  - Kids get bored and tired so quickly.
  - Always stop before he/she begins to get bored
  - Make sure the C.B.C is done in the morning when their mind is still fresh.
- 5.2.1.6 Use Locally-Available Materials
- Locally available materials are cheap, easy to find, and safe for the kids.
  - If, for example, you are teaching about the kitchen utensils, you can use the old cartons, and cut the cardboard into the kind of utensil you want.
- Small groups with older kids: Jayden (2024-04-30) Current situation Jayden is currently able to trace dotted lines.
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He wants lots of challenges. But, he's also used to being patient with:

Over-used toys Waiting on activities adjusted for other kids like Travis/Stanley/Lilian As Jayden usually expects to be bored with the class activities, he often daydreams and finds alternative self-play ways to use Montessori materials, instead of completing the puzzles as-intended. Plan moving forward One-on-one's to challenge him.

Reading and discussing new books Tracing his favorite words English / Swahili translation games with color-coded cards and writing. Travis He enjoys reading along in 1-on-1 sessions

Delay in "psychomotor" skills Dynamics with Jayden: With Jayden in a small group: F

Without Jayden in a 1-on-1: Stanley Engages with reading activities Has regressed in his engagement since his progress with Peninah EL\_CgManual\_CURRENT\_v016 November 5, 2025

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Lilian Remains at some reading level in Kiswahili But isn't very proactive - she requires some direct attention and stimulation for her to engage Ivana Waithera

5.3. Free-Choice Activities What is Free choice activity?

- Basically in free choice activities caregivers have to allow children to do what they want and engage in what they are doing because it's time in which the child individually is allowed to do what he/she chooses in different daycare activities based on his/her interests and preferences.
- Examples of free choice activities; Playing with toys(riding tyres, skipping ropes,..etc), engaging in arts and crafts (sand play, clay play, . . . etc), reading books and flashcards, sensory play

especially in Montessori class even outside and Walking around in the environment.

- Mainly the importance of free choice activities in our Bethsaida day care include:
  - Developing different skills in our kids by providing a variety of opportunities for fun and learning.
  - Encouraging independence, creativity and decision making skills. Our engagements as caregivers in free choice activities:
- We have to set up a very stimulating environment with a variety of choices/options for our kids to explore.
- Observe and follow up on the child's need
- Watch how the child interacts with the materials/activities and follow their interests effectively whereas the caregiver has to offer support and guidance when needed.
- Always provide time at the end of every activity for them to do their free choice activity.
- Supervise them so that you may know and follow their interests. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 38 of XX 5.4. One-on-One Enrichment Sessions

- Guide lines:
  - Prepare the room by making sure the room is clean and the mattress is well-kept
  - Put aside the five cards which should be previously prepared. Note: Retired cards removed and the new ones kept
- Stimulate the kid through play, and make sure he/she is happy.
- Always make sure the kid is looking at the cards attentively which much more focus(concentration)
- Flash the cards for five seconds.
- Continue the play for about five seconds.
- Always stop before the kid wants to stop. 5.5. Following the Interest of the Child
- Following a child's interests in EL daycares, is all about observing, listening, and engaging with them in a way that supports their natural curiosity and development.
- Here's how you can do it: 5.5.1 Observation.
- Spend Quality Time Watching:
- Start by dedicating time to simply observe the child during different parts of the day, especially during free play.
- Notice what they are naturally drawn towards-whether it's a specific toy, activity, or area of the room.
- Take note of their facial expressions, body language, and how long they stay engaged with certain activities. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- For example, if a child consistently spends a lot of time at the art station, it may indicate a strong interest in creative expression.
- Look for Patterns:
  - Over a period of days or weeks, look for recurring themes in the child's play.
  - Do they often choose the same types of toys (e.g., vehicles, animals, blocks)? Do they engage in the same type of activity (e.g., building, pretend play, exploring textures)?
  - Document these observations in a notebook record to help identify long-term interests and preferences. 5.5.2 Listening 5.5.2.1 Engage in Conversations:
- For children who are verbal, engage them in conversations about their activities. Ask open-ended questions like, "Je, unajenga nini?" or "Tafadhali, niambie kuhusu mchoro wako?"

- Listen carefully to their responses, as they can provide insights into what excites them.
- If a child repeatedly talks about a certain topic (e.g., dinosaurs, princesses, trucks), it signals a strong interest that you can explore further. 5.5.2.2 Interpret Non-Verbal Cues:
- For younger children or those who are not yet speaking fluently, pay close attention to their gestures, facial expressions, and the sounds they make during play.
- These cues can communicate joy, frustration, curiosity, or boredom.
- For example, if a child smiles and claps their hands when playing with water, it indicates they enjoy sensory experiences.
- Conversely, if they turn away or become disengaged, it might mean the activity doesn't interest them. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Based on your observations and listening, create activities that reflect the child's interests.
- If a child loves animals, create an animal-themed day with activities like animal puzzles, books about animals, and a pretend play farm setup.
- Ensure that these activities are varied in type—include sensory play, physical activities, art, and pretend play to cater to different aspects of their interest. 5.5.3.2 Enhance and Expand Their Interests:
- Introduce new materials or challenges that build on their current interests.
- For instance, if a child enjoys building with blocks, provide them with a variety of blocks (different shapes, sizes, or textures) or introduce construction vehicles to extend their play.
- Encourage the child to think creatively and explore new ways to engage with their favorite activities.
- For example, if they love drawing, introduce pencils, crayons or different types of paper to broaden their experience.
- If a child loves stacking cups, introduce rings or soft blocks. The idea is to provide variety without losing the essence of what they love. 5.5.4 Flexibility 5.5.4.1 Be Ready to Adapt:
- While session plans are important in EL daycares, be flexible enough to adjust your plans based on the child's current interests.
- If they are deeply interested in a particular activity, allow them to continue rather than rushing them to the next scheduled activity.
- Recognize that a child's interest might change from day to day.
- Stay tuned to these changes and be prepared to shift your approach to accommodate their evolving preferences. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 41 of XX 5.5.4.2 Follow Their Lead:

- Let the child take the lead in activities.
  - For example, if they want to build a tower instead of playing with the toy kitchen, you might support their choice.
  - This encourages independence and fosters a sense of ownership over their learning and play.
  - Offer gentle guidance only when needed, let them explore and experiment on their own.
  - This self-management helps them develop confidence and problem-solving skills.
- If they are deeply busy and focused:
  - Then, try not to interrupt with suggestions or new toys.
  - Concentration is a sign of deep interest.
  - Play without interruptions is valuable for learning.

- Match your actions and responses to their pace. If they're moving slowly, slow down too; if they're excited and quick, respond with similar energy.
  - Children often know what they want to do. Allow them to guide the play session without too much redirection.
  - Narrate what's happening in the moment. For example, "You're pushing the car! Vroom, vroom!" This builds their vocabulary and keeps the interaction engaging.
  - Once you identify what they enjoy, join in. This doesn't mean taking over but rather participating in a way that enhances their experience.
- 5.5.5 Provide Choices
- To keep their play fresh and engaging, provide materials that connect to their interests.
- 5.5.5.1 Create a Choice-Rich Environment:
- Set up different activity stations in the room, each catering to different interests (e.g., a reading corner, a sensory table, a pretend play area, and an art station).
  - Rotate materials and toys regularly to keep things fresh and engaging.
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- Allow the child to choose where they want to play and what they want to play with. This empowers them and shows that you value their preferences.
  - Regularly rotate toys to keep the environment stimulating. If a child loves soft toys, swap them with others that have different textures or sounds.
- 5.5.5.2 Balance Freedom with Structure:
- While offering choices, also provide some structure by setting time limits or suggesting transitions between activities.
  - This balance helps children explore their interests while also learning to adapt to routines.
- 5.5.6 Document and Reflect 5.5.6.1 Keep a Record of Interests:
- Maintain a journal where you document the child's interests, activities they enjoy, and any significant observations.
  - Include notes on how their interests develop over time and how they respond to different activities.
- 5.5.6.2 Reflect and Plan Ahead:
- Regularly review your notes and reflect on how you can further support the child's interests.
  - Use this reflection to plan future activities, ensuring that you are continuously aligning with their evolving preferences.
  - Collaborate with colleagues to share insights and get ideas on how to enhance the child's experience in the daycare.
  - Expanding the interest of the child
  - Acknowledge him/her-Respond warmly when she says 'toto' so she feels understood
  - Limit phone use>Show a very short clip, then link it to real play.
  - Mirror with other materials:Use flashcards, books, photos, or a mirror for "toto" spotting
  - Encourage pretend play :Give her a toy/preten d phone to "record" friends
  - Expand language:add new word and model full sentences around "mtoto"
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- Make her a helper: let her be the "toto's potter" to build confidence.
  - Keep it short and playful: move from phone-real play -pretend play, and finish without the phone
  - Main goal: grows the baby language, imagination, and social skills by stretching him/her "toto" interest beyond the phone.
- 5.5.7 Communication with Parents 5.5.7.1 Ask the manager to allow you Share Observations with Parents:

- Regularly communicate with the child's parents through the manager's approval about their interests and activities in daycare.
  - Provide updates through brief conversations during pick-up and drop-off times.
  - Ask parents if they've noticed similar interests at home and if they have any suggestions or insights that could be incorporated into the daycare environment.
- 5.5.7.2 Involve Parents in the Process:
- Encourage parents to share materials or ideas that align with their child's interests.
  - Work together with parents to create a consistent experience that supports the child's interests both at home and in daycare.
- 5.5.8 Encourage Social Interaction
- 5.5.8.1 Facilitate Group Activities Based on Common Interests:
- If you notice that several children share a common interest (e.g., riding tires, building blocks, or water play), organize group activities that allow them to explore this interest together.
  - This not only deepens their engagement but also helps develop social skills like sharing, cooperation, and communication.
  - Guide the children in collaborative play, encouraging them to share ideas, take turns, and work together on a common project (e.g., building a large block tower or creating a group artwork).
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5.5.8.2 Promote Peer Learning:

- Encourage children to learn from each other by pairing those with similar interests or skills.
  - For example, if one child is particularly good at puzzles, they can help another child who is just learning how to fit the pieces together.
  - Create opportunities for children to showcase their work or explain their favorite activities to others.
  - This builds confidence and fosters a sense of community in the daycare.
- Stories Of The Followed Interest: 9/10/2023
- During the outside activities session I pretended to be a rabbit (sungura). Five other kids came, and each said they were a different animal: simba, mbwa, dudu choma, paka, and panya.
  - We had a game of animals as I quickly wrote the five cards. I placed them inside their sweaters, and each kid walked like their chosen animal.
  - When they got inside, they saw a cockroach and they all assembled together to see it. So I went and wrote the word "mende."
  - They struggled with it and one killed it, so I placed the dead mende on the "mende" card, then I left them watching the dead mende.
  - After pre-breakfast, Jadah was taking her medicine, and all the kids started saying, "Hata mimi nilipewa 'dawa,'" and they all came to see Jadah taking the medicine.
  - Mary quickly wrote the word-card "dawa" and I placed the medicine on top of the word card "dawa."
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- We were outside singing, "Gari ya moshi," while holding each other at the back.
- While we were walking and singing, someone wrote the word card "gari la moshi." We put the word card in the middle and we went round it singing: Gari ya moshi inaenda sana na mzigo wake Piga moshi pi! Pi piiii! 11/10/2023
- During morning free-choice activities, Makena was brought by her father. Almost every kid stopped what they were doing and went to welcome Makena, saying, "Makena! Makena! Makena!" All of them wanted to pick her up.

- So, I wrote the word Makena on a card, said “Makena,” and dropped it on the floor. They started playing with Makena and the word card.
- Afterwards, another kid called Molan came. She had stayed some weeks without coming, she started crying. They all came and said, “Molan analia !Molan analia!”
- We wrote the word card, “Molan analia” as Wincrease continued soothing him to stop crying 17/6/2024.
- Morning with Blessing and the Bottle.
- It was a sunny morning at the daycare, and Blessing, a curious little girl, was on a mission.
- While the other kids played with toys, something else caught her eye—a plain, empty plastic bottle on the table.
- She walked over and carefully picked it up with both hands. Her eyes lit up with curiosity. She started by shaking the bottle, giggling as it made a crinkling sound.
- The way it felt in her hands and the noises it made seemed so interesting to her.
- I noticed her interest and decided to join in. “What if we put something inside?” I asked. Blessing nodded eagerly, so I brought over a small container of colorful beads.
- We dropped a few into the bottle, and her face lit up even more when she shook it again. Now, the bottle made a fun rattling sound. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Blessing didn’t stop there. She tapped the bottle on the table, on the floor, and even on her knee, each time listening carefully to the different sounds.
- She turned the bottle upside down, watching the beads tumble from one end to the other, completely absorbed in her little experiment.
- As snack time approached, I gently guided her to the table, but not before she gave the bottle one last shake, smiling at her new favorite toy.
- This simple bottle had become a whole world of discovery for Blessing, showing how much joy and learning can come from following a child’s natural curiosity.
- Following interest of a child according to the stories above refers to observing and understanding the child’s interest or preferences and tailoring activities/experience that align with all of their interests.
- In our Bethsaida daycare we have effectively as caregivers to pay attention to what our kids enjoy doing and what they engage in and then we incorporate those elements into their daily routine through reading flashcards or in any other daycare activities like FCA,Big group, Small group, one on one,..etc.
- This will help us to foster efficiently our child’s curiosity, both intrinsic and extrinsic motivation, continuous reading culture and overall development. Procedures: 1.Observe/ pay attention to what child is interested in 2.Interact with child in his/her interest showing much enthusiasm and curiosity 3.Write word card referring to the child’s interest and read aloud without leaving the environment 4.Post the word card where the child can access reading/observe it. 5.Provide any other material,toys or opportunities that are of child’s interest allowing them(child) to explore and engage in reading the cards. 6.Encourage the child in his/her interest 7.Offer support or guidance when needed (use your judgment). EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 47 of XX 8.Where it is necessary you can expand the child’s interest by either introducing a related topic(concept) or build up on their current exploration. 9.Give the child freedom to explore his/her interest in their own way ( Be respectful) Note:

- Time management must be cared on to do not bother other daycare's routine
- Nurture a child's development while honoring their unique interest /preference
- Make sure a child has gotten the word card opportunities 5.6 Children with Special Educational Needs Case example: Child "A" Basic details Age: 3 Condition: Mild Autism (Asperger) Description: She is a happy girl. Love to play alone. Non-verbal but producing some sounds, healthy looking. Has good fine and gross motor skills, Loves to play and stay alone however she makes few attempts to play with the rest. She has good hearing. Interventions for the day. Minimize the noise levels. Need to provide some independent play items. Colorful flashcards, Don't force her to interact with the other children but she should be encouraged to. Find a way of communicating and getting feedback from visual cards. Have a routine that should be followed strictly. Have swings Have independent play objects EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 48 of XX Be strict with her. Always encourage good behavior. Treat them with a lot of love 5.7 Staff with their own kids in the daycare

- Having staff with their own kids in the daycare is not easy and too challenging. Here are some ways to overcome the situation respectfully;
- Help the kid to be more independent.
- Ignoring the kid sometimes so that he/she might not think that you are always there for him/her only.
- Make sure as a staff member you are doing well all your daycare activities effectively.
- Staff members must not be biased among all the kids.
- Take your kid like others inside the daycare by obeying rules and regulations established to avoid any internal conflict based on that.
- Having flexible schedules especially to the staff with very little kids.
- To understand their needs when necessary.
- Encouraging effective communication on how the situation is between balancing daycare routine (work) and caregiving(parenting).
- Encouraging team staff members on sharing the activities/responsibilities
- Recognized and appreciated for the work done and dedication, for both as caregivers and parents all at once to boost their morale and motivation.
- Disciplining should be done strictly (twice than other kid to show good example) 5.8 Flashcards 5.8.1 What is an EL flashcard?
  - A flashcard is a piece of paper with one word, phrase, or sentence written on it, and nothing else. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 49 of XX 5.8.2 What should be the size and arrangement of an EL flashcard?

- The size of the text and size of the card depends on the age and ability of the child.
  - "age" = eye development, and "ability" = reading development
  - Layout and spacing for all flashcards:
    - \* Vertical margins of at-least the height of the letters.
- "vertical margins" = blank space above and below the words to the edge of the paper.
- Keep the same space between lines, if there are multiple lines of text on the same card.
  - Horizontal margins of at-least 3 times the width of the letters.
- "horizontal margins" = blank space to the left and right of the words to the edge of the paper.
  - The word(s) should be centered vertically and horizontally.
  - Flashcards are single-sided.

- Cards for different categories of kids:
  - Cards for new months-old children should be:
    - \* About 50cm wide and 30cm tall.
    - \* This is twice as big as sideways A4 paper, which is 29.7cm wide and 21 cm tall.
- The letters on the words should be 10cm tall, and written with thick marker, with the marker strokes about 1 cm in thickness.
  - Cards for new children 2 years and older should be:
    - \* On paper that is about  $\frac{1}{2}$  A4 size, cut the long direction
- That is, about 30 cm wide and 10cm tall. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Using a normal-size thick marker
  - Cards for new children between 12 months and 2 years old should be:
    - \* In-between the months-old size and the 2 years old size, according to your judgment.
  - Cards for more experienced children:
    - \* should use a normal-size thick marker,
    - \* may have multiple words, or a sentence with two or three lines of text,
    - \* may use sideways A4 size paper to fit the multiple lines of text.
- Following-interest flashcards during small-group may use a lower-quality paper as they may not need to be reused.
- Set-flashcards are being reused over a 5-day cycle, two to three times per day. So they should use manila paper.
- Otherwise, there is no difference in how the words are sized and written. 5.8.4 What should be the position of an adult who is flashing cards to a child? Why? 5.8.4.1 There are three main options of positions for flashing cards and reading books:
  - Face to Face (F2F) Position.
    - \* You are seated, kneeling, or standing leaning over, facing the child directly.
    - \* Advantage:
  - you can see the child's face and reactions.
    - Disadvantage: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- you aren't in physical contact with the child, which may decrease your connection to them. 5.8.4.2 Simple Lap-Sit (SLS) Position.
  - The child is on your lap facing forward and away from you.
  - Advantage:
    - \* You are in full physical contact with the child, they are happy to be in your lap.
  - Disadvantage:
    - \* You can't see their face, so you may not be immediately aware of changes in their interest and emotions. 5.8.4.3 Three-Point Triangle (3PT) Position
- The child is on your lap facing diagonally towards you
- A triangle is formed by your face, the child's face, and the book. All three are facing each other.
- Advantage:
  - You are in good physical contact with the child, and also can see their face at the same

time.

- Disadvantage:
  - The position is a halfway compromise between the advantages and disadvantages of Face to Face and Simple Lap-Sit.
- How do you get into position during the flashing card period? Why?
  - If the child is able to stand or crawl,
    - \* then it's best if you let them choose their own position on their own.
    - \* Maybe you place them in a position, whether F2F, SLS, or 3PT. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- But, if they change their position from that point, don't keep moving them into your desired position.
- Remember, with flashcards, always "Let the Child Decide"! 5.8.5 If they show disinterest in the cards you can try these tricks:
  - Put your prepared cards away for a moment and follow their interest.
    - If there isn't much time left you could skip the flashcard session for that small-group period.
  - Let them follow their own interests until they get bored.
    - Maybe their interest will return to your cards after 5 or 10 minutes after they get bored.
    - Maybe play a teasing game with them where you hide the cards from them as they chase after them.
  - Then you:
    - might flash one or two cards, and give them to the child for 10 or 20 seconds, and then put them away.
  - Or, you might play whatever game they're interested in, and make one or two word-cards out of that, and then:
    - adjust the set of 5 cards so that they include the new words-of-interest
    - continue in later small-groups this day and the next day, etc, with the new card-set, as normal.
    - Observe quietly
    - Watch the child without interfering.
    - Notice what they naturally turn to –blocks,sounds,movement,or even silence.
    - This reveals what the child is curious about at the moment.
    - Join without leading EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Sit beside the child in their play area
- Copy their actions slightly [e.g.,if the child is touching a ball,gently roll one].
- Avoid directing or asking them to do anything
- This build connection without pressure
- Use the flashcard tease method
- Gently introduce one flashcard related to what the child is already interested in.
- NOTE:Tease with excitement, not instruction.
- Let the child to decide again
- Quietly place two flashcards down.
- Let the child choose freely,without guessing games or pressure
- Simple offer the glance

- Even if they don't choose, you've planted a seed of curiosity
- Keep flashcard time tiny!
- Regained interest is fragile
- When the child shows sign of engagement
- Show only one or two cards.
- Celebrate, then pause.
- Leave them wanting more Try Another format
- If the child is not interested, try changing the approach:
- Hide one behind your back and let them pick EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Place one under a mat or a book—make it a fun discovery
  - Sing the word softly or turn it into a rhythm. NOTE:
  - Encourage playfully
  - El golden Rule
  - Interest is a gift.
  - When it disappears, wait or stop before the child wants to stop
  - When it returns, respect it with just a little joy—then pause again. [Peak End principal]
  - - - 5.8.6 Can EL flashcards include pictures? Yes or No? Why? 5.8.6.1 EL flashcards do not include pictures.
  - The pictures distract from the words and replace them in the child's interest.
    - See the “EL Books” section for how pictures can be included in books. 5.8.6.2 If we’re putting pictures together with words, we will call those “toys” 5.8.6.2.1 Paper silhouette toy
  - This is a paper cut-out silhouette of an object or animal, often laminated.
  - The word for that object or animal is written on the paper with a marker in flashcard-style.
  - Multiple cards may be assembled and taped together to make a car or dollhouse, etc.
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## 5. STRUCTURED ENRICHMENT Page 55 of XX 5.8.6.2.2 Word/Picture guessing cards

- Word on one side, picture on the other
- These can be used for guessing games 5.8.6.2.3 Wearables
- These are paper cards that can be worn or otherwise attached to the body with clothespins or string, etc.
- They may represent parts of the body, clothing, animal masks, etc.
- A word is written somewhere on the card. 5.9 What is an EL book? 5.9.1 Types of EL books.
- There are two kinds of EL books: story books, and favorite-word books. 5.9.1.1 Favorite-word books are:
- Just a collection of retired word-cards stapled/bound together.

- Try to pick a collection that has a theme that the child might enjoy. 5.9.1.2 Storybooks are made according to the IGSSB process:
- Interest→Game→Story→Song→Book
- If the child enjoys the game, you can make it an exciting story.
- If the story is interesting to the child, then you can make it a song so it's enjoyable to hear multiple times.
- If the child enjoys the song, then you can make it a book.
  - Pictures
    - \* Storybooks
  - We can put a few pictures in sometimes.
  - We place the pictures on separate pages from the words.
  - Only the front cover can have words and a picture on the same page.
    - Favorite-word books
  - No pictures
- How do we make books? EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Formatting
  - The formatting of pages in a book is almost the same as formatting individual A4 word-cards.
  - The only difference is you should increase the left margin by an additional 3cm, to give more space for the stapling/binding.
- Binding
  - Staples and duct tape
- Explain the IGSSB process in detail with an example? 5.10 Daycare games for children aged below 36 months 5.10.1 Introduction
- This section is designed to inspire caregivers to use play as a powerful learning tool in supporting children under 36 months.
- Through simple games that use locally available materials, caregivers can engage children's senses, develop motor skills, nurture language, and stimulate curiosity, all while building essential bonds.
- These activities offer more than play—they're an early foundation for lifelong learning. 5.10.2 Importance of Play in Early Childhood Development
- In the EL culture, play is essential for a child's growth and development.
- For young children, play is their primary "work," a natural means of exploring the world around them.
- Each game, each object, and each interaction offers a new opportunity for children to discover, learn, and grow.
- Play aids in developing cognitive skills, motor coordination, language, social interaction, and emotional resilience. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- The activities in this section aim to provide purposeful, joyful play that nurtures all aspects of a child's development holistically. 1.6.3 How to use this section
- The EL philosophy values a responsive, nurturing approach, where caregivers follow the child's interests and adapt activities based on the child's pace and energy. 5.10.3.1 EL-centered principles to keep in mind 5.10.3.1.1 Follow the Child's Lead
- Observe how children respond to each game.

- Let their curiosity and engagement guide the length and style of the activity. 5.10.3.1.2 Adaptability and Flexibility

- Not every game will go as planned.

- Be open to adjusting activities according to the children's needs, interests, and moods. 5.10.3.1.3 Celebrate Small Wins

- Recognize that each tiny milestone like grasping a small object or imitating a sound is a major step for the child. 5.10.3.1.4 Embrace a Multisensory Approach

- Involve all senses in learning.

- Engaging touch, sound, sight, and movement deepens each learning experience.

- Remember you are to pull in some flashcards! 5.10.3.1.5 Stop before the child wants to stop

- Always end the game when the child is at the peak of excitement and attention.  
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- This will help the child yearn for more and value any moment you play a game with them. 5.10.3.1.6 Adjusting for Skill Level

- Provide guidance on simplifying or adding difficulty based on the child's ability level. 5.10.3.1.7 Keeping Activities Fun and Engaging

- Stay positive and offer gentle support without too much intervention, allowing children to develop confidence. 5.10.3.1.8 Using Everyday Materials

- Reassure caregivers that these games can be done with simple, accessible items—no need for expensive toys or equipment. 5.10.4 Overview of materials used

- One of the greatest strengths of the EL culture is that it's rooted in resourcefulness, drawing on inexpensive, everyday materials familiar to the Kenyan context.

- EL uses simple, accessible materials such as cloth scraps, containers, bottle caps, and natural elements like stones and leaves.

- These materials make the activities feasible for any caregiver, anywhere, while connecting children to their environment.

- For example, a stick found outdoors can become a tool for a game, connecting play to nature and building familiarity with the child's surroundings. 5.10.5 Sustainable play and EL values

- Using locally available, sustainable materials aligns with EL values, promoting environmental awareness and mindfulness from an early age.

- Recycling and reusing materials teach children about the importance of caring for their world.  
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- This also empowers caregivers to create effective learning experiences without a large budget, emphasizing that meaningful learning doesn't require elaborate materials, just imagination, curiosity, and connection.

- By providing engaging, developmental games that can be played with items readily found in most households, this book serves as a guide to creating playful, enriched learning environments.

- Whether in daycares, homes, or outdoor spaces, these activities will help children explore, learn, and flourish as they take their first steps in the journey of learning. 5.10.7 Daycare Games 5.10.7.1 Sensory Exploration Games.

- Sensory play is essential for young children as it stimulates their senses and supports cognitive, language, social, and motor development.

- In this chapter, we will explore various sensory exploration games that utilize inexpensive, locally available materials, making them accessible for caregivers in Bethsaida daycares and

beyond. 5.10.7.1.1 Touch and Texture Activities 5.10.7.1.1.1 Texture Exploration Bag

- Materials Needed:
  - Various textured items (e.g., fabric scraps, dried leaves, sponges, sandpaper) in a bag.
- How to Play:
  - Fill a bag with different textured items.
  - Allow the child to reach in without looking and feel each item.
  - Encourage them to describe what they feel using simple words.
- Developmental Benefit:
  - This activity enhances tactile awareness and vocabulary development while stimulating curiosity. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Materials Needed:
  - A shallow container filled with sand, soil, leaves, and small stones.
- How to Play:
  - Provide tools like cups, spoons, and small shovels for digging and pouring.
  - Encourage the child to explore the materials, describing the different textures and temperatures they encounter.
- Developmental Benefit:
  - This activity fosters fine motor skills,
  - Enhances imaginative play, and a connection to nature. 5.10.7.1.1.3 Feely Box Surprise
- Materials Needed:
  - Small cardboard box, a variety of safe-to-touch objects (like a spoon, a smooth stone, a piece of fabric).
- How to Play:
  - Cut a hole in the box and place an item inside.
  - Ask the child to reach in without looking, feel the object, and guess what it is.
- Developmental Benefit:
  - Build vocabulary.
  - Builds fine motor skills.
  - Improves memory. 5.10.7.1.1.4 Ice Play
- Materials Needed: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Ice cubes
- small bowls
- plastic spoons
- How to Play:
  - Place ice cubes in a bowl and let the child touch, scoop, and move them around.
  - Encourage them to feel the cold and watch as the ice slowly melts.
- Developmental Benefit:
  - Introduces temperature differences, fine motor practice, and curiosity about cause and effect. 5.10.7.1.1.5 Texture Collage
- Materials Needed:
  - Cardboard
  - Glue
  - Leaves
  - Sandpaper

- soft cloth or foil.
  - How to Play
    - Create a “touchable” collage by gluing different textures onto cardboard.
    - Let the child explore by touching each area and describing it.
  - Developmental Benefit
    - Develops tactile recognition,
    - Improves descriptive language, and creativity. EL\_CgManual\_CURRENT\_v016 November 5, 2025
5. STRUCTURED ENRICHMENT Page 62 of XX 5.10.7.2 Touch and Texture Games variations
- 5.10.7.1.1 Texture Exploration Bag 5.10.7.1.1 Variation 1
- Mystery Match-Up
    - Place two of each textured item in separate bags.
    - Let the child reach into each bag and try to match textures by touch without looking.
  - 5.10.7.1.1.2 Variation 2
  - Water Play Edition
    - Add items that can safely get wet and place them in a shallow bowl of water.
    - The water’s temperature can vary slightly to create a new sensory experience.
  - 5.10.7.1.1.3 Guidelines on playing Touch and Texture games
  - Be as jovial as possible
  - Act like a child, think like a child
  - Be consistent in the use of vocabulary for describing the games; look, here, wow, what is this, I feel something. This is to enable the child to get some vocabulary.
  - 5.10.7.1.1 Nature Sensory Bin 5.10.7.1.1.1 Variation 1
  - Mini Dig Site
    - Hide small toy animals, shells, or colored beads in the sand or soil for the child to “excavate” using their fingers or a small spoon.
  - 5.10.7.1.1.2 Variation 2
  - Color Sorting EL\_CgManual\_CURRENT\_v016 November 5, 2025
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- Add small colored stones, leaves, or flowers.
  - Encourage the child to sort them by color as they explore the bin.
  - 5.10.7.1.2 Sound Play games
  - 5.10.7.1.2.1 DIY Shakers
  - Materials Needed:
    - Empty plastic bottles, rice, beans, or small pebbles.
  - How to Play
    - Fill the bottles with different materials and secure the tops.
    - Let the child shake them to hear different sounds.
    - Discuss which sounds are loud, soft, high, or low.
  - Developmental Benefit
    - This activity helps children distinguish between various sounds and rhythms, enhancing auditory processing.
  - 5.10.7.1.2.2 Sound Hunt
  - Materials Needed:
    - A list of common sounds (e.g., a dog barking, rain falling) or recorded sounds.
  - How to Play
    - Play the sounds one at a time and encourage the child to identify them.
    - You can also walk outside and listen for sounds in nature, encouraging the child to imitate what they hear.

- Also, you can play some pre-recorded sound and hide it in a room. Look for the sound with the child.
- Developmental Benefit EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- This game improves listening skills and sound recognition, fostering language development.
- 5.10.7.1.2.3 Drum Circle
- Materials Needed:
  - Pots
  - Pans
  - wooden spoons
  - small sticks
- How to Play
  - Arrange pots and pans of different sizes on the floor.
  - Encourage the child to tap on them and explore the different sounds they make.
  - You can even play along to create rhythms!
- Developmental Benefit:
  - Encourages rhythm,
  - Improves listening skills
  - Enhances hand-eye coordination.
- 5.10.7.1.2.4 Object Drop Game
- Materials Needed:
  - Containers and a variety of small items (stones, leaves, shells).
- How to Play
  - Let the child drop items into different containers to hear the varied sounds each object makes.
  - Discuss how some items make a loud sound and others are quieter.
- Developmental Benefit: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Builds auditory discrimination
- Builds fine motor skills.
- 5.10.7.1.2.5 Sing-and-Tap Songs
- Materials Needed:
  - A small drum, a plastic container, or simply your hands.
- How to Play
  - Sing a simple song or chant while encouraging the child to tap along to the rhythm.
  - You can vary the tapping speed to make it more fun!
- Developmental Benefit:
  - Builds rhythm awareness
  - Builds early language and listening skills.
- 5.10.7.1.1 Sound play variations 5.10.7.1.2.1 DIY Shakers 5.10.7.1.2.1 Variation: Volume Challenge
- Make shakers with varying amounts of filler material.
- Let the child identify which shaker is loudest or quietest.
- 5.10.7.1.2.2 Variation: Speed Rhythm
- Play different rhythms using the shakers:
  - slow beats
  - fast beats
  - patterns
- Encourage the child to mimic these sounds.
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5. STRUCTURED ENRICHMENT Page 66 of XX 5.10.7.1.2.2 Sound Hunt Variation: Outdoor Sound Safari

- Go on a sound hunt outdoors.
- Encourage the child to identify sounds from nature, like:
  - birds chirping.
  - leaves rustling. Variation: Guess That Sound
- Record household sounds (like a door closing or a spoon tapping on a pot) and play them back for the child, asking them to guess the source.
- You can vary the tapping speed to make it more fun!
- Developmental Benefit:
  - Builds rhythm awareness,
  - early language skills, and listening.5.10.7.1.2.3 Visual Stimulation
- Colorful Cloth Game
  - Materials Needed:
    - \* Brightly colored fabric scraps or paper.
  - How to Play:
    - \* Spread the colorful fabrics on the floor.
    - \* Ask the child to find specific colors or patterns.
    - \* You can also use these fabrics to create simple sorting games by color.
  - Developmental Benefit:
    - \* This activity promotes color recognition and visual tracking skills.EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Light and Shadow Play
  - Materials Needed:
    - \* A flashlight or a lamp
    - \* various objects to cast shadows (toys, hands).
  - How to Play:
    - \* Dim the lights and use the flashlight to create shadows on the wall.
    - \* Explore how different objects cast different shapes and shadows.
    - \* Encourage the child to move their hands or toys to see how the shadows change.
  - Developmental Benefit:
    - \* This activity enhances visual perception and encourages imaginative play.
- Peek-a-Boo Color Board
  - Materials Needed:
  - Bright-colored paper, cloth, or felt cut into shapes and hidden under a small cloth.
  - How to Play:
    - \* Reveal different colors and shapes one at a time, saying the color's name or shape each time.
  - Developmental Benefit:
    - \* Helps with color and shape recognition, visual tracking, and early language.
- Bubble Play
  - Materials Needed:
    - \* Safe bubble solution and a small wand.
  - How to Play: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Blow bubbles and encourage the child to watch, pop, or reach for them.
    - You can play indoors or outside for an extra level of visual excitement.
  - Developmental Benefit:
    - Great for visual tracking, coordination, and excitement!
  - “Find It” Game
    - Materials Needed:
      - \* Small, bright-colored items like a red spoon, yellow ball, blue cup.
    - How to Play:
      - \* Scatter the items around the room, then ask the child to find each color.
      - \* This can also be done with shapes or objects (like “find the spoon”).
    - Developmental Benefit:
      - \* Encourages visual discrimination, color recognition, and spatial awareness. 5.10.7.1.3 Visual stimulation games variation 5.10.7.1.3.1 Colorful Cloth Game
  - Variation: Hide and Seek Colors – Hide colored cloths or paper squares around the room for the child to find.
  - Variation: Color Matching – Prepare colored cloths or toys and encourage the child to match each one to a similarly colored item or piece of clothing they’re wearing. 5.10.7.1.3.2 Bubble Play
  - Variation: Catch and Count – Encourage the child to try to “catch” bubbles on their hand or pop them with a finger while counting aloud.
  - Variation: Bubble Races – Blow bubbles and encourage the child to follow a particular bubble, trying to pop it before it reaches the floor. EL\_CgManual\_CURRENT\_v016 November 5, 2025
5. STRUCTURED ENRICHMENT Page 69 of XX 5.10.7.1.4 Taste and Smell Exploration
- 5.10.7.1.4.1 Edible Sensory Play
- Materials Needed:
    - Safe, edible items (e.g., fruits, vegetables, yogurt) for sensory exploration.
  - How to Play:
    - Set up a tasting station with various fruits and vegetables.
    - Allow the child to explore the different tastes and smells, encouraging them to express what they like or dislike.
  - Developmental Benefit:
    - This activity stimulates sensory exploration, encourages healthy eating habits, and supports language development. 5.10.7.1.4.2 Scented Playdough
  - Materials Needed:
    - Homemade playdough (using flour, salt, water, and oil)
    - food scents (e.g., vanilla, mint, citrus).
  - How to Play:
    - Make the playdough and add a few drops of different food scents.
    - Let the child knead and play with the scented dough, discussing the different smells.
  - Developmental Benefit:
    - This promotes fine motor skills while engaging multiple senses. 5.10.7.1.4.3 Spice Jar Smelling
  - Materials Needed:
    - Clean jars with safe-to-smell spices or herbs (like cinnamon, basil, or lemon peel).
  - How to Play: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Open a jar, let the child take a gentle sniff, and describe the smell.
- Rotate the jars for variety.
- Developmental Benefit:
  - Expands sensory vocabulary and engages the sense of smell. 5.10.7.1.4.4 Fruit Tasting
- Materials Needed:
  - Small slices of different fruits (like mango, banana, and avocado).
- How to Play:
  - Let the child taste each fruit and describe the flavor.
  - If the child is yet to speak, describe the flavors for them using a one word vocabulary.
  - Encourage them to say whether they like it or not.
- Developmental Benefit:
  - Introduces new foods and textures, builds language skills, and encourages healthy eating.
- 5.10.7.1.4.5 Scent Matching Game
- Materials Needed:
  - Cotton balls
  - A few essential oils or natural scents (like vanilla, orange).
- How to Play:
  - Put a few drops of a scent on different cotton balls and encourage the child to match two of the same scent.
- Developmental Benefit:
  - Strengthens smell recognition and memory skills. Note: If the child is allergic to many scents, use natural foods like yogurt, milk, juice, milk. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 71 of XX 5.10.7.1.2 Taste and Smell games variations 5.10.7.1.2 .1 Spice Jar Smelling

- Variation: Spice Memory Game
  - Have two jars with the same scent and challenge the child to match scents.
- Variation: Seasonal Smells –
  - Rotate scents based on seasons (e.g., cinnamon for cooler months, fresh mint for warmer months) to make each session feel new. 5.10.7.1.2 .1Fruit Tasting
- Variation: Blind Taste Test
  - Blindfold the child briefly and let them try to guess which fruit they're tasting.
- Variation: Texture Focus
  - Let the child identify fruits with similar textures (e.g., smooth bananas vs. juicy watermelon) to encourage sensory differentiation. 5.10.7.1.5 Movement based-sensory games
- 5.10.7.1.5.1 Scarf Play
- Materials Needed:
  - Lightweight scarves or fabric pieces.
- How to Play:
  - Toss or wave the scarves in the air and let the child watch, grab, or wave them around.
- Developmental Benefit:
  - Promotes visual tracking.
  - Promotes gross motor skills.
  - Promotes sensory exploration. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 72 of XX 5.10.7.1.5.2 Animal Movement Mimicry

- Materials Needed:
    - Open space for movement.
  - How to Play:
    - Encourage the child to move like different animals: crawling like a cat, stomping like an elephant, or hopping like a frog.
  - Developmental Benefit:
    - Enhances gross motor skills and sensory body awareness. 5.10.7.1.5.3 Rice or Bean Pouring
  - Materials Needed: Small containers, cups, and dried rice or beans.
  - How to Play:
    - Show the child how to pour rice from one container to another.
    - They can use cups or their hands to transfer the rice, creating a soothing, sensory experience.
  - Developmental Benefit:
    - Builds hand-eye coordination.
    - Builds fine motor skills.
    - Builds tactile exploration. 5.10.7.1.5.4 Movement-based sensory games variations
  - Scarf Play
    - Variation: Toss and Catch
      - \* Gently toss scarves in the air, encouraging the child to catch them as they fall.
    - Variation: Hide and Seek
      - \* Hide a small toy under a scarf and have the child lift the scarves one by one to “find” it.
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- Animal Movement Mimicry
  - Variation: Action Guessing Game
    - \* Move like an animal and ask the child to guess which animal you’re being, then let them take a turn.
  - Variation: Sound and Action Combo
    - \* Combine movement with animal sounds, like “moo” while crawling like a cow, to add a sound dimension to the game.
- Rice or Bean Pouring
  - Variation: Color Mixing
    - \* Use a few different types of dried beans (like black beans and lentils).
    - \* The child can practice sorting them back into separate piles after mixing.
  - Variation: Counting Pour
    - \* Count aloud with the child as they pour handfuls of rice or beans from one container to another, emphasizing numbers and rhythm. 5.10.7.2 Motor Skills Development Games.
- In early childhood, developing motor skills is fundamental to children’s overall growth and independence.
- Motor skills enable children to interact physically with their environment, engage in play, and gradually perform everyday tasks independently.
- This chapter provides activities that support children’s fine motor, gross motor, and hand-eye coordination skills, each of which plays a unique role in building the strength, balance, and control young children need as they grow.
- The EL culture emphasizes learning through active engagement and discovery, mean-

ing that even simple, playful movements contribute to foundational development.  
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- In line with EL principles, the games in this section prioritize children's freedom to explore at their own pace, guided gently by caregivers.
- By fostering a nurturing, positive environment, caregivers help children build confidence in their movements and embrace new challenges.
- Using locally available, inexpensive materials, these games aim to make skill-building accessible to everyone.
- Caregivers can adapt each activity to suit individual abilities, making these exercises enjoyable and impactful at any stage of development. 5.10.7.2.1 Fine motor skills games 5.10.7.2.1.1 Beading with Large Beads or Cereal on Strings
- Materials:
  - Large beads
  - cereal loops (like Cheerios), or bottle caps with holes
  - sturdy shoelace or string.
- Instructions:
  - Demonstrate threading a bead or cereal loop onto the string. Let the child try, assisting them as needed to guide their fingers and focus.
- Benefits:
  - Enhances hand-eye coordination, concentration, and strengthens pincer grasp.
- Variation:
  - Use beads of different colors and shapes.
  - Count aloud with each bead added for a bit of counting practice. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 75 of XX 5.10.7.2.1.2 Beading with Large Beads or Cereal on Strings

- Materials:
  - Large beads, cereal loops (like Cheerios), or bottle caps with holes; sturdy shoelace or string.
- Instructions:
  - Demonstrate threading a bead or cereal loop onto the string.
  - Let the child try, assisting them as needed to guide their fingers and focus.
- Benefits:
  - Enhances hand-eye coordination, concentration, and strengthens pincer grasp.
- Variation:
  - Use beads of different colors and shapes.
  - Count aloud with each bead added for a bit of counting practice. 5.10.7.2.1.3 Clothespin Pinching
- Materials:
  - Clothespins
  - A container or thick cardboard.
- Instructions:
  - Show the child how to pinch and release the clothespins onto the edge of the container or cardboard.
- Benefits:

- Builds pincer grasp
- Builds hand strength
- Builds concentration
- Variation: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Use colored clothespins and encourage the child to match colors to specific areas. 5.10.7.2.1.4 Paper Tearing
- Materials:
  - Old newspapers or scrap paper.
- Instructions:
  - Allow the child to tear pieces of paper, creating different shapes or lengths.
- Benefits:
  - Strengthens hand muscles, enhances fine motor skills, and encourages sensory exploration.
- Variation:
  - Try tearing tissue paper for an extra soft sensory experience or make a simple collage by gluing the pieces onto another paper. 5.10.7.2.1.5 Button Sorting
- Materials:
  - Large buttons or bottle caps
  - small containers.
- Instructions:
  - Encourage the child to sort buttons or caps by color or shape.
- Benefits:
  - Develops fine motor control, color recognition, and organizational skills.
- Variation:
  - Use different-sized buttons and encourage sorting by size or texture. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Materials:
  - Food-based dyes (e.g., beetroot, turmeric),
  - Small paper sheets, or cardboard.
- Instructions:
  - Put a bit of dye on the child's finger and encourage them to make dots, lines, or simple shapes on paper.
- Benefits:
  - Boosts finger dexterity, creativity, and sensory awareness.
- Variation:
  - Introduce color names during play and try finger painting in specific patterns. 5.10.7.2.1.7 Button Sorting into Containers
- Materials:
  - Large buttons
  - colored bottle caps, or small pebbles
  - containers like cups or bowls.
- Instructions:
  - Show the child how to pick up buttons or bottle caps and drop them into containers, ideally sorted by color or size.

- Benefits:
  - Develops precision and fine motor control while encouraging sorting and categorization.
- Variation:
  - Add simple sorting challenges like putting similar colors together to enhance focus.

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Obstacle Course with Chairs

- Materials:
  - Chairs
  - pillows
  - cushions
  - other soft obstacles
- Instructions:
  - Arrange a course with objects the child can crawl around, over, or under.
  - Encourage them to follow a simple path, adjusting obstacles as they go.
- Benefits:
  - Improves balance, strength, and spatial awareness.
- Variation:
  - Rearrange the course to keep the challenge fresh.
  - Add instructions like “go under” or “over” to introduce vocabulary while they play.
- Materials:
  - Long sticks
  - Flat stones
- Instructions:
  - Lay sticks or stones in a straight or zig-zag line and invite the child to walk along them, trying to balance without stepping off. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Benefits:
  - Develops balance, coordination, and body awareness.
- Variation:
  - Place the sticks closer together or create more challenging patterns, like curves, to enhance the difficulty. 5.10.7.2.2.3 Crawling Tunnel
- Materials:
  - Cardboard boxes
  - sheets, or chairs to create a tunnel.
- Instructions:
  - Set up a simple tunnel and encourage the child to crawl through it.
- Benefits:
  - Improves core strength .
  - Improves coordination.
  - Improves balance.
- Variation:
  - Place small toys inside the tunnel for the child to collect as they crawl through. 5.10.7.2.2.4 Jumping Jumps

- Materials:
    - Cushion or mat
    - Chalk if outside.
  - Instructions: EL\_CgManual\_CURRENT\_v016 November 5, 2025
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- Draw a line or use a mat, and encourage the child to jump from one side to the other.
  - Benefits:
    - Builds leg strength, balance, and gross motor skills.
  - Variation:
    - Encourage hopping on one foot, or add a “landing spot” to focus their jumps. 5.10.7.2.2.5 Ball Kicking
  - Materials:
    - Soft ball
    - Safe space.
  - Instructions:
    - Show the child how to kick the ball and chase after it.
    - This can be done outside or inside with a soft ball.
  - Benefits:
    - Enhances leg coordination, balance, and spatial awareness.
  - Variation:
    - Set up simple “goals” with objects on either side to practice aiming kicks. 5.10.7.2.2.6 Jumping Over Lines
  - For children yet to crawl: 5.10.7.2.2.7 Light Chase
  - Materials: EL\_CgManual\_CURRENT\_v016 November 5, 2025
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- A flashlight or a safe light-up toy.
  - Instructions:
    - Turn off the main lights or dim the room slightly and shine the flashlight or place the light-up toy a short distance away.
    - Move the light slowly, encouraging the child to crawl toward it.
  - Benefits:
    - Encourages crawling and visual tracking,
    - Helps to build arm and leg strength, and adds excitement with the novelty of light.
  - Variation:
    - Shine the light on different objects or surfaces to keep the child interested, or introduce simple verbal cues like “Find the light!” Rolling Ball Fun
  - Materials:
    - Soft, brightly colored ball.
  - Instructions:
    - Sit a short distance from the child and roll the ball towards them, encouraging them to try to catch it.
    - Roll it slightly further each time to encourage them to move forward.
  - Benefits:
    - Builds motivation, coordination, and strengthens the child’s arms and legs as they reach and move forward.
  - Variation:

- Use balls of different textures or add playful sounds like clapping when they reach the ball to create additional stimulation. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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### a. Blanket Pull

- Materials:
  - Soft blanket or mat.
- Instructions:
  - Place the child on a soft blanket or mat and gently pull them a few inches forward, creating a fun sliding motion.
  - Place a favorite toy a few inches away and encourage them to crawl toward it after the blanket stops.
- Benefits:
  - Provides sensory stimulation.
  - Helps the child experience forward motion.
  - Builds excitement for crawling.
- Variation:
  - Change the position of the toy after each slide, or add sound or movement to make the toy more enticing.

### b. Peekaboo Crawl

- Materials:
  - Small blanket or towel.
- Instructions:
  - Place yourself a short distance from the child, covering your face with a blanket.
  - Peek out and call their name, encouraging them to crawl toward you.
  - Once they reach you, lift the blanket and reveal your face, celebrating their success.
- Benefits: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Builds strength, coordination, and anticipation while promoting caregiver interaction.
- Variation:
  - Hide different objects under the blanket for them to “discover” when they reach you, adding novelty each time.

### c. Bubble Crawl

- Materials:
  - Bubble wand or bubble machine.
- Instructions:
  - Blow bubbles at a low height and encourage the child to crawl toward them, trying to pop them with their hands.
- Benefits:
  - Stimulates curiosity, builds coordination, and strengthens crawling movements as they chase the bubbles.
- Variation:
  - Change the speed and direction of the bubbles to keep it fun and challenging.

d. Tunnel Adventure

- Materials:
    - Cardboard boxes
    - Cushions.
    - Chairs with a blanket draped over to create a tunnel.
  - Instructions:
    - Set up a short tunnel by arranging the boxes or chairs with the blanket over them.
    - Place a small toy at the end of the tunnel to encourage the child to crawl through.
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- You can be at the other end to call their name or clap to attract them.
- Benefits:
  - Boosts spatial awareness, builds strength, and encourages exploration as they crawl through the enclosed space.
- Variation:
  - Add a small bell or rattle at intervals in the tunnel to create additional auditory cues as they move through.

e. Toy Trail

- Materials:
  - Small toys or safe household objects.
- Instructions:
  - Place a series of small toys in a line on the floor, creating a path for the child to follow as they crawl.
  - Encourage them to move from one toy to the next, pausing to explore each one.
- Benefits:
  - Strengthens crawling endurance, builds attention span, and encourages discovery.
- Variation:
  - Use toys of different shapes, sizes, and textures to make each “stop” along the trail interesting.
  - Move toys closer together or farther apart as needed.

f. Crinkle Crawl

- Materials:
  - Crinkly paper. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Foil.
- Soft fabric with an interesting texture.
- Instructions:
  - Place the crinkly material on the floor, encouraging the child to crawl across it to reach a toy or your open arms on the other side.
- Benefits:
  - Offers sensory stimulation through sound and texture while motivating the child to crawl.
- Variation:

- Change the material to offer new sensory experiences, such as a soft towel or a piece of fabric with raised patterns. i . Snack Trail
- Materials:
  - Small, safe snack pieces (e.g., soft banana slices).
- Instructions:
  - Place small pieces of snack in a line, encouraging the child to crawl forward to reach each one and have a tiny bite.
- Benefits:
  - Encourages crawling, builds endurance, and rewards movement with small treats.
- Variation:
  - Adjust the snack distance to match the child’s crawling speed, and use their favorite snacks to make it more appealing.

j. Mirror Motivation

- Materials: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Small and unbreakable mirror.
- Instructions:
  - Place a small mirror on the floor in front of the child and let them see their reflection, encouraging them to move toward the “other baby” in the mirror.
- Benefits:
  - Stimulates curiosity.
  - Promotes social awareness.
  - Motivates crawling.
- Variation:
  - Place a familiar toy or caregiver’s face behind the mirror to add to their curiosity as they approach.

k. Balloon Chase

- Materials:
  - A lightweight balloon.
- Instructions:
  - Place the balloon or beach ball just out of reach of the child, encouraging them to crawl toward it.
  - You can tap it lightly to make it move slowly across the floor.
- Benefits:
  - Builds strength, coordination, and keeps the child engaged with movement.
- Variation:
  - Use a balloon with a small amount of weight (like a small stuffed toy attached) so it stays low to the ground, making it easier for the child to follow.  
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l. Obstacle Crawl

- Materials:
  - Small pillows.

- Soft toys, or cushions.
- Instructions:
  - Set up a simple course with soft pillows and toys for the child to navigate around.
  - Show them how to move around each item or over a low cushion.
- Benefits:
  - Develops problem-solving, builds arm and leg strength, and helps with spatial awareness.
- Variation:
  - Change the arrangement of obstacles each time to keep the activity engaging. For children learning to crawl:

a. Toy Chase

- Materials:
  - A small, soft toy that rolls or slides across the floor.
- Instructions:
  - Gently roll the toy a short distance away from the child, encouraging them to crawl after it.
  - Make sounds or gestures to catch their attention and celebrate when they reach it.
- Benefits:
  - Motivates crawling, builds upper body strength, and improves coordination.
- Variation: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Use toys that make sounds when moved or roll at different speeds to keep the child engaged.
- b. Pillow Mountain Materials: Soft pillows and cushions. Instructions: Create a low “mountain” of pillows on the floor. Encourage the child to crawl up and over it, cheering them on as they navigate different heights. Benefits: Strengthens arms and legs, develops spatial awareness, and enhances problem-solving. Variation: Adjust the height and arrangement of the pillows as the child becomes more confident and adventurous. For children learning to walk:
- c. Supported Walking with Scarves Materials: Colorful scarves or a soft ribbon. Instructions: Hold both ends of a scarf or ribbon and let the child hold the middle as they walk, giving gentle support. Walk around the room or take small steps to guide them. Benefits: Builds leg strength, improves balance, and encourages independence. Variation: Use different colored scarves each time to make it visually stimulating, and add little pauses or turns for extra balance practice.
- d. Stepping Stones Materials: Fabric squares, mats, or paper taped to the floor.  
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- 5. STRUCTURED ENRICHMENT Page 89 of XX Instructions: Place the squares on the floor to create a path, leaving small gaps between each “stone.” Encourage the child to step from one to the next with your assistance if needed. Benefits: Enhances balance, leg strength, and coordination while building confidence in taking steps. Variation: Gradually increase the gaps between the stones to challenge the child as they grow more confident in walking.
- c. Push-and-Walk Materials: A sturdy chair or low, weighted box, chair or stool that can be pushed across the floor. Instructions: Show the child how to push the chair or box while walking behind it, holding on for support. Benefits: Builds leg strength, balance, and coordination as they learn to move with stability. Variation: Use different objects like a small cart or wagon that can be pushed safely, and add toys inside for them to “transport” as they walk.

3. Eye hand coordination games
  - a. Rolling and Catching Balls Materials: Soft balls of various sizes. Instructions: Sit across from the child and roll a ball to them, encouraging them to catch or stop it with their hands. Gradually increase the rolling distance. Benefits: Enhances hand-eye coordination, tracking skills, and timing. EL\_CgManual\_CURRENT\_v016 November 5, 2025
  5. STRUCTURED ENRICHMENT Page 90 of XX Variation: Use balls of different textures or sizes, or introduce soft throws for variety.
    - b. Spoon and Cup Transfer Activities Materials: Spoons, cups, small items (beans, bottle caps). Instructions: Show the child how to scoop items from one cup to another using a spoon. Benefits: Strengthens fine motor skills, precision, and control. Variation: Try different objects or use a smaller spoon to add challenge.
    - c. Drop the Pebble Materials: Small pebbles, dried beans, or bottle caps; narrow-necked bottle. Instructions: Show the child how to hold a pebble over the bottle and drop it in, encouraging precision. Benefits: Strengthens hand-eye coordination and concentration. Variation: Use a larger bottle or smaller objects to adjust difficulty as the child progresses.
    - d. Balloon Toss Materials: Small balloons or light balls. Instructions: Lightly toss a balloon toward the child and encourage them to swat or catch it with their hands. Benefits: Improves tracking, timing, and reaction skills. EL\_CgManual\_CURRENT\_v016 November 5, 2025
  5. STRUCTURED ENRICHMENT Page 91 of XX Variation: Try different motions—like gently bouncing, tossing, or tapping the balloon with an open palm or a small, soft bat. For children yet to crawl:
    - a. Tummy Time Toy Reach Materials: Soft, colorful toys or rattles. Instructions: Place the infant on their tummy and position toys just out of reach to encourage them to lift their head, reach forward, and grab. Gently shake the toy to get their attention. Benefits: Strengthens neck, shoulder, and arm muscles while promoting hand-eye coordination. Variation: Use toys with different textures, sounds, or lights to add interest and sensory exploration.
    - b. Floating Scarf Grab Materials: Lightweight scarves or fabric squares. Instructions: Hold the scarf above the infant, slowly dropping it within their reach so they can try to grab it. Allow it to gently float down so they can track it with their eyes and hands. Benefits: Enhances visual tracking, hand-eye coordination, and reaching skills. Variation: Change the color of the scarves or try using multiple scarves to create variety.
    - c. Ribbon Ring Exploration Materials: An embroidery hoop or soft ring tied with multiple colorful ribbons. EL\_CgManual\_CURRENT\_v016 November 5, 2025
  5. STRUCTURED ENRICHMENT Page 92 of XX Instructions: Hold or suspend the ring near the infant and encourage them to reach and pull on the ribbons, exploring different colors and textures. Benefits: Builds fine motor strength in fingers and hands and promotes sensory exploration. Variation: Tie ribbons of various textures, like satin or velvet, for extra tactile stimulation.
  - d. Finger Puppets Materials: Simple finger puppets or small, soft toys. Instructions: Put on a finger puppet and slowly move your hand in front of the infant, allowing them to reach out to touch or grab it. Make simple sounds or tell a short story to keep their attention. Benefits: Stimulates eye tracking, focus, and reaching for objects. Variation: Use different puppets or change finger movement speeds to keep their interest.
  - e. Crinkly Paper Exploration Materials: Crinkly paper (such as clean tissue paper or baby-safe

crinkly toys). Instructions: Place a piece of crinkly paper or toy in front of the infant and encourage them to reach, grab, and explore the sound and texture. Benefits: Encourages hand exploration, sound response, and sensory awareness. Variation: Use different materials with textures that make soft sounds, such as cloth or foil-wrapped paper.

- f. Soft Ball Tracking and Reaching EL\_CgManual\_CURRENT\_v016 November 5, 2025
- 5. STRUCTURED ENRICHMENT Page 93 of XX Materials: A soft, small ball. Instructions: Gently roll a ball in front of the baby, encouraging them to follow it with their eyes and reach out to touch it. Slowly move it from side to side to keep them engaged. Benefits: Supports visual tracking, focus, and reaching. Variation: Use balls of different textures or slight weights to vary the sensory input.
- g. Pat-a-Cake with Toys Materials: Small, soft toys or textured balls. Instructions: Place a toy in each hand and gently guide the baby's hands to touch together while singing a song or saying "pat-a-cake." Let them hold a toy in each hand, encouraging them to explore how their hands work together. Benefits: Develops bilateral coordination and awareness of each hand. Variation: Change toys frequently or add music to keep them engaged.
- h. High Contrast Card Reach Materials: High-contrast cards (black and white or red and white). Instructions: Place a high-contrast card slightly out of reach during tummy time or while they're on their back. Move it slowly to encourage them to reach and touch. Benefits: Builds visual focus, tracking, and reaching ability. Variation: Rotate cards with different designs or patterns to hold their attention.
- i. Sound and Reach Shaker EL\_CgManual\_CURRENT\_v016 November 5, 2025
- 5. STRUCTURED ENRICHMENT Page 94 of XX Materials: Small, baby-safe shaker or rattle. Instructions: Shake the rattle near the infant, drawing their attention to the sound. Allow them to reach out and grab the rattle as you gently move it within reach. Benefits: Enhances auditory and visual tracking while stimulating hand coordination. Variation: Experiment with shakers of different sounds or colors to vary sensory engagement.
- j. Mirror Reach and Touch Materials: Baby-safe mirror. Instructions: Place the mirror in front of the infant during tummy time. Encourage them to reach out and touch their reflection, which promotes self-recognition and tactile exploration. Benefits: Fosters hand-eye coordination, self-awareness, and sensory discovery. Variation: Move the mirror around to encourage reaching in different directions or play peek-a-boo for added engagement.
- k. Cloth Pulling Activity Materials: Light cloths or scarves and a container with a small opening. Instructions: Place the cloths partially in a container so that the ends are sticking out. Encourage the infant to pull the cloths out of the container. Benefits: Builds grip strength, finger dexterity, and introduces a cause-and-effect element. EL\_CgManual\_CURRENT\_v016 November 5, 2025
- 5. STRUCTURED ENRICHMENT Page 95 of XX Variation: Use cloths of various textures or add items of different colors to keep the game fresh.
- l. Spinning Bottle Exploration Materials: A plastic bottle filled with beads or rice, securely closed. Instructions: Lay the bottle on its side and encourage the infant to reach out, roll, or bat it to see and hear the contents moving around. Benefits: Develops arm and hand coordination, visual tracking, and sound awareness. Variation: Change bottle contents or colors to vary the experience. For children learning to walk:
- m. Rolling Object Catch Materials: A soft, lightweight ball. Instructions: Sit a few feet away from the child and gently roll the ball toward them. Encourage them to reach down, pick it

up, and roll it back to you. Benefits: Enhances eye-hand coordination and balance as they bend down to pick up the ball, developing both motor skills and walking stability. Variation: Use balls of different textures or colors to keep the game interesting.

- n. Stacking Fun Materials: Large, lightweight blocks or stackable cups. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 96 of XX Instructions: Place a stack of blocks or cups in front of the child and show them how to stack one on top of the other. Let them try stacking themselves, or take turns adding blocks to encourage balance. Benefits: Develop fine motor control and concentration as they learn to balance objects on top of one another. Variation: Use blocks in bright colours or with different textures to increase sensory stimulation.

- o. Bean Bag Toss Materials: Small bean bags or soft balls and a basket. Instructions: Place the basket a short distance from the child and demonstrate tossing a bean bag into it. Encourage them to throw their bean bags into the basket, adjusting the distance as needed. Benefits: Promotes hand-eye coordination, arm strength, and timing as they aim and toss. Variation: Use a container with a larger or smaller opening or place the basket slightly higher for a greater challenge.

- p. Spoon Transfer Materials: Plastic spoon and soft objects (e.g., cotton balls). Instructions: Show the child how to place a cotton ball on a spoon, then transfer it from one container to another. Encourage them to balance the cotton ball on the spoon as they move it. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 97 of XX Benefits: Develops fine motor skills, focus, and coordination as they try to keep the cotton ball balanced. Variation: Use different spoon sizes or swap cotton balls with other light items to increase the challenge.

- q. Ring Stack Pull and Release Materials: Ring stacking toy. (a stick and roles of used toilet paper cut into rings. Instructions: Place the rings near the child and let them practice putting the rings onto the pole. They can experiment with taking the rings on and off, stacking and pulling them off in a fun and repetitive way. Benefits: Improves hand-eye coordination and finger dexterity, encouraging controlled hand movements. Variation: Use rings of various colors and textures or add simple counting as they stack to increase learning.

- r. Push-and-Roll Game Materials: Toy cars, soft balls, or rolling toys. Instructions: Place a toy car or rolling toy near the child and demonstrate pushing it across the floor. Encourage them to push the toy and follow it, coordinating movement and aiming. Benefits: Improves hand strength, coordination, and provides an exciting chance to move while watching the toy roll. Variation: Place a soft barrier, like a pillow, for them to aim the toy toward, encouraging controlled pushing. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- k. Button Push Board Materials: DIY board with large buttons (use sturdy cardboard or a surface with easy-to-press buttons). Instructions: Set up a simple board with buttons or objects they can press down, encouraging the child to press each button one at a time. Benefits: Enhances fine motor skills, finger strength, and teaches focus. Variation: Add buttons of different sizes or sounds that activate as they press.

- l. Block Drop Materials: Large container and lightweight blocks. Instructions: Set the container on the floor and demonstrate dropping blocks into it, one at a time. Let the child stand or sit and practice picking up blocks and placing them into the container. Benefits: Encourages precision, fine motor skills, and coordination as they pick up and place objects. Variation:

Use differently sized containers or blocks to adjust the level of difficulty.

- m. Sticky Note Grab Materials: Sticky notes or pieces of tape. Instructions: Stick a few sticky notes or pieces of tape to a wall or table at the child's eye level and show them how to grab and pull each one off. Encourage them to reach and pull, using both hands alternately.  
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5. STRUCTURED ENRICHMENT Page 99 of XX Benefits: Develops hand strength, coordination, and encourages movement as they pull each note off. Variation: Use bright colors or add small, safe images on each sticky note to make it more exciting.

n. Bubble Pop

- Materials:
  - Bubble wand or bubble machine.
- Instructions:
  - Blow bubbles within the child's reach and encourage them to pop each one with their hands.
  - Try moving around as they reach and pop to keep them moving.
- Benefits:
  - Builds coordination, focus, and helps children practice visually tracking objects.
- Variation:
  - Blow the bubbles at different heights, encouraging the child to reach higher or squat to reach them. For children who are walking:

a. Bean Bag Balancing Walk

- Materials:
  - Small bean bags.
- Instructions:
  - Have the child balance a bean bag on their head and walk from one point to another. If the bean bag falls, encourage them to pick it up and try again.
- Benefits:
  - Improves coordination, posture, and balance while they focus on keeping the bean bag steady.  
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- Variation:
  - Adjust the distance, or have them try walking on a line marked on the floor for extra balance practice.
- b. Rolling Ball Aim Materials: A soft ball and several targets like small baskets or bowls. Instructions: Set up the baskets at different distances. Encourage the child to roll or gently throw the ball toward the target, trying to get it inside. Benefits: Enhances hand-eye coordination, arm strength, and aim. Variation: Use different target sizes to vary the difficulty.
- c. Catch and Drop Materials: Soft balls or bean bags. Instructions: Stand a short distance from the child and gently toss the ball for them to catch and then toss back. Start with rolling the ball before progressing to gentle tossing. Benefits: Helps develop timing, coordination, and motor planning as they learn to anticipate and catch. Variation: Try using different-sized balls, or play while sitting for a relaxed version of the game.
- d. Ping-Pong Scoop Materials: A plastic spoon and ping-pong balls or other small objects. Instructions: Place a small bowl filled with ping-pong balls on one end of the room and an

empty bowl on the other. Give the child a spoon and encourage them to scoop up a ball and transfer it to the empty bowl without dropping it. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 101 of XX Benefits: Encourages balance, concentration, and control of hand movements. Variation: Increase the distance between the bowls or use other small objects like soft pom-poms.
- e. Target Toss with Rings Materials: Small rings (such as plastic bracelets/ toilet paper cut out rings) and a peg or stick in the ground. Instructions: Place the peg a few feet away from the child. Let them toss the rings onto the peg, aiming to get as many as possible on the target. Benefits: Enhances aim, timing, and hand-eye coordination as they practice tossing. Variation: Place the peg at different heights or use rings of varying sizes to add challenge.
- f. Ribbon Dancing Materials: Ribbons tied to sticks or long fabric strips. Instructions: Give the child a ribbon and encourage them to wave it around, creating patterns in the air while moving around. Benefits: Supports hand control, creativity, and large motor skills as they wave, swirl, and make shapes with the ribbon. Variation: Play music and encourage dancing or create specific shapes for them to mimic.
- g. Pop the Bubble Wrap Materials: Bubble wrap pieces\_on the ground. Instructions: Spread bubble wrap on the floor and let the child walk or press down on it with their hands to pop the bubbles. EL\_CgManual\_CURRENT\_v016 November 5, 2025
5. STRUCTURED ENRICHMENT Page 102 of XX Benefits: Improves hand strength, finger dexterity, and coordination while providing sensory feedback. Variation: Encourage them to try popping bubbles with one finger, both hands, or even their toes for variety.
- h. Block Stacking Race Materials: Large building blocks or soft stacking toys. Instructions: Set up a mini “race” where the child has to carry one block at a time across the room to stack in a designated area. Encourage them to create the tallest tower they can without it toppling over. Benefits: Enhances precision, balance, and coordination as they carry and stack blocks. Variation: Time each race, have them build patterns, or race with another child for friendly competition.
- i. Pinching Pom-Pom Transfer
  - Materials:
    - Small pom-poms
    - A pair of child-safe tweezers/ sticks shaped as chopsticks.
  - Instructions:
    - Place a pile of pom-poms in a bowl and an empty bowl nearby.
    - Show the child how to use tweezers to pick up each pom-pom and transfer it to the empty bowl.
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  - Builds fine motor control and hand strength
  - Encourages focus and concentration.
  - Variation:
    - Use different colors and ask the child to sort the pom-poms by color as they transfer.
- j. Water Pouring Practice

- Materials:
  - Small plastic pitchers
  - Cups.
- Instructions:
  - Fill a small pitcher with water and provide an empty cup.
  - Show the child how to pour water from the pitcher into the cup.
  - Let them take turns pouring carefully to avoid spills.
- Benefits:
  - Enhances hand stability, coordination, and precision.
- Variation:
  - Use differently sized cups or provide food coloring for fun, colorful water.

k. Obstacle Course with Hand Transfers

- Materials:
  - Small objects like stuffed animals or lightweight toys.
- Instructions:
  - Set up a simple obstacle course with chairs, pillows, or small barriers. Have the child pick up an object at one end, walk through the course, and place it at the other end.
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- Improves hand stability, eye coordination, and gross motor skills as they navigate the course.
- Variation:
  - Change the course layout or add small goals, like hopping over a spot or walking around a chair.

l. Drop and Aim

- Materials:
  - A large plastic bottle and small objects like marbles or stones.
- Instructions:
  - Place the bottle on the floor and encourage the child to drop objects into it, aiming carefully each time.
- Benefits:
  - Develops focus, precision, and hand-eye coordination.
- Variation:
  - Use smaller objects or change the container's size to increase or decrease difficulty.
  - 5.10.7.3 Language and sounds games
  - 5.10.7.3.1 Gentle rhymes and songs For children yet to crawl
  - 5.10.7.3.1.1 Face-to-Face Singing
- Materials:
  - None needed.
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- Sit face-to-face with the child and sing simple, repetitive songs or rhymes.
- Keep the tone soft and engaging, watching their reaction to the sound.
- Variation:

- Add hand movements or gentle clapping to songs like “Twinkle, Twinkle, Little Star” or “Baby Jesus,” which introduce a rhythmic pattern that infants can enjoy and observe.

#### 5.10.7.3.1.2 Call and Response Songs

- Materials:
  - None needed.
- Instructions
  - Sing short lines of a simple song, then pause as if waiting for the baby to respond.
  - This can encourage early vocalization and give them time to react with coos or gurgles.
- Variation
  - Clap or use a rattle to keep a steady rhythm that helps them anticipate pauses and responses. For children who are crawling 5.10.7.3.2 Sound Object Exploration For children yet to crawl:

##### a. Shaker Exploration

- Materials:
  - Homemade shakers (small bottles filled with rice or beans, securely sealed).
- Instructions:
  - Shake the bottle softly near the child, moving it from side to side.
  - Encourage them to follow the sound with their eyes, helping them connect sound to movement. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Variation:
  - Use different materials (like sand or small stones) in each shaker to create a variety of sounds and textures for exploration.
- Sound Contrasts
  - Materials:
    - Two objects with distinct sounds, like a bell and a wooden block.
  - Instructions:
    - Alternate making sounds with each object and see if the baby reacts differently to the two sounds.
    - This introduces the concept of sound variation and texture.
  - Variation:
    - Bring each object closer to them in turn, helping them associate the sound with the object creating it. 5.10.7.3.3 Mimic Sounds Game For children yet to crawl:

##### a. Animal Sounds

- Materials:
  - None needed.
- Instructions:
  - Make simple animal sounds like “Moo” for a cow or “Baa” for a sheep while showing them a picture or small toy animal.
- Variation:
  - Use different vocal tones or pitches to mimic animals and add gestures for added entertainment, like moving like a “jumping frog” for “Rabbit.” EL\_CgManual\_CURRENT\_v016 November 5, 2025

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### b. Everyday Object Sounds

- Materials:
  - Common household items like a soft brush, paper, or a small drum.
- Instructions:
  - Make soft sounds with each item, like brushing, tapping, or gently crinkling paper, while explaining what it is.
  - This helps them learn that different objects can create a variety of sounds.
- Variation:
  - After a few repetitions, let them gently feel or touch the item (with guidance), pairing tactile with auditory sensations. 5.10.7.3.4 Parent and Baby Conversations

### a. One-Word Exchanges

- Materials:
  - None needed.
- Instructions:
  - Sit with the baby and introduce single words, like “Hi,” “Yes,” or “No.” Say the word clearly and pause, giving them a chance to respond with a coo or sound.
- Variation:
  - Add facial expressions or use a gentle hand wave for words like “Hi” to connect words with actions.

### b. Describe Their Actions

- Materials:
  - None needed. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Instructions:
  - Narrate what they are doing, such as “You’re kicking your feet” or “You’re reaching for the toy.”
  - Describing their actions exposes them to descriptive language.
- Variation:
  - Use different tones of voice for each action (soft and excited for “reaching,” calm for “relaxing”) to add vocal variation. 5.10.7.3.5 Nursery Rhymes with Visual Props For children who are yet to walk:

### a. Rhyme with a Stuffed Toy

- Materials:
  - Small, soft toys like a teddy bear or cloth doll.
- Instructions:
  - Recite rhymes like “Teddy Bear, Teddy Bear, Turn Around,” holding the stuffed toy in front of them.
  - Move the toy along with the rhyme’s actions to keep them engaged.
- Variation:
  - Try different props or toys for variety, like a small toy truck or colorful blocks, to associate sounds with various visuals.

b. Finger Puppets and Rhymes

- Materials:
  - Simple finger puppets or small cutouts on your fingers.
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- Sing a rhyme like “Five Little Ducks” using finger puppets, moving each finger along with the lyrics.
- This can help them connect sounds and stories with visual cues.
- Variation:
  - Use different characters (such as animals or objects) for various rhymes to create associations with the sounds. 5.10.7.3.1.6 Gentle Instruments Play

a. Simple Rattle Time

- Materials:
  - Rattle.
- Instructions:
  - Shake the rattle gently in time with a nursery rhyme or soft song.
  - Move the rattle from side to side, encouraging them to track it.
- Variation:
  - Vary the rhythm (slow and steady, fast and soft) to introduce new sound patterns.

b. Soft Drum Beats

- Materials:
  - Small drum or overturned plastic container.
- Instructions:
  - Tap a soft rhythm on the drum while singing a lullaby or talking.
  - This helps them associate sound with motion.
- Variation:
  - Use a gentle rhythm that mimics a heartbeat to soothe them. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 110 of XX CHAPTER 5. STRUCTURED ENRICHMENT 5.1. Big-Group Enrichment Activities What is big grouping?

- Big grouping is where children are mixed in different age groups to give them opportunities to interact with one another in a structured group activity.
- It helps the children learn social skills like taking turns, and sharing ideas and toys.
- It also helps with emotional development, language development, communication, and physical development including fine motor skills. 5.1.1 Examples of big group activities:
- Group exercises, meal time, singing, together, making toys, etc ...
  - Group exercises examples:
    - \* Lifting up their hands and putting them down.
    - \* Running around.
    - \* Putting legs together and apart game (e.g; sitting/standing in a circle)
    - \* Trying to stand on one foot
    - \* Riding a tire

- \* Playing with sand, sorghum, unga (measuring, pour in and out with container, sieving).
- \* Playing with water by fetching from one side to another. (?explain?)
- \* Bubbles Game / Puliza Maji
- \* Singing games like:
- Nyama! Nyama! Nyama!
- Machungwa one, pepeta! EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Kindubrusha!
- R pii! R pii!
  - Hide and seek games (pirikisho ee mbanture ee).
  - Jump in sack (explain?)
  - Frog steps. (explain?)
  - Whistle statue / musical statue
  - Obstacle course
  - Animal movements
  - Ball-pit fun activity Note: When having the group exercises, always allow the children to do the body exercises appropriate for their age and ability.
- Introducing a dancing game to the children in a daycare setting can be a lot of fun! Here's a simple and engaging way to do it.
- Make sure the space where the children will dance is free of obstacles.
- Remove any toys or furniture that could be a distraction.
- If possible, use a soft surface like a rug or mats where the children can comfortably move around.
- Bring the children together in a circle.
- You can sit down with them first to explain what's going to happen in a simple way. For example, say, "We're going to play a fun game where we dance to the music!"
- Keep it very basic. "When the music plays, we dance. When the music stops, we freeze like a statue!" (This can add a playful challenge). EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Start by showing them a few simple moves.
- Clap your hands, stomp your feet, or spin around. Encourage the children to copy what you're doing.
- Make your movements big and clear so they're easy to imitate. Smile and show enthusiasm to make it more inviting.
- Once they're engaged, mix it up with different actions. "Now, let's march in place!" or "Let's shake our hips!"
- For very young children, demonstrate each action before expecting them to follow along.
- Hand out scarves, ribbons, or lightweight fabric for them to wave around as they dance.
- You could also use musical instruments like tambourines or shakers for added fun.
- Praise their creativity by saying things like, "Wow, I love how you're spinning!" or "Great jumping!"
- Give lots of praise and encouragement. Say things like, "You're all such great dancers!" or "That was so much fun!"

- Gather the children in a circle at the end, maybe sitting down together. Sing a soft, ./calming song like “Twinkle, Twinkle, Little Star” to signal the end of the game.
- Briefly show dance-related word-cards during the dance activity. 1.1.2.2 Hide and Seek
- This is a game where one closes his eyes for a time, and the rest of the team go elsewhere to hide.
- After some time, the person goes to find them and if you find one he loses the game.
- If there is one who is not found from where he is hiding he becomes a winner. A song for hide and seek is: Pirikisho ee (Banturee) Pirikisho ee (Banturee) Ni hivyo (hapana)

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- Here are the tips:
  - Use a small, confined space like a corner of the room or a play area where the child feels secure and is easy to monitor.
  - Make sure there are simple and safe hiding spots, like behind a large cushion, a low table, or even just covering their face with their hands (peekaboo style).
  - Start with a game they’re likely familiar with, like “pirikisho ee”. You can say, “Where’s [child’s name]? “Banturee!” There you are!” This helps them understand the idea of someone being hidden and then found.
  - Instead of having the child hide, you can hide a favorite toy under a blanket or behind an object and ask, “Where’s the teddy bear?” Encourage the child to find it.
  - Hide yourself in a very obvious spot, like behind a chair or a doorframe, where the child can easily find you. Then call out to them, “Where’s [Your Name]?” and when they see you, celebrate with, “You found me!”
  - The first few times, hide together with the child. For example, both of you can hide behind a curtain or under a blanket, and then you can peek out together.
  - Keep the game very brief, as 1-year-olds have short attention spans. Just a couple of rounds of finding or being found is enough.
  - Give lots of praise and smiles when they participate. For example, if they pull the blanket off the hidden toy, say, “You found it! Great job!”
  - Use simple language and gestures. If you’re hiding a toy, show them where it’s going, and say, “Let’s find it together!”
  - Celebrate every small success with clapping, cheering, and lots of positive reinforcement. This makes the game more exciting for them.

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- If the child doesn’t seem interested in hiding or seeking, don’t force him/her. Instead, move on to another activity they enjoy. The goal is to make it fun and stress-free.
- If the child doesn’t seem interested in hiding or seeking, don’t force it. Instead, move on to another activity they enjoy. The goal is to make it fun and stress-free.
- After a couple of rounds, transition to a calming activity like singing a familiar song or reading a book. This helps wind down the excitement of the game. 5.1.2.3 Singing Games
- Singing games are a fantastic way to engage children two years old and younger in EL daycares.
- These games combine music, movement, and fun, helping little ones develop language skills, motor coordination, and social interaction.
- Here are some of the best singing games for this age group: 5.1.2.3.1 “If You’re Happy and

### You Know It”

- How to Play:
    - Sing the song and encourage the children to follow along with the actions, such as clapping their hands, stomping their feet, or shouting “Hooray!”
    - The repetitive structure and simple actions make it easy for young children to participate.
    - It’s also adaptable, if the children enjoy it, you can add more verses with different actions (like jumping or waving). 5.1.2.3.2 “The Wheels on the Bus”
  - How to Play:
    - Sing the song and encourage the children to mimic the actions, such as “round and round” for the wheels, “swish, swish, swish” for the wipers, or “beep, beep, beep” for the horn.
    - The song has a catchy tune, and the variety of motions keeps children engaged.
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- You can also make up new verses to include actions the children enjoy. 5.1.2.3.3 “Ring Around the Rosie”
- How to Play:
  - Form a small circle with the children (or walk around with them) while singing the song.
  - When you reach “we all fall down,” gently sit down or help the children sit down.
  - It’s a simple, classic game that combines singing with physical movement. The anticipation of “falling down” is always exciting for little ones. 5.1.2.3.4 “Head, Shoulders, Knees, and Toes”
- How to Play:
  - Sing the song and touch the corresponding body parts as you sing each word. Encourage the children to do the same.
  - This game helps children learn body parts and develop coordination.
  - You can sing it slowly at first and then gradually speed up to make it more fun. 5.1.2.3.5 “Twinkle, Twinkle, Little Star”
- How to Play:
  - Sing the song while gently swaying or using hand movements to mimic twinkling stars.
  - You can also encourage the children to hold their hands up and open and close their fingers to represent twinkling.
  - The soothing melody makes it perfect for calming the children down, and the simple hand motions add a tactile element. 5.1.2.3.6 “Pat-a-Cake”
- How to Play: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Sit facing the child and sing the song while clapping your hands together and then with the child.
- You can also pretend to “roll” and “pat” a pretend cake with them.
- This game is excellent for hand-eye coordination and bonding. The rhythm and repetition make it easy for toddlers to join in. 5.1.2.3.7 “Row, Row, Row Your Boat”
- How to Play:
  - Sit facing the child and hold their hands. Gently rock back and forth as you sing the song.
  - You can also add a playful “crocodile” verse where you pretend to be surprised and tickle the children.
  - The rocking motion is soothing, and the song’s simplicity makes it easy for children to

learn.

- The surprise element at the end adds a fun twist. 5.1.2.3.8 “Five Little Monkeys”
  - How to Play:
    - Sing the song while holding up fingers to count down the monkeys.
    - You can also pretend to bounce the “monkeys” on your lap or make a small jumping motion.
    - It introduces basic counting and rhythm in a fun, interactive way.
    - The repetitive nature makes it easy for children to catch on. 5.1.2.3.9 Old Farmer Had a Farm”
  - How to Play:
    - Sing the song and encourage the children to make the animal sounds with you. You can also use toy animals to help them visualize.
    - This game introduces animals and their sounds, helping with language development.
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- The repetitive format keeps it simple and fun.
- These singing games are not only entertaining but also educational, helping toddlers develop key skills while having a great time in daycare. 5.1.2.4 Card Games.
- Card games are games where you fold a word card in half and staple it closed to hide them. Ask the kids to look for them.
- When a kid finds the card, you call back and the other kids open the card while teasing them for all the other kids to see .
- Create an atmosphere to catch their attention in finding the hidden cards.
- Hang the cards facing backward then you turn it when teasing them and give them opportunity to see.
- Play a game like [gari ya moshi] then you write a word card then you let them go around seeing the word.
- If there are many kids you can fold two to three cards,let them find the cards and when they are found open one by one reading the word once, then put the cards away and start playing another game. 5.1.2.5 Racing Game
- For young children in daycare, especially those as young as one or two years old, simple and safe racing games are ideal.
- Here are a few fun and easy-to-set-up racing games: 5.1.2.5.1 Crawling Race
- How to Play:
  - Create a short race track using tape or a soft mat.
  - Encourage the children to crawl from one end to the other. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- You can place a favorite toy at the finish line to motivate them.
- It helps improve motor skills and keeps the race safe for little ones who aren't walking steadily yet. 5.1.2.5.2 Balloon Push Race
- How to Play:
  - Give each child a balloon and have them push it across the floor to the finish line using their hands or feet.
- It's gentle, low-impact, and perfect for indoor play. Plus, balloons are fun and colorful, which adds excitement. 5.1.2.5.3 Animal Race

- How to Play:
    - Ask the children to pretend to be different animals (e.g., hop like a rabbit, waddle like a duck) and race from one end of the room to the other.
    - It's imaginative and helps children learn about animals while engaging in physical activity.
  - How to Play:
    - Divide the children into small groups and have them pass a bean bag or soft toy from one to another, racing to see who can finish first.
  - It encourages teamwork and is easy to adapt for different age groups.
- 5.1.2.5.4 Bean Bag or Soft Toy Relay Race
- How to Play:
    - Set up a simple obstacle course with things like pillows to climb over, tunnels to crawl through, and cones to navigate around.
    - Have the children race through the course one at a time.
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- It promotes problem-solving, and gross motor skills.
  - These games are designed to be fun and safe, making them perfect for the daycare, where children are still developing their coordination and motor skills.
- 5.1.2.6 Tires games
- Here are some tire games suitable for children in daycare: Note: Before starting any tires games, always make sure that the tires are cleaned inside every day before play, by removing any spiders, webs or any other stinging insects.
- 5.1.2.6.1 Tire Rolling
- How to Play:
    - Have the children push a tire along the ground, either by rolling it with their hands or feet.
    - You can create a simple obstacle course or have them roll the tire from one point to another.
    - This game promotes coordination, balance, and gross motor skills.
- 5.1.2.6.2 Tire Climbing
- How to Play:
    - Lay a large tire on the ground and let the children climb in and out of it. For older toddlers, you can stack two tires together (securely) and have them climb over or into the stack.
    - Always supervise closely to ensure safety.
  - This activity builds strength and balance.
- 5.1.2.6.3 Tire Tunnel
- How to Play:
    - Line up several tires on their sides to create a tunnel.
    - Encourage the children to crawl through the tunnel.
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- You can also turn it into a game by timing them or asking them to carry a small object through the tunnel.
  - It helps with crawling skills.
- 5.1.2.6.4 Tire Jumping
- How to Play:
    - Place several tires on the ground in a line or a pattern.
    - Have the children jump from one tire to the next.
    - You can make it more challenging by spacing the tires further apart as they get better at

it.

- This game enhances jumping skills, balance, and coordination. 5.1.2.6.5 Tire Balance Beam.
- How to Play:
  - Lay a tire on its side and secure it so it doesn't roll.
  - Have the children walk along the tire as if it's a balance beam.
  - You can use a rope or chalk to mark a path they should follow.
- It's great for balance and concentration. 5.1.2.6.6 Tire Toss.
- How to Play:
  - Set up a few tires standing upright and have the children toss soft balls or bean bags into the center of the tires.
  - You can also use hula hoops if tires are too challenging for younger children.
- This game helps with hand-eye coordination and gross motor skills. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 121 of XX 5.1.2.6.7 Tire Art Station.

- How to Play:
  - Lay tires flat on the ground and provide paint, chalk, or markers (suitable for outdoor use).
  - Let the children decorate the tires with their artwork.
- Encourages creativity and fine motor skills. NOTE: These tire games are not only fun but also help in developing various physical and cognitive skills in young children. Make sure the tires are clean and safe, and always supervise the activities to ensure the children's safety.
- 5.1.2.7 Toy games
- Here are detailed and simple games you can play with toys, perfect for both "ndege and ngari" class: 5.1.2.7.1 Toy Sorting Game
- Materials: Different types of toys like blocks, cars, and stuffed animals.
- How to Play:
  - Gather a few toys of different colors, shapes, and sizes.
  - Sit with the children on the floor and show them how to group the toys. For example, place all the red toys together in one pile and all the blue toys in another.
  - Encourage the children to help you by saying, "Can you find a red toy and put it here?"
  - Clap and cheer when they do it correctly. This helps them learn about colors, shapes, and organizing things.
- 1.1.2.7.2 Toy Hide and Seek
- Materials: Small toys like stuffed animals, cars, or soft balls.
- How to Play: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Choose a toy and hide it somewhere easy for the children to find, like under a chair or behind a pillow.
- Say, "Where is the teddy bear? Let's find it!" and encourage the children to look around.
- If they need help, give simple clues like "Look behind the pillow."
- Celebrate when they find it by saying, "You found it! Yay!" This game helps them practice looking and thinking about where things could be.
- 5.1.2.7.3 Building Towers
- Materials: Soft blocks or stacking cups.
- How to Play:
  - Sit with the children and show them how to stack the blocks or cups one on top of the other.
  - Say, "Let's see how high we can make the tower before it falls down!"

- Let them try to stack the blocks themselves, and if the tower falls, laugh and say, “Oops! Let’s try again!”
- This game helps them practice hand-eye coordination and learn about balance. 5.1.2.7.4 Toy Parade
- Materials: Toys with wheels like cars, trucks, or trains.
- How to Play:
  - Line up the toys with wheels on the floor and say, “Let’s make a parade!”
  - Show the children how to push the toys in a line, making car noises like “Vroom, vroom!”
  - You can even play some music and encourage the children to march along with the toys.
  - This game is fun and helps them develop their motor skills and imagination. 5.1.2.7.5 Toy Counting Game
- Materials: A few small toys like blocks, balls, or animals. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- How to Play:
  - Sit with the children and gather a small number of toys, like three or four.
  - Point to each toy and count out loud, “One, two, three!”
  - Encourage them to count with you by holding their hand and helping them point to each toy.
  - You can also count other things like how many blue toys or how many cars you have.
  - This simple counting game introduces them to numbers in a fun way. 5.1.2.7.6 Toy Race
- Materials: Toy cars or other toys that can roll.
- How to Play:
  - Find a flat space on the floor and set up a simple “race track” using tape or just imagine one.
  - Give each child a toy car and say, “Ready, set, go!” as they push the cars along the floor.
  - You can make it more exciting by gently racing with them, saying, “Who’s going to win?”
  - This game helps them develop their motor skills and enjoy friendly competition. 5.1.2.7.7 Animal Toy Sound Game
- Materials: Toy animals like a cow, dog, or duck.
- How to Play:
  - Pick up a toy animal and show it to the children, saying, “Look, it’s a cow! What sound does a cow make?”
  - Encourage them to say “Moo!” along with you.
  - Repeat this with different animals, making sounds like “Woof, woof!” for a dog or “Quack, quack!” for a duck.
  - This game helps them learn about animals and the sounds they make, which is great for language development. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 124 of XX 5.1.2.8 (Kigesi / kucheza kimya)/ silent acting/act it out/show and tell/mime game

- This is a game played by trying to guess a word or phrase based on silent acting or gestures made by another player.
- The player giving the clues can not speak, make sounds, or point to objects relying only on physical movement to convey the message. Steps:

1. Divide players into two teams.

2. One player from Team A acts out a word or phrase without speaking.
3. Team A guesses what the player is acting out within a set time limit (e.g., 1 minute).
4. Points/reward/praise/motivation are awarded for correct guesses.
5. Alternate between teams, and the team with the most points at the end wins. 5.1.2.9 Pictionary / draw and guess/ Quick draw/ draw battle (mchezo wa picha)
  - This is a game where players take turns drawing images/pictures to represent words or phrases.
  - The other players on their team must guess what the drawing represents within a limited time.

Steps:

  1. Split into teams.
  2. A player from Team A draws a word or phrase on a whiteboard without speaking.
  3. Team A tries to guess what the player is drawing within a time limit.
  4. Correct guesses earn points, and the game alternates between teams.
5. The team with the most points after a set number of rounds wins. EL\_CgManual\_CURRENT\_v016 November 5, 2025
6. STRUCTURED ENRICHMENT Page 125 of XX 5.1.2.10 Tug of War/rope pulling/rope tug/team pull/strength challenge/battle of strength ( michuano wa Kuvuta kamba).
  - This is a team based physical game that involves two opposing teams trying to pull a rope in opposite directions.
  - The goal is to pull the other team over a designated line or marker like object.flag... etc

Steps:

  1. Two teams grab opposite ends of a rope.
  2. A marker/flag or any mentioned symbol is placed at the midpoint of the rope.
  3. Teams pull the rope in opposite directions aiming,
    - To move the marker/flag/ object past their side.
    - To bring another team to their side if they are pulled upon the midline point of the rope.
  4. The first team to pull the marker/flag or any object beyond a certain point/line wins. 5.1.2.11 Duck, Duck, Goose (“it” game) Steps:
    5. Players sit in a circle.
    6. One player walks around, tapping others on the head while saying “duck.”
    7. When they say “goose,” the tapped player chases them around the circle.
    8. If the goose catches the tapper, the tapper remains “it.” If not, the goose becomes the tapper.
    9. Repeat until players tire.
- 5.1.2.12 Capture the Flag
  - This is the game that involves two teams competing to capture the opposing team’s flag and return it to their own territory/side while protecting their own flag. Steps: EL\_CgManual\_CURRENT\_v016 November 5, 2025
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6. Divide players into two teams and assign each a side of the field.
7. Each team hides a flag on their side.
8. The objective is to capture the opponent’s flag and return it to your side without being tagged.
9. If tagged, players go to the opponent’s “jail” and can be freed by teammates.

10. The first team to capture the other team's flag wins. NB: You can use any of the object/material not necessary flags. 5.1.2.13 Musical Chairs Steps:

11. Arrange chairs in a circle, one less than the number of players.

12. Play music while players walk around the chairs.

13. When the music stops, players must sit in a chair.

14. The player without a chair is out, and one chair is removed each round.

15. The last player remaining wins. 5.1.2.14 Red Light, Green Light Steps:

16. One player is the "traffic light" and stands at one end of the field.

17. The other players start at the opposite end.

18. The traffic light player says "green light," and the others move forward.

19. When the traffic light says "red light," players must stop.

20. If caught moving on a red light, a player goes back to the start. First to reach the traffic light wins. (Discipline not Creativity) EL\_CgManual\_CURRENT\_v016 November 5, 2025

21. STRUCTURED ENRICHMENT Page 127 of XX 5.1.2.15 Tag game (Mchezo wa kugonga)

- This is the game that involves one player chasing others in an attempt to "tag" them making them "IT" Steps:

1. Choose one player as "it."

2. The player who is "it" chases the others and tries to tag them.

3. When a player is tagged, they become "it."

4. Continue until everyone is tired or you set a time limit. 5.1.2.16 Hot Potato game Steps:

5. Players sit or stand in a circle.

6. A small object (the "potato") is passed around on the circle as we sing .

7. When the song stops, the player holding the potato is out.

8. Continue until one player remains, who is the winner. 5.1.3. Lunch 5.1.3.1 Prepare Their Lunch 1 Hour Before

- If there are kids who are having lunch prepared by the daycare, make sure you cook/prepare in advance.

- Daycare kids take their lunch at 12 noon.

- Make sure you prepare lunch before 12 noon.

- Warm food for those children who carried their own lunch. 5.1.3.2 Make Them Sit on the Mat

- Encourage the kids not to sit on high chairs while eating. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Make them sit on the mat for it is suitable for the little kids.

- Sit with the young ones also as you feed them.

- Sitting on one level will help them to encourage one another when eating. 5.1.3.3 Backwards Card Game

- Hang the cards facing backwards.

- Unfold one card at a time and flash it once.

- Don't exceed more than 5 cards.

- The cards may be the names of the types of food they are having. 5.1.3.4 Lead Them to Pray for Their Food
- Lead them to say a prayer before eating.
- Here are some of the prayers for the food: Asante Mungu Kwa chakula Nikhila unibariki Katika jina la Yesu Amina! Mungu nakushukuru (Mungu nakushukuru) Kwa chakula (Kwa chakula) Sisi wote pamoja (Sisi wote pamoja) Twakushukuru (Twakushukuru) Amina! EL\_CgManual\_CURRENT\_v016 November 5, 2025

##### 5. STRUCTURED ENRICHMENT Page 129 of XX 5.1.3.5 Sit with Them on the Mat

- As you make them sit on the mat, also sit with them.
- You should not sit on the chair while they are on the mat.
- Sitting together with them on the mat will encourage them to eat.
- Assist those who can not eat independently. 5.1.3.6 Give a Story
- It is encouraging to give the kids a story while eating.
- You can choose an enticing story so they will listen carefully while eating.
- This will make them settle and not move while eating.
- Some like walking while eating, but by giving a story they will sit and listen to you.
- Giving a story will help them eat faster and avoid them to eat food when it is cold. 5.1.3.7 Feeding the Young Ones
- Make the young ones who can sit by themselves sit also on the mat.
- Place the food in front of each one of them.
- You can feed two or three kids.
- The very young ones can hold them and feed each one of them at a time.
- You can feed them separately.
- Make sure there are enough staff assigned to do it. 5.2. Small-Group Enrichment Activities What is small grouping?
- Small grouping is where the child is monitored, guided and gets better social interaction by the caregiver. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Caregiver's engagement is less and let them struggle(problem solving).They only watch and supervise them.
- In this session children also are organized into smaller groups where purposefully are manageable in group's activities, learning and supervision.
- They are grouped based on age or other factors like Special educational needs,..etc.
- This small group allows caregivers to provide more individualized attention to better fit different needs of each child, ensuring the child's safety and better controlled daycare learning environment.
- Example of small groups:
  - one on one activity e.g: reading flashcards / book, letter recognition play,
  - Story telling e.g: Narrating stories to the child, ...etc
  - sensory play e.g: sand play, water play, sensory bins, ..etc
  - Pretend play e.g: imaginative play with toys, ..etc
  - Games e.g: Card game, singing game, ..etc
- Procedures to follow
  - Divide the children according to their ages/readiness.
  - Have a pull out session with each kid.
  - follow his/her interest.

- Write down the experience gained for follow-up.
- Make sure you engage the children one on one close engagement. 5.2.1 Small Groups for Pre-school Preparation 5.2.1.1 Pick up a topic that will go for one day to at-most one week. (MOVE THIS (a) TO BIG GROUP?)
- You pick up a topic like “Kitchen Utensils” (for example): EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Teach the kids what the [kitchen utensils] are.
- Tell them where the [kitchen utensils] are found.
- Tell them what the work of the [kitchen utensils] is.
- At the end, show them the real [kitchen utensils] so that they may understand.
- Don’t let the length of the lesson exceed more than 15 minutes.
- Give them coloring materials to develop their writing muscles.
- You can also give them modeling clay to model.
- Preserve one or two materials for future reference. 5.2.1.2 Assist the Kids to Develop Their Intellectual Development
- Intellectual development is where you allow a kid to use their brain to think.
- You can ask simple questions and give them time to think.
- When they ask questions, use their simplicity to answer them. That is, speak to them using common words that they understand. 5.2.1.3 Assist Them to Try to Remember What They Learned Yesterday
- Before you start a new lesson, make sure they remember what they learned yesterday.
- Ask simple questions about yesterday’s topic.
- Always use the language they can understand.
- The questions you ask depend on the age of the child. 5.2.1.4 Assist Them to Develop Their Physical Growth Coloring with crayons Modeling with clay threading yarn with threading-cards Numbering blocks EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 132 of XX etc . . . 5.2.1.5 Don’t Exceed 10-15 Minutes

- The kid’s capacity of holding things is very minimal.
- Kids get bored and tired so quickly.
- Always stop before he/she begins to get bored
- Make sure the C.B.C is done in the morning when their mind is still fresh. 5.2.1.6 Use Locally-Available Materials
- Locally available materials are cheap, easy to find, and safe for the kids.
- If, for example, you are teaching about the kitchen utensils, you can use the old cartons, and cut the cardboard into the kind of utensil you want. Small groups with older kids: Jayden (2024-04-30) Current situation Jayden is currently able to trace dotted lines. He wants lots of challenges. But, he’s also used to being patient with: Over-used toys Waiting on activities adjusted for other kids like Travis/Stanley/Lilian As Jayden usually expects to be bored with the class activities, he often daydreams and finds alternative self-play ways to use Montessori materials, instead of completing the puzzles as-intended. Plan moving forward EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 133 of XX One-on-one’s to challenge him. Reading and discussing new books Tracing his favorite words English / Swahili translation games with color-coded cards and writing. Travis He enjoys reading along in 1-on-1 sessions Delay in

“psychomotor” skills Dynamics with Jayden: With Jayden in a small group: f Without Jayden in a 1-on-1: Stanley Engages with reading activities Has regressed in his engagement since his progress with Peninah Lilian Remains at some reading level in Kiswahili But isn’t very proactive - she requires some direct attention and stimulation for her to engage Ivana Waithera 5.3. Free-Choice Activities What is Free choice activity? EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Basically in free choice activities caregivers have to allow children to do what they want and engage in what they are doing because it's time in which the child individually is allowed to do what he/she chooses in different daycare activities based on his/her interests and preferences.
- Examples of free choice activities; Playing with toys(riding tyres, skipping ropes,..etc), engaging in arts and crafts (sand play, clay play, . . . etc), reading books and flashcards, sensory play especially in Montessori class even outside and Walking around in the environment.
- Mainly the importance of free choice activities in our Bethsaida day care include:
  - Developing different skills in our kids by providing a variety of opportunities for fun and learning.
  - Encouraging independence, creativity and decision making skills. Our engagements as caregivers in free choice activities:
- We have to set up a very stimulating environment with a variety of choices/options for our kids to explore.
- Observe and follow up on the child's need
- Watch how the child interacts with the materials/activities and follow their interests effectively whereas the caregiver has to offer support and guidance when needed.
- Always provide time at the end of every activity for them to do their free choice activity.
- Supervise them so that you may know and follow their interests. 5.4. One-on-One Enrichment Sessions
- Guide lines:
  - Prepare the room by making sure the room is clean and the mattress is well-kept
  - Put aside the five cards which should be previously prepared. Note: Retired cards removed and the new ones kept
- Stimulate the kid through play, and make sure he/she is happy. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Always make sure the kid is looking at the cards attentively which much more focus(concentration)
- Flash the cards for five seconds.
- Continue the play for about five seconds.
- Always stop before the kid wants to stop. 5.5. Following the Interest of the Child
- Following a child's interests in EL daycares, is all about observing, listening, and engaging with them in a way that supports their natural curiosity and development.
- Here's how you can do it: 5.5.1 Observation.
- Spend Quality Time Watching:
- Start by dedicating time to simply observe the child during different parts of the day, especially during free play.
- Notice what they are naturally drawn towards-whether it's a specific toy, activity, or area of the room.

- Take note of their facial expressions, body language, and how long they stay engaged with certain activities.
  - For example, if a child consistently spends a lot of time at the art station, it may indicate a strong interest in creative expression.
  - Look for Patterns:
    - Over a period of days or weeks, look for recurring themes in the child's play.
    - Do they often choose the same types of toys (e.g., vehicles, animals, blocks)? Do they engage in the same type of activity (e.g., building, pretend play, exploring textures)?
    - Document these observations in a notebook record to help identify long-term interests and preferences. EL\_CgManual\_CURRENT\_v016 November 5, 2025
5. STRUCTURED ENRICHMENT Page 136 of XX 5.5.2 Listening 5.5.2.1 Engage in Conversations:
- For children who are verbal, engage them in conversations about their activities. Ask open-ended questions like, "What are you building?" or "Tell me about your drawing."
  - Listen carefully to their responses, as they can provide insights into what excites them.
  - If a child repeatedly talks about a certain topic (e.g., dinosaurs, princesses, trucks), it signals a strong interest that you can explore further. 5.5.2.2 Interpret Non-Verbal Cues:
    - For younger children or those who are not yet speaking fluently, pay close attention to their gestures, facial expressions, and the sounds they make during play.
    - These cues can communicate joy, frustration, curiosity, or boredom.
    - For example, if a child smiles and claps their hands when playing with water, it indicates they enjoy sensory experiences.
    - Conversely, if they turn away or become disengaged, it might mean the activity doesn't interest them. 5.5.3 Engagement 5.5.3.1 Offer Activities that Align with Their Interests:
      - Based on your observations and listening, create activities that reflect the child's interests.
      - If a child loves animals, create an animal-themed day with activities like animal puzzles, books about animals, and a pretend play farm setup.
      - Ensure that these activities are varied in type—include sensory play, physical activities, art, and pretend play to cater to different aspects of their interest. 5.5.3.2 Enhance and Expand Their Interests:
        - Introduce new materials or challenges that build on their current interests. EL\_CgManual\_CURRENT\_v016 November 5, 2025
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- For instance, if a child enjoys building with blocks, provide them with a variety of blocks (different shapes, sizes, or textures) or introduce construction vehicles to extend their play.
  - Encourage the child to think creatively and explore new ways to engage with their favorite activities.
  - For example, if they love drawing, introduce pencils, crayons or different types of paper to broaden their experience.
  - If a child loves stacking cups, introduce rings or soft blocks. The idea is to provide variety without losing the essence of what they love. 5.5.4 Flexibility 5.5.4.1 Be Ready to Adapt:
    - While session plans are important in EL daycares, be flexible enough to adjust your plans based on the child's current interests.
    - If they are deeply interested in a particular activity, allow them to continue rather than rushing them to the next scheduled activity.
    - Recognize that a child's interest might change from day to day.

- Stay tuned to these changes and be prepared to shift your approach to accommodate their evolving preferences.
- 5.5.4.2 Follow Their Lead:
- Let the child take the lead in activities. If they want to build a tower instead of playing with the toy kitchen, support their choice.
  - This encourages independence and fosters a sense of ownership over their learning and play.
  - Offer gentle guidance only when needed, allowing them to explore and experiment on their own. This autonomy helps them develop confidence and problem-solving skills.
  - If they are deeply engaged, try not to interrupt with suggestions or new toys. Their concentration is a sign of deep interest, and uninterrupted play is crucial for learning.
  - Match your actions and responses to their pace. If they're moving slowly, slow down too; if they're excited and quick, respond with similar energy.
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- Children often know what they want to do. Allow them to guide the play session without too much redirection.
  - Narrate what's happening in the moment. For example, "You're pushing the car! Vroom, vroom!" This builds their vocabulary and keeps the interaction engaging.
  - Once you identify what they enjoy, join in. This doesn't mean taking over but rather participating in a way that enhances their experience.
- 5.5.5 Provide Choices
- To keep their play fresh and engaging, provide materials that connect to their interests.
- 5.5.5.1 Create a Choice-Rich Environment:
- Set up different activity stations in the room, each catering to different interests (e.g., a reading corner, a sensory table, a pretend play area, and an art station).
  - Rotate materials and toys regularly to keep things fresh and engaging.
  - Allow the child to choose where they want to play and what they want to play with. This empowers them and shows that you value their preferences.
  - Regularly rotate toys to keep the environment stimulating. If a child loves soft toys, swap them with others that have different textures or sounds.
- 5.5.5.2 Balance Freedom with Structure:
- While offering choices, also provide some structure by setting time limits or suggesting transitions between activities.
  - This balance helps children explore their interests while also learning to adapt to routines.
- 5.5.6 Document and Reflect
- 5.5.6.1 Keep a Record of Interests:
- Maintain a journal where you document the child's interests, activities they enjoy, and any significant observations.
  - Include notes on how their interests develop over time and how they respond to different activities.
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5.5.6.2 Reflect and Plan Ahead:

- Regularly review your notes and reflect on how you can further support the child's interests.
  - Use this reflection to plan future activities, ensuring that you are continuously aligning with their evolving preferences.
  - Collaborate with colleagues to share insights and get ideas on how to enhance the child's experience in the daycare.
- 5.5.7 Communication with Parents
- 5.5.7.1 Ask the manager to allow you Share Observations with Parents:
- Regularly communicate with the child's parents through the manager's approval about their interests and activities in daycare.
  - Provide updates through brief conversations during pick-up and drop-off times.

- Ask parents if they've noticed similar interests at home and if they have any suggestions or insights that could be incorporated into the daycare environment. 5.5.7.2 Involve Parents in the Process:
- Encourage parents to share materials or ideas that align with their child's interests.
- Work together with parents to create a consistent experience that supports the child's interests both at home and in daycare. 5.5.8 Encourage Social Interaction 5.5.8.1 Facilitate Group Activities Based on Common Interests:
  - If you notice that several children share a common interest (e.g., riding tires, building blocks, or water play), organize group activities that allow them to explore this interest together.
  - This not only deepens their engagement but also helps develop social skills like sharing, cooperation, and communication.
  - Guide the children in collaborative play, encouraging them to share ideas, take turns, and work together on a common project (e.g., building a large block tower or creating a group artwork). EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 140 of XX 5.5.8.2 Promote Peer Learning:

- Encourage children to learn from each other by pairing those with similar interests or skills.
- For example, if one child is particularly good at puzzles, they can help another child who is just learning how to fit the pieces together.
- Create opportunities for children to showcase their work or explain their favorite activities to others.
- This builds confidence and fosters a sense of community in the daycare Stories Of The Followed Interest: 9/10/2023
- During the outside activities session I pretended to be a rabbit (sungura). Five other kids came, and each said they were a different animal: simba, mbwa, dudu choma, paka, and panya.
- We had a game of animals as I quickly wrote the five cards. I placed them inside their sweaters, and each kid walked like their chosen animal.
- When they got inside, they saw a cockroach and they all assembled together to see it. So I went and wrote the word "mende."
- They struggled with it and one killed it, so I placed the dead mende on the "mende" card, then I left them watching the dead mende.
- After pre-breakfast, Jadah was taking her medicine, and all the kids started saying, "Hata mimi nilipewa 'dawa,'" and they all came to see Jadah taking the medicine.
- Mary quickly wrote the word-card "dawa" and I placed the medicine on top of the word card "dawa." EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- We were outside singing, "Gari ya moshi," while holding each other at the back.
- While we were walking and singing, someone wrote the word card "gari la moshi." We put the word card in the middle and we went round it singing: Gari ya moshi inaenda sana na mzigo wake Piga moshi pi! Pi piiii! 11/10/2023
- During morning free-choice activities, Makena was brought by her father. Almost every kid stopped what they were doing and went to welcome Makena, saying, "Makena! Makena! Makena!" All of them wanted to pick her up.
- So, I wrote the word Makena on a card, said "Makena," and dropped it on the floor. They started playing with Makena and the word card.
- Afterwards, another kid called Molan came. She had stayed some weeks without coming, she

started crying. They all came and said, “Molan analia !Molan analia!”

- We wrote the word card, “Molan analia” as Wincrease continued soothing him to stop crying 17/6/2024.
  - Morning with Blessing and the Bottle
  - It was a sunny morning at the daycare, and Blessing, a curious little girl, was on a mission. While the other kids played with toys, something else caught her eye—a plain, empty plastic bottle on the table.
  - She walked over and carefully picked it up with both hands. Her eyes lit up with curiosity. She started by shaking the bottle, giggling as it made a crinkling sound.
  - The way it felt in her hands and the noises it made seemed so interesting to her.
  - I noticed her interest and decided to join in. “What if we put something inside?” I asked. Blessing nodded eagerly, so I brought over a small container of colorful beads.
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- We dropped a few into the bottle, and her face lit up even more when she shook it again. Now, the bottle made a fun rattling sound.
- Blessing didn’t stop there. She tapped the bottle on the table, on the floor, and even on her knee, each time listening carefully to the different sounds.
- She turned the bottle upside down, watching the beads tumble from one end to the other, completely absorbed in her little experiment.
- As snack time approached, I gently guided her to the table, but not before she gave the bottle one last shake, smiling at her new favorite toy.
- This simple bottle had become a whole world of discovery for Blessing, showing how much joy and learning can come from following a child’s natural curiosity.
- Following interest of a child according to the stories above refers to observing and understanding the child’s interest or preferences and tailoring activities/experience that align with all of their interests.
- In our Bethsaida daycare we have effectively as caregivers to pay attention to what our kids enjoy doing and what they engage in and then we incorporate those elements into their daily routine through reading flashcards or in any other daycare activities like FCA,Big group, Small group, one on one,..etc.
- This will help us to foster efficiently our child’s curiosity, both intrinsic and extrinsic motivation, continuous reading culture and overall development. Procedures: 1.Observe/ pay attention to what child is interested in 2.Interact with child in his/her interest showing much enthusiasm and curiosity 3.Write word card referring to the child’s interest and read aloud without leaving the environment EL\_CgManual\_CURRENT\_v016 November 5, 2025

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4.Post the word card where child can access reading/observe it. 5.Provide any other material,toys or opportunities that are of child’s interest allowing them(child) to explore and engage in reading the cards. 6.Encourage the child in his/her interest 7.Offer support or guidance when needed (use your judgment). 8.Where is necessary you can expand the child’s interest by either introducing related topic(concept) or build up on their current exploration. 9.Give the child freedom to explore his/her interest in their own way ( Be respectful) Note:

- Time management must be cared on to do not bother other daycare’s routine
- Nurture a child’s development while honoring their unique interest /preference
- Make sure a child has gotten the word card opportunities 5.6 Children with Special Educational

Needs Case example: Child "A" Basic details Age: 3 Condition: Mild Autism (Asperger)  
Description: She is a happy girl. Love to play alone. Non-verbal but producing some sounds, healthy looking. Has good fine and gross motor skills, Loves to play and stay alone however she makes few attempts to play with the rest. She has good hearing. Interventions for the day. Minimize the noise levels. Need to provide some independent play items. Colorful flashcards, EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 144 of XX Don't force her to interact with the other children but she should be encouraged to. Find a way of communicating and getting feedback from visual cards. Have a routine that should be followed strictly. Have swings Have independent play objects Be strict with her. Always encourage good behavior. Treat them with a lot of love 5.7 Staff with their own kids in the daycare

- Having staff with their own kids in the daycare is not easy and too challenging. Here are some ways to overcome the situation respectfully;
  - Help the kid to be more independent.
  - Ignoring the kid sometimes so that he/she might not think that you are always there for him/her only.
  - Make sure as a staff member you are doing well all your daycare activities effectively.
  - Staff members must not be biased among all the kids.
  - Take your kid like others inside the daycare by obeying rules and regulations established to avoid any internal conflict based on that.
  - Having flexible schedules especially to the staff with very little kids.
  - To understand their needs when necessary.
  - Encouraging effective communication on how the situation is between balancing daycare routine (work) and caregiving(parenting).
  - Encouraging team staff members on sharing the activities/responsibilities
  - Recognized and appreciated for the work done and dedication, for both as caregivers and parents all at once to boost their morale and motivation.
  - Disciplining should be done strictly (twice than other kid to show good example)
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5. STRUCTURED ENRICHMENT Page 145 of XX 5.8 Flashcards 5.8.1 What is an EL flashcard?

- A flashcard is a piece of paper with one word, phrase, or sentence written on it, and nothing else. 5.8.2 What should be the size and arrangement of an EL flashcard?
- Size of the text and size of the card depends on the age and ability of the child.
  - “age” = eye development, and “ability” = reading development
  - Layout and spacing for all flashcards:
    - \* Vertical margins of at-least the height of the letters.
- “vertical margins” = blank space above and below the words to the edge of the paper.
- Keep the same space between lines, if there are multiple lines of text on the same card.
  - Horizontal margins of at-least 3 times the width of the letters.
- “horizontal margins” = blank space to the left and right of the words to the edge of the paper.
  - The word(s) should be centered vertically and horizontally.
  - Flashcards are single-sided.
- Cards for different categories of kids:
  - Cards for new months-old children should be:
    - \* About 50cm wide and 30cm tall.
    - \* This is twice as big as sideways A4 paper, which is 29.7cm wide and 21 cm tall.

- The letters on the words should be 10cm tall, and written with thick marker, with the marker strokes about 1 cm in thickness.

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- Cards for new children 2 years and older should be:
  - On paper that is about  $\frac{1}{2}$  A4 size, cut the long direction
- That is, about 30 cm wide and 10cm tall.
- Using a normal-size thick marker
  - Cards for new children between 12 months and 2 years old should be:
    - \* In-between the months-old size and the 2 years old size, according to your judgment.
  - Cards for more experienced children:
    - \* should use a normal-size thick marker,
    - \* may have multiple words, or a sentence with two or three lines of text,
    - \* may use sideways A4 size paper to fit the multiple lines of text.
- Following-interest flashcards during small-group may use a lower-quality paper as they may not need to be reused.
- Set-flashcards are being reused over a 5-day cycle, two to three times per day. So they should use manila paper.
- Otherwise, there is no difference in how the words are sized and written. 5.8.4 What should be the position of an adult who is flashing cards to a child? Why? 5.8.4.1 There are three main options of positions for flashing cards and reading books:
  - Face to Face (F2F) Position.
    - \* You are seated, kneeling, or standing leaning over, facing the child directly.
  - \* Advantage: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- you can see the child's face and reactions.
  - Disadvantage:
- you aren't in physical contact with the child, which may decrease your connection to them.
- 5.8.4.2 Simple Lap-Sit (SLS) Position.
  - The child is on your lap facing forward and away from you.
  - Advantage:
    - \* You are in full physical contact with the child, they are happy to be in your lap.
  - Disadvantage:
    - \* You can't see their face, so you may not be immediately aware of changes in their interest and emotions.
  - 5.8.4.3 Three-Point Triangle (3PT) Position
    - The child is on your lap facing diagonally towards you
    - A triangle is formed by your face, the child's face, and the book. All three are facing each other.
    - Advantage:
      - You are in good physical contact with the child, and also can see their face at the same time.
    - Disadvantage:
      - The position is a halfway compromise between the advantages and disadvantages of Face to Face and Simple Lap-Sit.

- How do you get into position during the flashing card period? Why?
  - If the child is able to stand or crawl, EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- then it's best if you let them choose their own position on their own.
  - Maybe you place them in a position, whether F2F, SLS, or 3PT.
  - But, if they change their position from that point, don't keep moving them into your desired position.
  - Remember, with flashcards, always "Let the Child Decide"! 5.8.5 If they show disinterest in the cards you can try these tricks:
    - Put your prepared cards away for a moment and follow their interest.
      - If there isn't much time left you could skip the flashcard session for that small-group period.
    - Let them follow their own interests until they get bored.
      - Maybe their interest will return to your cards after 5 or 10 minutes after they get bored.
      - Maybe play a teasing game with them where you hide the cards from them as they chase after them.
    - Then you:
    - might flash one or two cards, and give them to the child for 10 or 20 seconds, and then put them away.
    - Or, you might play whatever game they're interested in, and make one or two word-cards out of that, and then:
      - adjust the set of 5 cards so that they include the new words-of-interest
      - continue in later small-groups this day and the next day, etc, with the new card-set, as normal. 5.8.6 Can EL flashcards include pictures? Yes or No? Why? 5.8.6.1 EL flashcards do not include pictures.
    - The pictures distract from the words and replace them in the child's interest.
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- See the "EL Books" section for how pictures can be included in books. 5.8.6.2 If we're putting pictures together with words, we will call those "toys" 5.8.6.2.1 Paper silhouette toy
- This is a paper cut-out silhouette of an object or animal, often laminated.
- The word for that object or animal is written on the paper with a marker in flashcard-style.
- Multiple cards may be assembled and taped together to make a car or dollhouse, etc. 5.8.6.2.2 Word/Picture guessing cards
- Word on one side, picture on the other
- These can be used for guessing games 5.8.6.2.3 Wearables
- These are paper cards that can be worn or otherwise attached to the body with clothespins or string, etc.
- They may represent parts of the body, clothing, animal masks, etc.
- A word is written somewhere on the card. 5.9 What is an EL book? 5.9.1 Types of EL books.
- There are two kinds of EL books: story books, and favorite-word books. 5.9.1.1 Favorite-word books are:
  - Just a collection of retired word-cards stapled/bound together.
  - Try to pick a collection that has a theme that the child might enjoy. 5.9.1.2 Storybooks are made according to the IGSSB process:

- Interest→Game→Story→Song→Book
- If the child enjoys the game, you can make it an exciting story. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- If the story is interesting to the child, then you can make it a song so it's enjoyable to hear multiple times.
- If the child enjoys the song, then you can make it a book.
  - Pictures
    - \* Storybooks
  - We can put a few pictures in sometimes.
  - We place the pictures on separate pages from the words.
  - Only the front cover can have words and a picture on the same page.
    - Favorite-word books
  - No pictures
  - How do we make books?
    - Formatting
      - \* The formatting of pages in a book is almost the same as formatting individual A4 word-cards.
      - \* The only difference is you should increase the left margin by an additional 3cm, to give more space for the stapling/binding.
    - Binding
      - \* Staples and duct tape
- Explain the IGSSB process in detail with an example? 5.10 Daycare games for children aged below 36 months 5.10.1 Introduction
- This section is designed to inspire caregivers to use play as a powerful learning tool in supporting children under 36 months.
- Through simple games that use locally available materials, caregivers can engage children's senses, develop motor skills, nurture language, and stimulate curiosity, all while building essential bonds.
- These activities offer more than play—they're an early foundation for lifelong learning. 5.10.2 Importance of Play in Early Childhood Development EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- In the EL culture, play is essential for a child's growth and development.
- For young children, play is their primary "work," a natural means of exploring the world around them.
- Each game, each object, and each interaction offers a new opportunity for children to discover, learn, and grow.
- Play aids in developing cognitive skills, motor coordination, language, social interaction, and emotional resilience.
- The activities in this section aim to provide purposeful, joyful play that nurtures all aspects of a child's development holistically. 1.6.3 How to use this section
- The EL philosophy values a responsive, nurturing approach, where caregivers follow the child's interests and adapt activities based on the child's pace and energy. 5.10.3.1 EL-centered principles to keep in mind 5.10.3.1.1 Follow the Child's Lead
- Observe how children respond to each game.

- Let their curiosity and engagement guide the length and style of the activity. 5.10.3.1.2 Adaptability and Flexibility
  - Not every game will go as planned.
  - Be open to adjusting activities according to the children's needs, interests, and moods.
- 5.10.3.1.3 Celebrate Small Wins
- Recognize that each tiny milestone like grasping a small object or imitating a sound is a major step for the child. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 152 of XX 5.10.3.1.4 Embrace a Multisensory Approach

- Involve all senses in learning.
  - Engaging touch, sound, sight, and movement deepens each learning experience.
  - Remember you are to pull in some flashcards! 5.10.3.1.5 Stop before the child wants to stop
  - Always end the game when the child is at the peak of excitement and attention.
  - This will help the child yearn for more and value any moment you play a game with them.
- 5.10.3.1.6 Adjusting for Skill Level
- Provide guidance on simplifying or adding difficulty based on the child's ability level. 5.10.3.1.7 Keeping Activities Fun and Engaging
  - Stay positive and offer gentle support without too much intervention, allowing children to develop confidence.
- 5.10.3.1.8 Using Everyday Materials
- Reassure caregivers that these games can be done with simple, accessible items—no need for expensive toys or equipment.
  - One of the greatest strengths of the EL culture is that it's rooted in resourcefulness, drawing on inexpensive, everyday materials familiar to the Kenyan context.
  - EL uses simple, accessible materials such as cloth scraps, containers, bottle caps, and natural elements like stones and leaves.
  - These materials make the activities feasible for any caregiver, anywhere, while connecting children to their environment. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- For example, a stick found outdoors can become a tool for a game, connecting play to nature and building familiarity with the child's surroundings.
  - 5.10.5 Sustainable play and EL values
  - Using locally available, sustainable materials aligns with EL values, promoting environmental awareness and mindfulness from an early age.
  - Recycling and reusing materials teach children about the importance of caring for their world.
  - This also empowers caregivers to create effective learning experiences without a large budget, emphasizing that meaningful learning doesn't require elaborate materials, just imagination, curiosity, and connection.
  - By providing engaging, developmental games that can be played with items readily found in most households, this book serves as a guide to creating playful, enriched learning environments.
  - Whether in daycares, homes, or outdoor spaces, these activities will help children explore, learn, and flourish as they take their first steps in the journey of learning.
- 5.10.7 Daycare Games
- 5.10.7.1 Sensory Exploration Games
- Sensory play is essential for young children as it stimulates their senses and supports cognitive, language, social, and motor development.
  - In this chapter, we will explore various sensory exploration games that utilize inexpensive, locally available materials, making them accessible for caregivers in Bethsaida daycares and beyond.
- 5.10.7.1.1 Touch and Texture Activities
- 5.10.7.1.1.1 Texture Exploration Bag
- Materials Needed:

- Various textured items (e.g., fabric scraps, dried leaves, sponges, sandpaper) in a bag.
- How to Play: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Fill a bag with different textured items.
  - Allow the child to reach in without looking and feel each item.
  - Encourage them to describe what they feel using simple words.
  - Developmental Benefit:
    - This activity enhances tactile awareness and vocabulary development while stimulating curiosity. 5.10.7.1.1.2 Nature Sensory Bin
  - Materials Needed:
    - A shallow container filled with sand, soil, leaves, and small stones.
  - How to Play:
    - Provide tools like cups, spoons, and small shovels for digging and pouring.
    - Encourage the child to explore the materials, describing the different textures and temperatures they encounter.
  - Developmental Benefit:
    - This activity fosters fine motor skills,
    - Enhances imaginative play, and a connection to nature. 5.10.7.1.1.3 Feely Box Surprise
  - Materials Needed:
    - Small cardboard box, a variety of safe-to-touch objects (like a spoon, a smooth stone, a piece of fabric).
  - How to Play:
    - Cut a hole in the box and place an item inside.
    - Ask the child to reach in without looking, feel the object, and guess what it is.
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- Developmental Benefit:
  - Build vocabulary.
  - Builds fine motor skills.
  - Improves memory. 5.10.7.1.1.1.4 Ice Play
- Materials Needed:
  - Ice cubes
  - small bowls
  - plastic spoons
- How to Play:
  - Place ice cubes in a bowl and let the child touch, scoop, and move them around.
  - Encourage them to feel the cold and watch as the ice slowly melts.
- Developmental Benefit:
  - Introduces temperature differences, fine motor practice, and curiosity about cause and effect. 5.10.7.1.1.1.5 Texture Collage
- Materials Needed:
  - Cardboard
  - Glue
  - Leaves
  - Sandpaper
  - soft cloth or foil.

- How to Play EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Create a “touchable” collage by gluing different textures onto cardboard.
- Let the child explore by touching each area and describing it.
- Developmental Benefit
  - Develops tactile recognition,
  - Improves descriptive language, and creativity. 5.10.7.2 Touch and Texture Games variations 5.10.7.1.1 Texture Exploration Bag 5.10.7.1.1 Variation 1
- Mystery Match-Up
  - Place two of each textured item in separate bags.
  - Let the child reach into each bag and try to match textures by touch without looking. 5.10.7.1.1.2 Variation 2
- Water Play Edition
  - Add items that can safely get wet and place them in a shallow bowl of water.
  - The water’s temperature can vary slightly to create a new sensory experience. 5.10.7.1.1.3 Guidelines on playing Touch and Texture games
- Be as jovial as possible
- Act like a child, think like a child
- Be consistent in the use of vocabulary for describing the games; look, here, wow, what is this, I feel something. This is to enable the child to get some vocabulary. EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 157 of XX 5.10.7.1.1 Nature Sensory Bin 5.10.7.1.1.1 Variation 1

- Mini Dig Site
  - Hide small toy animals, shells, or colored beads in the sand or soil for the child to “excavate” using their fingers or a small spoon. 5.10.7.1.1.2 Variation 2
- Color Sorting
  - Add small colored stones, leaves, or flowers.
  - Encourage the child to sort them by color as they explore the bin. 5.10.7.1.2 Sound Play games 5.10.7.1.2.1 DIY Shakers
- Materials Needed:
  - Empty plastic bottles, rice, beans, or small pebbles.
- How to Play
  - Fill the bottles with different materials and secure the tops.
  - Let the child shake them to hear different sounds.
  - Discuss which sounds are loud, soft, high, or low.
- Developmental Benefit
  - This activity helps children distinguish between various sounds and rhythms, enhancing auditory processing. 5.10.7.1.2.2 Sound Hunt
- Materials Needed: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- A list of common sounds (e.g., a dog barking, rain falling) or recorded sounds.
- How to Play
  - Play the sounds one at a time and encourage the child to identify them.

- You can also walk outside and listen for sounds in nature, encouraging the child to imitate what they hear.
    - Also, you can play some pre-recorded sound and hide it in a room. Look for the sound with the child.
  - Developmental Benefit
    - This game improves listening skills and sound recognition, fostering language development.
  - 5.10.7.1.2.3 Drum Circle
  - Materials Needed:
    - Pots
    - Pans
    - wooden spoons
    - small sticks
  - How to Play
    - Arrange pots and pans of different sizes on the floor.
    - Encourage the child to tap on them and explore the different sounds they make.
    - You can even play along to create rhythms!
  - Developmental Benefit:
    - Encourages rhythm,
    - Improves listening skills
    - Enhances hand-eye coordination.
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## 5. STRUCTURED ENRICHMENT Page 159 of XX 5.10.7.1.2.4 Object Drop Game

- Materials Needed:
    - Containers and a variety of small items (stones, leaves, shells).
  - How to Play
    - Let the child drop items into different containers to hear the varied sounds each object makes.
    - Discuss how some items make a loud sound and others are quieter.
  - Developmental Benefit:
    - Builds auditory discrimination
    - Builds fine motor skills.
  - 5.10.7.1.2.5 Sing-and-Tap Songs
  - Materials Needed:
    - A small drum, a plastic container, or simply your hands.
  - How to Play
    - Sing a simple song or chant while encouraging the child to tap along to the rhythm.
    - You can vary the tapping speed to make it more fun!
  - Developmental Benefit:
    - Builds rhythm awareness
    - Builds early language and listening skills.
  - 5.10.7.1.1 Sound play variations 5.10.7.1.2.1 DIY Shakers 5.10.7.1.2.1 Variation: Volume Challenge
  - Make shakers with varying amounts of filler material.
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- Let the child identify which shaker is loudest or quietest.
- 5.10.7.1.2.2 Variation: Speed Rhythm
- Play different rhythms using the shakers:
  - slow beats
  - fast beats

- patterns
- Encourage the child to mimic these sounds. 5.10.7.1.2.2 Sound Hunt Variation: Outdoor Sound Safari
- Go on a sound hunt outdoors.
- Encourage the child to identify sounds from nature, like:
  - birds chirping.
  - leaves rustling. Variation: Guess That Sound
- Record household sounds (like a door closing or a spoon tapping on a pot) and play them back for the child, asking them to guess the source.
- You can vary the tapping speed to make it more fun!
- Developmental Benefit:
  - Builds rhythm awareness,
  - early language skills, and listening. 5.10.7.1.2.3 Visual Stimulation
- Colorful Cloth Game EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Materials Needed:
  - Brightly colored fabric scraps or paper.
- How to Play:
  - Spread the colorful fabrics on the floor.
  - Ask the child to find specific colors or patterns.
  - You can also use these fabrics to create simple sorting games by color.
- Developmental Benefit:
  - This activity promotes color recognition and visual tracking skills.
- Light and Shadow Play
  - Materials Needed:
    - \* A flashlight or a lamp
    - \* various objects to cast shadows (toys, hands).
  - How to Play
    - \* Dim the lights and use the flashlight to create shadows on the wall.
    - \* Explore how different objects cast different shapes and shadows.
    - \* Encourage the child to move their hands or toys to see how the shadows change.
  - Developmental Benefit:
    - \* This activity enhances visual perception and encourages imaginative play.
- Peek-a-Boo Color Board
  - Materials Needed:
    - \* Bright-colored paper, cloth, or felt cut into shapes and hidden under a small cloth.
  - How to Play: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Reveal different colors and shapes one at a time, saying the color's name or shape each time.
- Developmental Benefit:
  - Helps with color and shape recognition, visual tracking, and early language.
- Bubble Play
  - Materials Needed:
    - \* Safe bubble solution and a small wand.
  - How to Play:

- \* Blow bubbles and encourage the child to watch, pop, or reach for them.
    - \* You can play indoors or outside for an extra level of visual excitement.
  - Developmental Benefit:
    - \* Great for visual tracking, coordination, and excitement!
  - “Find It” Game
    - Materials Needed:
      - \* Small, bright-colored items like a red spoon, yellow ball, blue cup.
    - How to Play:
      - \* Scatter the items around the room, then ask the child to find each color.
      - \* This can also be done with shapes or objects (like “find the spoon”).
    - Developmental Benefit:
      - \* Encourages visual discrimination, color recognition, and spatial awareness.
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5. STRUCTURED ENRICHMENT Page 163 of XX 5.10.7.1.3 Visual stimulation games variation 5.10.7.1.3.1 Colorful Cloth Game
- Variation: Hide and Seek Colors – Hide colored cloths or paper squares around the room for the child to find.
  - Variation: Color Matching – Prepare colored cloths or toys and encourage the child to match each one to a similarly colored item or piece of clothing they’re wearing. 5.10.7.1.3.2 Bubble Play
  - Variation: Catch and Count – Encourage the child to try to “catch” bubbles on their hand or pop them with a finger while counting aloud.
  - Variation: Bubble Races – Blow bubbles and encourage the child to follow a particular bubble, trying to pop it before it reaches the floor. 5.10.7.1.4 Taste and Smell Exploration 5.10.7.1.4.1 Edible Sensory Play
  - Materials Needed:
    - Safe, edible items (e.g., fruits, vegetables, yogurt) for sensory exploration.
  - How to Play:
    - Set up a tasting station with various fruits and vegetables.
    - Allow the child to explore the different tastes and smells, encouraging them to express what they like or dislike.
  - Developmental Benefit:
    - This activity stimulates sensory exploration, encourages healthy eating habits, and supports language development. 5.10.7.1.4.2 Scented Playdough
  - Materials Needed: EL\_CgManual\_CURRENT\_v016 November 5, 2025
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- Homemade playdough (using flour, salt, water, and oil)
  - food scents (e.g., vanilla, mint, citrus).
  - How to Play:
    - Make the playdough and add a few drops of different food scents.
    - Let the child knead and play with the scented dough, discussing the different smells.
  - Developmental Benefit:
    - This promotes fine motor skills while engaging multiple senses. 5.10.7.1.4.3 Spice Jar Smelling
  - Materials Needed:
    - Clean jars with safe-to-smell spices or herbs (like cinnamon, basil, or lemon peel).

- How to Play:
    - Open a jar, let the child take a gentle sniff, and describe the smell.
    - Rotate the jars for variety.
  - Developmental Benefit:
    - Expands sensory vocabulary and engages the sense of smell. 5.10.7.1.4.4 Fruit Tasting
  - Materials Needed:
    - Small slices of different fruits (like mango, banana, and avocado).
  - How to Play:
    - Let the child taste each fruit and describe the flavor.
    - If the child is yet to speak, describe the flavors for them using a one word vocabulary.
    - Encourage them to say whether they like it or not.
  - Developmental Benefit:
    - Introduces new foods and textures, builds language skills, and encourages healthy eating.
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- Materials Needed:
  - Cotton balls
  - A few essential oils or natural scents (like vanilla, orange).
- How to Play:
  - Put a few drops of a scent on different cotton balls and encourage the child to match two of the same scent.
- Developmental Benefit:
  - Strengthens smell recognition and memory skills. Note: If the child is allergic to many scents, use natural foods like yogurt, milk, juice, milk. 5.10.7.1.2 Taste and Smell games variations 5.10.7.1.2 .1 Spice Jar Smelling
- Variation: Spice Memory Game
  - Have two jars with the same scent and challenge the child to match scents.
- Variation: Seasonal Smells –
  - Rotate scents based on seasons (e.g., cinnamon for cooler months, fresh mint for warmer months) to make each session feel new. 5.10.7.1.2 .1Fruit Tasting
- Variation: Blind Taste Test
  - Blindfold the child briefly and let them try to guess which fruit they're tasting.
- Variation: Texture Focus EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Let the child identify fruits with similar textures (e.g., smooth bananas vs. juicy watermelon) to encourage sensory differentiation. 5.10.7.1.5 Movement based-sensory games 5.10.7.1.5.1 Scarf Play
- Materials Needed:
  - Lightweight scarves or fabric pieces.
- How to Play:
  - Toss or wave the scarves in the air and let the child watch, grab, or wave them around.
- Developmental Benefit:
  - Promotes visual tracking.
  - Promotes gross motor skills.
  - Promotes sensory exploration. 5.10.7.1.5.2 Animal Movement Mimicry
- Materials Needed:

- Open space for movement.
- How to Play:
  - Encourage the child to move like different animals: crawling like a cat, stomping like an elephant, or hopping like a frog.
- Developmental Benefit:
  - Enhances gross motor skills and sensory body awareness. 5.10.7.1.5.3 Rice or Bean Pouring
- Materials Needed: Small containers, cups, and dried rice or beans.
- How to Play:
  - Show the child how to pour rice from one container to another. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- They can use cups or their hands to transfer the rice, creating a soothing, sensory experience.
  - Developmental Benefit:
    - Builds hand-eye coordination.
    - Builds fine motor skills.
    - Builds tactile exploration. 5.10.7.1.5.4 Movement-based sensory games variations
  - Scarf Play
    - Variation: Toss and Catch
      - \* Gently toss scarves in the air, encouraging the child to catch them as they fall.
    - Variation: Hide and Seek
      - \* Hide a small toy under a scarf and have the child lift the scarves one by one to “find” it.
  - Animal Movement Mimicry
    - Variation: Action Guessing Game
      - \* Move like an animal and ask the child to guess which animal you’re being, then let them take a turn.
    - Variation: Sound and Action Combo
      - \* Combine movement with animal sounds, like “moo” while crawling like a cow, to add a sound dimension to the game.
  - Rice or Bean Pouring
    - Variation: Color Mixing
      - \* Use a few different types of dried beans (like black beans and lentils).
      - \* The child can practice sorting them back into separate piles after mixing.
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- Variation: Counting Pour
  - Count aloud with the child as they pour handfuls of rice or beans from one container to another, emphasizing numbers and rhythm. 5.10.7.2 Motor Skills Development Games.
- In early childhood, developing motor skills is fundamental to children’s overall growth and independence.
- Motor skills enable children to interact physically with their environment, engage in play, and gradually perform everyday tasks independently.
- This chapter provides activities that support children’s fine motor, gross motor, and hand-eye coordination skills, each of which plays a unique role in building the strength, balance, and control young children need as they grow.

- The EL culture emphasizes learning through active engagement and discovery, meaning that even simple, playful movements contribute to foundational development.
  - In line with EL principles, the games in this section prioritize children's freedom to explore at their own pace, guided gently by caregivers.
  - By fostering a nurturing, positive environment, caregivers help children build confidence in their movements and embrace new challenges.
  - Using locally available, inexpensive materials, these games aim to make skill-building accessible to everyone.
  - Caregivers can adapt each activity to suit individual abilities, making these exercises enjoyable and impactful at any stage of development.
- 5.10.7.2.1 Fine motor skills games 5.10.7.2.1.1 Beading with Large Beads or Cereal on Strings
- Materials: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Large beads
  - cereal loops (like Cheerios), or bottle caps with holes
  - sturdy shoelace or string.
  - Instructions:
    - Demonstrate threading a bead or cereal loop onto the string. Let the child try, assisting them as needed to guide their fingers and focus.
  - Benefits:
    - Enhances hand-eye coordination, concentration, and strengthens pincer grasp.
  - Variation:
    - Use beads of different colors and shapes.
    - Count aloud with each bead added for a bit of counting practice.
  - Materials:
    - Large beads, cereal loops (like Cheerios), or bottle caps with holes; sturdy shoelace or string.
  - Instructions:
    - Demonstrate threading a bead or cereal loop onto the string.
    - Let the child try, assisting them as needed to guide their fingers and focus.
  - Benefits:
    - Enhances hand-eye coordination, concentration, and strengthens pincer grasp.
  - Variation:
    - Use beads of different colors and shapes.
    - Count aloud with each bead added for a bit of counting practice.
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## 5. STRUCTURED ENRICHMENT Page 170 of XX 5.10.7.2.1.3 Clothespin Pinching

- Materials:
  - Clothespins
  - A container or thick cardboard.
- Instructions:
  - Show the child how to pinch and release the clothespins onto the edge of the container or cardboard.
- Benefits:
  - Builds pincer grasp

- Builds hand strength
    - Builds concentration
  - Variation:
    - Use colored clothespins and encourage the child to match colors to specific areas.
- 5.10.7.2.1.4 Paper Tearing
- Materials:
    - Old newspapers or scrap paper.
  - Instructions:
    - Allow the child to tear pieces of paper, creating different shapes or lengths.
  - Benefits:
    - Strengthens hand muscles, enhances fine motor skills, and encourages sensory exploration.
  - Variation:
    - Try tearing tissue paper for an extra soft sensory experience or make a simple collage by gluing the pieces onto another paper.
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## 5. STRUCTURED ENRICHMENT Page 171 of XX 5.10.7.2.1.5 Button Sorting

- Materials:
    - Large buttons or bottle caps
    - small containers.
  - Instructions:
    - Encourage the child to sort buttons or caps by color or shape.
  - Benefits:
    - Develops fine motor control, color recognition, and organizational skills.
  - Variation:
    - Use different-sized buttons and encourage sorting by size or texture.
- 5.10.7.2.1.6 Finger Painting with Natural Dyes
- Materials:
    - Food-based dyes (e.g., beetroot, turmeric),
    - Small paper sheets, or cardboard.
  - Instructions:
    - Put a bit of dye on the child's finger and encourage them to make dots, lines, or simple shapes on paper.
  - Benefits:
    - Boosts finger dexterity, creativity, and sensory awareness.
  - Variation:
    - Introduce color names during play and try finger painting in specific patterns.
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## 5. STRUCTURED ENRICHMENT Page 172 of XX 5.10.7.2.1.7 Button Sorting into Containers

- Materials:
  - Large buttons
  - colored bottle caps, or small pebbles
  - containers like cups or bowls.
- Instructions:
  - Show the child how to pick up buttons or bottle caps and drop them into containers, ideally sorted by color or size.
- Benefits:

- Develops precision and fine motor control while encouraging sorting and categorization.
- Variation:
  - Add simple sorting challenges like putting similar colors together to enhance focus.
- 5.10.7.2.2 Gross motor games 5.10.7.2.2.1 Obstacle Course with Chairs
- Materials:
  - Chairs
  - pillows
  - cushions
  - other soft obstacles
- Instructions:
  - Arrange a course with objects the child can crawl around, over, or under.
  - Encourage them to follow a simple path, adjusting obstacles as they go. EL\_CgManual\_CURRENT\_v016  
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- Benefits:
  - Improves balance, strength, and spatial awareness.
- Variation:
  - Rearrange the course to keep the challenge fresh.
  - Add instructions like “go under” or “over” to introduce vocabulary while they play.
- 5.10.7.2.2.2 Balancing on Sticks or Stones
- Materials:
  - Long sticks
  - Flat stones
- Instructions:
  - Lay sticks or stones in a straight or zig-zag line and invite the child to walk along them, trying to balance without stepping off.
- Benefits:
  - Develops balance, coordination, and body awareness.
- Variation:
  - Place the sticks closer together or create more challenging patterns, like curves, to enhance the difficulty.
- 5.10.7.2.2.3 Crawling Tunnel
- Materials:
  - Cardboard boxes
  - sheets, or chairs to create a tunnel.
- Instructions:
  - Set up a simple tunnel and encourage the child to crawl through it.
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- Benefits:
  - Improves core strength .
  - Improves coordination.
  - Improves balance.
- Variation:
  - Place small toys inside the tunnel for the child to collect as they crawl through.
- 5.10.7.2.2.4 Jumping Jumps
- Materials:

- Cushion or mat
  - Chalk if outside.
- Instructions:
  - Draw a line or use a mat, and encourage the child to jump from one side to the other.
- Benefits:
  - Builds leg strength, balance, and gross motor skills.
- Variation:
  - Encourage hopping on one foot, or add a “landing spot” to focus their jumps. 5.10.7.2.2.5
- Materials:
  - Soft ball
  - Safe space.
- Instructions:
  - Show the child how to kick the ball and chase after it. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- This can be done outside or inside with a soft ball.
- Benefits:
  - Enhances leg coordination, balance, and spatial awareness.
- Variation:
  - Set up simple “goals” with objects on either side to practice aiming kicks. 5.10.7.2.2.6
- Materials:
  - Chalk or tape to make lines on the floor.
- Instructions:
  - Draw or tape lines on the ground and encourage the child to jump over them, starting with smaller gaps and increasing as they grow comfortable.
- Benefits:
  - Enhances leg strength, coordination, and confidence.
- Variation:
  - Create more lines or patterns (zigzag, curved) to jump over or use different foot patterns like hopping. For children yet to crawl:

### a. Light Chase

- Materials:
  - A flashlight or a safe light-up toy.
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- Turn off the main lights or dim the room slightly and shine the flashlight or place the light-up toy a short distance away. Move the light slowly, encouraging the child to crawl toward it.
- Benefits:
  - Encourages crawling and visual tracking, helps build arm and leg strength, and adds excitement with the novelty of light.
- Variation:
  - Shine the light on different objects or surfaces to keep the child interested, or introduce simple verbal cues like “Find the light!”

b. Rolling Ball Fun

- Materials:
  - Soft, brightly colored ball.
- Instructions:
  - Sit a short distance from the child and roll the ball towards them, encouraging them to try to catch it.
  - Roll it slightly further each time to encourage them to move forward.
- Benefits:
  - Builds motivation, coordination, and strengthens the child's arms and legs as they reach and move forward.
- Variation:
  - Use balls of different textures or add playful sounds like clapping when they reach the ball to create additional stimulation.

c. Blanket Pull

- Materials:
    - Soft blanket or mat.
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- Instructions:
  - Place the child on a soft blanket or mat and gently pull them a few inches forward, creating a fun sliding motion.
  - Place a favorite toy a few inches away and encourage them to crawl toward it after the blanket stops.
- Benefits:
  - Provides sensory stimulation, helps the child experience forward motion, and builds excitement for crawling.
- Variation:
  - Change the position of the toy after each slide, or add sound or movement to make the toy more enticing.

d. Peekaboo Crawl

- Materials:
  - Small blanket or towel.
- Instructions:
  - Place yourself a short distance from the child, covering your face with a blanket.
  - Peek out and call their name, encouraging them to crawl toward you.
  - Once they reach you, lift the blanket and reveal your face, celebrating their success.
- Benefits:
  - Builds strength, coordination, and anticipation while promoting caregiver interaction.
- Variation:
  - Hide different objects under the blanket for them to “discover” when they reach you, adding novelty each time.

e. Bubble Crawl EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Materials:

- Bubble wand or bubble machine.
- Instructions:
  - Blow bubbles at a low height and encourage the child to crawl toward them, trying to pop them with their hands.
- Benefits:
  - Stimulates curiosity, builds coordination, and strengthens crawling movements as they chase the bubbles.
- Variation:
  - Change the speed and direction of the bubbles to keep it fun and challenging.

f. Tunnel Adventure

- Materials:
    - Cardboard boxes, cushions, or chairs with a blanket draped over to create a tunnel.
  - Instructions:
    - Set up a short tunnel by arranging the boxes or chairs with the blanket over them.
    - Place a small toy at the end of the tunnel to encourage the child to crawl through.
    - You can be at the other end to call their name or clap to attract them.
  - Benefits:
    - Boosts spatial awareness, builds strength, and encourages exploration as they crawl through the enclosed space.
  - Variation:
    - Add a small bell or rattle at intervals in the tunnel to create additional auditory cues as they move through.
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g. Toy Trail

- Materials:
  - Small toys or safe household objects.
- Instructions:
  - Place a series of small toys in a line on the floor, creating a path for the child to follow as they crawl.
  - Encourage them to move from one toy to the next, pausing to explore each one.
- Benefits:
  - Strengthens crawling endurance, builds attention span, and encourages discovery.
- Variation:
  - Use toys of different shapes, sizes, and textures to make each “stop” along the trail interesting. Move toys closer together or farther apart as needed.

h. Crinkle Crawl

- Materials:
  - Crinkly paper.
  - Foil, or soft fabric with an interesting texture.
- Instructions:
  - Place the crinkly material on the floor, encouraging the child to crawl across it to reach a toy or your open arms on the other side.
- Benefits:
  - Offers sensory stimulation through sound and texture while motivating the child to crawl.

- Variation: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Change the material to offer new sensory experiences, such as a soft towel or a piece of fabric with raised patterns. i . Snack Trail
- Materials:
  - Small
  - Safe snack pieces (e.g., soft banana slices).
- Instructions:
  - Place small pieces of snack in a line, encouraging the child to crawl forward to reach each one and have a tiny bite.
- Benefits:
  - Encourages crawling, builds endurance, and rewards movement with small treats.
- Variation:
  - Adjust the snack distance to match the child's crawling speed, and use their favorite snacks to make it more appealing.

## j. Mirror Motivation

- Materials:
  - Small unbreakable mirror.
- Instructions:
  - Place a small mirror on the floor in front of the child and let them see their reflection, encouraging them to move toward the “other baby” in the mirror.
- Benefits:
  - Stimulates curiosity, promotes social awareness, and motivates crawling.
- Variation: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Place a familiar toy or caregiver's face behind the mirror to add to their curiosity as they approach.

## k. Balloon Chase

- Materials:
  - A lightweight balloon.
- Instructions:
  - Place the balloon or beach ball just out of reach of the child, encouraging them to crawl toward it.
  - You can tap it lightly to make it move slowly across the floor.
- Benefits:
  - Builds strength, coordination, and keeps the child engaged with movement.
- Variation:
  - Use a balloon with a small amount of weight (like a small stuffed toy attached) so it stays low to the ground, making it easier for the child to follow.

## l. Obstacle Crawl

- Materials:
  - Small pillows
  - Soft toys, or cushions.

- Instructions:
  - Set up a simple course with soft pillows and toys for the child to navigate around.
  - Show them how to move around each item or over a low cushion.
- Benefits: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Develops problem-solving, builds arm and leg strength, and helps with spatial awareness.
- Variation:
  - Change the arrangement of obstacles each time to keep the activity engaging. For children learning to crawl:

### a. Toy Chase

- Materials:
  - A small, soft toy that rolls or slides across the floor.
- Instructions:
  - Gently roll the toy a short distance away from the child, encouraging them to crawl after it.
  - Make sounds or gestures to catch their attention and celebrate when they reach it.
- Benefits:
  - Motivates crawling, builds upper body strength, and improves coordination.
- Variation:
  - Use toys that make sounds when moved or roll at different speeds to keep the child engaged.

### b. Pillow Mountain

- Materials:
  - Soft pillows
  - Cushions.
- Instructions:
  - Create a low “mountain” of pillows on the floor.
  - Encourage the child to crawl up and over it, cheering them on as they navigate different heights.
- Benefits: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Strengthens arms and legs, develops spatial awareness, and enhances problem-solving.
- Variation:
  - Adjust the height and arrangement of the pillows as the child becomes more confident and adventurous. For children learning to walk:

### a. Supported Walking with Scarves

- Materials:
  - Colorful scarves or a soft ribbon.
- Instructions:
  - Hold both ends of a scarf or ribbon and let the child hold the middle as they walk, giving gentle support.
  - Walk around the room or take small steps to guide them.
- Benefits:

- Builds leg strength, improves balance, and encourages independence.
  - Variation:
    - Use different colored scarves each time to make it visually stimulating, and add little pauses or turns for extra balance practice.
  - b. Stepping Stones
    - Materials:
      - Fabric squares
      - Mats, or paper taped to the floor.
    - Instructions:
      - Place the squares on the floor to create a path, leaving small gaps between each “stone.”
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- Encourage the child to step from one to the next with your assistance if needed.
- Benefits:
  - Enhances balance, leg strength, and coordination while building confidence in taking steps.
- Variation:
  - Gradually increase the gaps between the stones to challenge the child as they grow more confident in walking.

### c. Push-and-Walk

- Materials:
  - A sturdy chair or low, weighted box.
  - Chair or stool that can be pushed across the floor.
- Instructions:
  - Show the child how to push the chair or box while walking behind it, holding on for support.
- Benefits:
  - Builds leg strength, balance, and coordination as they learn to move with stability.
- Variation:
  - Use different objects like a small cart or wagon that can be pushed safely, and add toys inside for them to “transport” as they walk.

## 3. Eye hand coordination games

### a. Rolling and Catching Balls

- Materials:
  - Soft balls of various sizes.
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- Sit across from the child and roll a ball to them, encouraging them to catch or stop it with their hands.
- Gradually increase the rolling distance.
- Benefits:
  - Enhances hand-eye coordination.

- Enhances tracking skills, and timing.
- Variation:
  - Use balls of different textures or sizes, or introduce soft throws for variety.

b. Spoon and Cup Transfer Activities

- Materials:
  - Spoons
  - Cups
  - Small items (beans, bottle caps).
- Instructions:
  - Show the child how to scoop items from one cup to another using a spoon.
- Benefits:
  - Strengthens fine motor skills, precision, and control.
- Variation:
  - Try different objects or use a smaller spoon to add challenge.

c. Drop the Pebble

- Materials:
    - Small pebbles.
    - Dried beans.
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- Bottle caps; narrow-necked bottle.
- Instructions:
  - Show the child how to hold a pebble over the bottle and drop it in, encouraging precision.
- Benefits:
  - Strengthens hand-eye coordination and concentration.
- Variation:
  - Use a larger bottle or smaller objects to adjust difficulty as the child progresses.

d. Balloon Toss

- Materials:
  - Small balloons or light balls.
- Instructions:
  - Lightly toss a balloon toward the child and encourage them to swat or catch it with their hands.
- Benefits:
  - Improves tracking, timing, and reaction skills.
- Variation:
  - Try different motions—like gently bouncing, tossing, or tapping the balloon with an open palm or a small, soft bat. For children yet to crawl:

a. Tummy Time Toy Reach

- Materials:
  - Soft, colorful toys or rattles.
- Instructions: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Place the infant on their tummy and position toys just out of reach to encourage them to lift their head, reach forward, and grab. Gently shake the toy to get their attention.
- Benefits:
  - Strengthens neck, shoulder, and arm muscles while promoting hand-eye coordination.
- Variation:
  - Use toys with different textures, sounds, or lights to add interest and sensory exploration.

b. Floating Scarf Grab

- Materials:
  - Lightweight scarves or fabric squares.
- Instructions:
  - Hold the scarf above the infant, slowly dropping it within their reach so they can try to grab it.
  - Allow it to gently float down so they can track it with their eyes and hands.
- Benefits:
  - Enhances visual tracking, hand-eye coordination, and reaching skills.
- Variation:
  - Change the color of the scarves or try using multiple scarves to create variety.

c. Ribbon Ring Exploration

- Materials:
  - An embroidery hoop or soft ring tied with multiple colorful ribbons.
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- Hold or suspend the ring near the infant and encourage them to reach and pull on the ribbons, exploring different colors and textures.
- Benefits:
  - Builds fine motor strength in fingers and hands and promotes sensory exploration.
- Variation:
  - Tie ribbons of various textures, like satin or velvet, for extra tactile stimulation.

d. Finger Puppets

- Materials:
  - Simple finger puppets or small, soft toys.
- Instructions:
  - Put on a finger puppet and slowly move your hand in front of the infant, allowing them to reach out to touch or grab it. Make simple sounds or tell a short story to keep their attention.
- Benefits:
  - Stimulates eye tracking, focus, and reaching for objects.
- Variation:
  - Use different puppets or change finger movement speeds to keep their interest.

e. Crinkly Paper Exploration Materials: Crinkly paper (such as clean tissue paper or baby-safe crinkly toys). Instructions: Place a piece of crinkly paper or toy in front of the infant and encourage them to reach, grab, and explore the sound and texture. Benefits: Encourages

hand exploration, sound response, and sensory awareness. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 189 of XX Variation: Use different materials with textures that make soft sounds, such as cloth or foil-wrapped paper.
- f. Soft Ball Tracking and Reaching Materials: A soft, small ball. Instructions: Gently roll a ball in front of the baby, encouraging them to follow it with their eyes and reach out to touch it. Slowly move it from side to side to keep them engaged. Benefits: Supports visual tracking, focus, and reaching. Variation: Use balls of different textures or slight weights to vary the sensory input.
- g. Pat-a-Cake with Toys Materials: Small, soft toys or textured balls. Instructions: Place a toy in each hand and gently guide the baby's hands to touch together while singing a song or saying "pat-a-cake." Let them hold a toy in each hand, encouraging them to explore how their hands work together. Benefits: Develops bilateral coordination and awareness of each hand. Variation: Change toys frequently or add music to keep them engaged.
- h. High Contrast Card Reach Materials: High-contrast cards (black and white or red and white). Instructions: Place a high-contrast card slightly out of reach during tummy time or while they're on their back. Move it slowly to encourage them to reach and touch. Benefits: Builds visual focus, tracking, and reaching ability. EL\_CgManual\_CURRENT\_v016 November 5, 2025
5. STRUCTURED ENRICHMENT Page 190 of XX Variation: Rotate cards with different designs or patterns to hold their attention.
- i. Sound and Reach Shaker Materials: Small, baby-safe shaker or rattle. Instructions: Shake the rattle near the infant, drawing their attention to the sound. Allow them to reach out and grab the rattle as you gently move it within reach. Benefits: Enhances auditory and visual tracking while stimulating hand coordination. Variation: Experiment with shakers of different sounds or colors to vary sensory engagement.
- j. Mirror Reach and Touch Materials: Baby-safe mirror. Instructions: Place the mirror in front of the infant during tummy time. Encourage them to reach out and touch their reflection, which promotes self-recognition and tactile exploration. Benefits: Fosters hand-eye coordination, self-awareness, and sensory discovery. Variation: Move the mirror around to encourage reaching in different directions or play peek-a-boo for added engagement.
- k. Cloth Pulling Activity Materials: Light cloths or scarves and a container with a small opening. Instructions: Place the cloths partially in a container so that the ends are sticking out. Encourage the infant to pull the cloths out of the container. EL\_CgManual\_CURRENT\_v016 November 5, 2025
5. STRUCTURED ENRICHMENT Page 191 of XX Benefits: Builds grip strength, finger dexterity, and introduces a cause-and-effect element. Variation: Use cloths of various textures or add items of different colors to keep the game fresh.
- l. Spinning Bottle Exploration Materials: A plastic bottle filled with beads or rice, securely closed. Instructions: Lay the bottle on its side and encourage the infant to reach out, roll, or bat it to see and hear the contents moving around. Benefits: Develops arm and hand coordination, visual tracking, and sound awareness. Variation: Change bottle contents or colors to vary the experience. For children learning to walk:
- m. Rolling Object Catch Materials: A soft, lightweight ball. Instructions: Sit a few feet away

from the child and gently roll the ball toward them. Encourage them to reach down, pick it up, and roll it back to you. Benefits: Enhances eye-hand coordination and balance as they bend down to pick up the ball, developing both motor skills and walking stability. Variation: Use balls of different textures or colors to keep the game interesting.

- n. Stacking Fun Materials: Large, lightweight blocks or stackable cups. EL\_CgManual\_CURRENT\_v016 November 5, 2025
- 5. STRUCTURED ENRICHMENT Page 192 of XX Instructions: Place a stack of blocks or cups in front of the child and show them how to stack one on top of the other. Let them try stacking themselves, or take turns adding blocks to encourage balance. Benefits: Develop fine motor control and concentration as they learn to balance objects on top of one another. Variation: Use blocks in bright colours or with different textures to increase sensory stimulation.
- o. Bean Bag Toss Materials: Small bean bags or soft balls and a basket. Instructions: Place the basket a short distance from the child and demonstrate tossing a bean bag into it. Encourage them to throw their bean bags into the basket, adjusting the distance as needed. Benefits: Promotes hand-eye coordination, arm strength, and timing as they aim and toss. Variation: Use a container with a larger or smaller opening or place the basket slightly higher for a greater challenge.
- p. Spoon Transfer Materials: Plastic spoon and soft objects (e.g., cotton balls). Instructions: Show the child how to place a cotton ball on a spoon, then transfer it from one container to another. Encourage them to balance the cotton ball on the spoon as they move it. EL\_CgManual\_CURRENT\_v016 November 5, 2025
- 5. STRUCTURED ENRICHMENT Page 193 of XX Benefits: Develops fine motor skills, focus, and coordination as they try to keep the cotton ball balanced. Variation: Use different spoon sizes or swap cotton balls with other light items to increase the challenge.
- q. Ring Stack Pull and Release Materials: Ring stacking toy. (a stick and roles of used toilet paper cut into rings. Instructions: Place the rings near the child and let them practice putting the rings onto the pole. They can experiment with taking the rings on and off, stacking and pulling them off in a fun and repetitive way. Benefits: Improves hand-eye coordination and finger dexterity, encouraging controlled hand movements. Variation: Use rings of various colors and textures or add simple counting as they stack to increase learning.
- r. Push-and-Roll Game Materials: Toy cars, soft balls, or rolling toys. Instructions: Place a toy car or rolling toy near the child and demonstrate pushing it across the floor. Encourage them to push the toy and follow it, coordinating movement and aiming. Benefits: Improves hand strength, coordination, and provides an exciting chance to move while watching the toy roll. Variation: Place a soft barrier, like a pillow, for them to aim the toy toward, encouraging controlled pushing. EL\_CgManual\_CURRENT\_v016 November 5, 2025
- 5. STRUCTURED ENRICHMENT Page 194 of XX
- k. Button Push Board Materials: DIY board with large buttons (use sturdy cardboard or a surface with easy-to-press buttons). Instructions: Set up a simple board with buttons or objects they can press down, encouraging the child to press each button one at a time. Benefits: Enhances fine motor skills, finger strength, and teaches focus. Variation: Add buttons of different sizes or sounds that activate as they press.
- l. Block Drop Materials: Large container and lightweight blocks. Instructions: Set the container on the floor and demonstrate dropping blocks into it, one at a time. Let the child stand or sit and practice picking up blocks and placing them into the container. Benefits: Encourages

- precision, fine motor skills, and coordination as they pick up and place objects. Variation: Use differently sized containers or blocks to adjust the level of difficulty.
- m. Sticky Note Grab Materials: Sticky notes or pieces of tape. Instructions: Stick a few sticky notes or pieces of tape to a wall or table at the child's eye level and show them how to grab and pull each one off. Encourage them to reach and pull, using both hands alternately. EL\_CgManual\_CURRENT\_v016 November 5, 2025
5. STRUCTURED ENRICHMENT Page 195 of XX Benefits: Develops hand strength, coordination, and encourages movement as they pull each note off. Variation: Use bright colors or add small, safe images on each sticky note to make it more exciting.
- n. Bubble Pop Materials: Bubble wand or bubble machine. Instructions: Blow bubbles within the child's reach and encourage them to pop each one with their hands. Try moving around as they reach and pop to keep them moving. Benefits: Builds coordination, focus, and helps children practice visually tracking objects. Variation: Blow the bubbles at different heights, encouraging the child to reach higher or squat to reach them. For children who are walking:
- o. Bean Bag Balancing Walk
    - Materials:
      - Small bean bags.
    - Instructions:
      - Have the child balance a bean bag on their head and walk from one point to another. If the bean bag falls, encourage them to pick it up and try again.
    - Benefits:
      - Improves coordination, posture, and balance while they focus on keeping the bean bag steady.
    - Variation:
      - Adjust the distance, or have them try walking on a line marked on the floor for extra balance practice. EL\_CgManual\_CURRENT\_v016 November 5, 2025
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- b. Rolling Ball Aim Materials: A soft ball and several targets like small baskets or bowls. Instructions: Set up the baskets at different distances. Encourage the child to roll or gently throw the ball toward the target, trying to get it inside. Benefits: Enhances hand-eye coordination, arm strength, and aim. Variation: Use different target sizes to vary the difficulty.
  - c. Catch and Drop Materials: Soft balls or bean bags. Instructions: Stand a short distance from the child and gently toss the ball for them to catch and then toss back. Start with rolling the ball before progressing to gentle tossing. Benefits: Helps develop timing, coordination, and motor planning as they learn to anticipate and catch. Variation: Try using different-sized balls, or play while sitting for a relaxed version of the game.
  - d. Ping-Pong Scoop Materials: A plastic spoon and ping-pong balls or other small objects. Instructions: Place a small bowl filled with ping-pong balls on one end of the room and an empty bowl on the other. Give the child a spoon and encourage them to scoop up a ball and transfer it to the empty bowl without dropping it. Benefits: Encourages balance, concentration, and control of hand movements. EL\_CgManual\_CURRENT\_v016 November 5, 2025
5. STRUCTURED ENRICHMENT Page 197 of XX Variation: Increase the distance between the bowls or use other small objects like soft pom-poms.

- e. Target Toss with Rings Materials: Small rings (such as plastic bracelets/ toilet paper cut out rings) and a peg or stick in the ground. Instructions: Place the peg a few feet away from the child. Let them toss the rings onto the peg, aiming to get as many as possible on the target. Benefits: Enhances aim, timing, and hand-eye coordination as they practice tossing. Variation: Place the peg at different heights or use rings of varying sizes to add challenge.
- f. Ribbon Dancing Materials: Ribbons tied to sticks or long fabric strips. Instructions: Give the child a ribbon and encourage them to wave it around, creating patterns in the air while moving around. Benefits: Supports hand control, creativity, and large motor skills as they wave, swirl, and make shapes with the ribbon. Variation: Play music and encourage dancing or create specific shapes for them to mimic.
- g. Pop the Bubble Wrap Materials: Bubble wrap pieces \_on the ground. Instructions: Spread bubble wrap on the floor and let the child walk or press down on it with their hands to pop the bubbles. EL\_CgManual\_CURRENT\_v016 November 5, 2025
- 5. STRUCTURED ENRICHMENT Page 198 of XX Benefits: Improves hand strength, finger dexterity, and coordination while providing sensory feedback. Variation: Encourage them to try popping bubbles with one finger, both hands, or even their toes for variety.
- h. Block Stacking Race
  - Materials:
    - Large building blocks or soft stacking toys.
  - Instructions:
    - Set up a mini “race” where the child has to carry one block at a time across the room to stack in a designated area.
    - Encourage them to create the tallest tower they can without it toppling over.
  - Benefits:
    - Enhances precision, balance, and coordination as they carry and stack blocks.
  - Variation:
    - Time each race, have them build patterns, or race with another child for friendly competition.
- i. Pinching Pom-Pom Transfer
  - Materials:
    - Small pom-poms
    - A pair of child-safe tweezers/ sticks shaped as chopsticks.
  - Instructions:
    - Place a pile of pom-poms in a bowl and an empty bowl nearby.
    - Show the child how to use tweezers to pick up each pom-pom and transfer it to the empty bowl. EL\_CgManual\_CURRENT\_v016 November 5, 2025
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  - Benefits:
    - Builds fine motor control and hand strength
    - Encourages focus and concentration.
  - Variation:
    - Use different colors and ask the child to sort the pom-poms by color as they transfer.
- j. Water Pouring Practice

- Materials:
  - Small plastic pitchers
  - Cups.
- Instructions:
  - Fill a small pitcher with water and provide an empty cup.
  - Show the child how to pour water from the pitcher into the cup.
  - Let them take turns pouring carefully to avoid spills.
- Benefits:
  - Enhances hand stability, coordination, and precision.
- Variation:
  - Use differently sized cups or provide food coloring for fun, colorful water.

k. Obstacle Course with Hand Transfers

- Materials:
    - Small objects like stuffed animals or lightweight toys.
  - Instructions:
    - Set up a simple obstacle course with chairs, pillows, or small barriers. Have the child pick up an object at one end, walk through the course, and place it at the other end.
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- Benefits:
  - Improves hand stability, eye coordination, and gross motor skills as they navigate the course.
- Variation:
  - Change the course layout or add small goals, like hopping over a spot or walking around a chair.

l. Drop and Aim

- Materials:
    - A large plastic bottle and small objects like marbles or stones.
  - Instructions:
    - Place the bottle on the floor and encourage the child to drop objects into it, aiming carefully each time.
  - Benefits:
    - Develops focus, precision, and hand-eye coordination.
  - Variation:
    - Use smaller objects or change the container's size to increase or decrease difficulty.
- 5.10.7.3 Language and sounds games  
5.10.7.3.1 Gentle rhymes and songs For children yet to crawl  
5.10.7.3.1.1 Face-to-Face Singing
- Materials:
    - None needed. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Instructions:
  - Sit face-to-face with the child and sing simple, repetitive songs or rhymes.
  - Keep the tone soft and engaging, watching their reaction to the sound.

- Variation:
  - Add hand movements or gentle clapping to songs like “Twinkle, Twinkle, Little Star” or “Baby Jesus,” which introduce a rhythmic pattern that infants can enjoy and observe.
- 5.10.7.3.1.2 Call and Response Songs
- Materials:
  - None needed.
- Instructions
  - Sing short lines of a simple song, then pause as if waiting for the baby to respond.
  - This can encourage early vocalization and give them time to react with coos or gurgles.
- Variation
  - Clap or use a rattle to keep a steady rhythm that helps them anticipate pauses and responses. For children who are crawling 5.10.7.3.2 Sound Object Exploration For children yet to crawl:
- a. Shaker Exploration
  - Materials:
    - Homemade shakers (small bottles filled with rice or beans, securely sealed).
  - Instructions:
    - Shake the bottle softly near the child, moving it from side to side. EL\_CgManual\_CURRENT\_v016 November 5, 2025
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  - Encourage them to follow the sound with their eyes, helping them connect sound to movement.
  - Variation:
    - Use different materials (like sand or small stones) in each shaker to create a variety of sounds and textures for exploration.
- b. Sound Contrasts
  - Materials:
    - Two objects with distinct sounds, like a bell and a wooden block.
  - Instructions:
    - Alternate making sounds with each object and see if the baby reacts differently to the two sounds.
    - This introduces the concept of sound variation and texture.
  - Variation:
    - Bring each object closer to them in turn, helping them associate the sound with the object creating it. 5.10.7.3.3 Mimic Sounds Game For children yet to crawl:
- a. Animal Sounds
  - Materials:
    - None needed.
  - Instructions:
    - Make simple animal sounds like “Moo” for a cow or “Baa” for a sheep while showing them a picture or small toy animal.
  - Variation: EL\_CgManual\_CURRENT\_v016 November 5, 2025
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- Use different vocal tones or pitches to mimic animals and add gestures for added entertainment, like moving like a “jumping frog” for “Rabbit.”

b. Everyday Object Sounds

- Materials:
  - Common household items like a soft brush, paper, or a small drum.
- Instructions:
  - Make soft sounds with each item, like brushing, tapping, or gently crinkling paper, while explaining what it is.
  - This helps them learn that different objects can create a variety of sounds.
- Variation:
  - After a few repetitions, let them gently feel or touch the item (with guidance), pairing tactile with auditory sensations. 5.10.7.3.4 Parent and Baby Conversations

a. One-Word Exchanges

- Materials:
  - None needed.
- Instructions
  - Sit with the baby and introduce single words, like “Hi,” “Yes,” or “No.” Say the word clearly and pause, giving them a chance to respond with a coo or sound.
- Variation
  - Add facial expressions or use a gentle hand wave for words like “Hi” to connect words with actions.

b. Describe Their Actions EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Materials:
  - None needed.
- Instructions
  - Narrate what they are doing, such as “You’re kicking your feet” or “You’re reaching for the toy.”
  - Describing their actions exposes them to descriptive language.
- Variation:
  - Use different tones of voice for each action (soft and excited for “reaching,” calm for “relaxing”) to add vocal variation. 5.10.7.3.5 Nursery Rhymes with Visual Props For children who are yet to walk:

a. Rhyme with a Stuffed Toy

- Materials:
  - Small, soft toys like a teddy bear or cloth doll.
- Instructions
  - Recite rhymes like “Teddy Bear, Teddy Bear, Turn Around,” holding the stuffed toy in front of them.
  - Move the toy along with the rhyme’s actions to keep them engaged.
- Variation:
  - Try different props or toys for variety, like a small toy truck or colorful blocks, to associate sounds with various visuals.

b. Finger Puppets and Rhymes

- Materials: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Simple finger puppets or small cutouts on your fingers.
- Instructions:
  - Sing a rhyme like “Five Little Ducks” using finger puppets, moving each finger along with the lyrics.
  - This can help them connect sounds and stories with visual cues.
- Variation:
  - Use different characters (such as animals or objects) for various rhymes to create associations with the sounds. 5.10.7.3.1.6 Gentle Instruments Play

a. Simple Rattle Time

- Materials:
  - Rattle.
- Instructions:
  - Shake the rattle gently in time with a nursery rhyme or soft song.
  - Move the rattle from side to side, encouraging them to track it.
- Variation:
  - Vary the rhythm (slow and steady, fast and soft) to introduce new sound patterns.

b. Soft Drum Beats

- Materials:
  - Small drum or overturned plastic container.
- Instructions:
  - Tap a soft rhythm on the drum while singing a lullaby or talking.
  - This helps them associate sound with motion.
- Variation:
  - Use a gentle rhythm that mimics a heartbeat to soothe them. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 206 of XX 5.11 STORYTELLING IN THE DAYCARE

- To engage children aged six months to two years with stories in the daycare, you must balance their short attention spans with captivating content. 5.11.1 Tips to make storytelling interesting, engaging, and concentrated for young children: 5.11.1.1 Short and Simple Stories
  - Choose short stories (2-5 minutes).
  - Use easy words and familiar themes (animals, toys, family). 5.11.1.2 Interactive Storytelling
  - Let kids join in with actions or sounds (e.g., “run, run, run”).
  - Ask simple questions like “Where is the cat?” 5.11.1.3 Animated Voices
  - Use funny voices and big expressions to keep it fun. 5.11.1.4 Movement
  - Let kids move with the story (jump, clap, etc.). 5.11.1.5 Follow Their Interests
  - Choose stories based on what they like (animals, cars).
  - Let them pick between two books. 5.11.1.6 Songs and Rhymes
  - Sing parts of the story or add simple rhymes. 5.11.1.7 Repetition and Imitation
  - Retell the same stories and let them repeat actions or phrases. EL\_CgManual\_CURRENT\_v016 November 5, 2025

5. STRUCTURED ENRICHMENT Page 207 of XX 5.11.2 Story ideas using locally available materials that children in daycare may know:

- These stories use everyday objects or familiar things from their environment, making them relatable and engaging for young children. 5.11.2.1 "The Adventure of the Little Spoon"
  - Materials:
    - A regular spoon from the kitchen.
  - Story:
    - "One day, a little spoon went on an adventure! It wanted to find something yummy to taste.
    - First, it tried some soup—slurp! Then, it tasted like sweet milk—yum! The spoon was so happy because it tasted like everything!
    - At the end of the day, it was tired and ready to sleep in the kitchen drawer."
  - Interactive Idea
    - Let the children hold a spoon and pretend to taste different foods as the story goes on.
- 5.11.2.2 "The Big Red Ball"
  - Materials:
    - A red ball (or any ball).
  - Story:
    - "Once there was a big red ball. It loved to bounce! It bounced over the grass—boing! It bounced over the road—boing! Then it bounced so high, it almost touched the clouds! But oh no, the ball rolled into a big puddle.
    - Splash! It was wet, so it decided to rest in the sun and dry off."
  - Interactive Idea: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Let the children take turns bouncing a ball or rolling it to each other during the story. 5.11.2.3 "The Little Leaf's Journey"
  - Materials:
    - A leaf from a tree or plant.
  - Story:
    - "There was a little green leaf that lived on a big tree. One day, the wind came and said, 'Come play with me!' The leaf danced and twirled through the air, flying higher and higher.
    - It landed on a little girl's hand, then floated into a bird's nest, and finally, it rested on the ground, ready for a nap."
  - Interactive Idea
    - Have the children hold or blow on a leaf and pretend it's flying through the air. 5.11.2.4 "The Busy Broom"
- 5.11.2.4 "The Busy Broom"
  - Materials:
    - A small broom or brush.
  - Story:
    - "There was a busy little broom in the house. Every morning, the broom would sweep the floors. Swish! Swish! It cleaned up the crumbs after breakfast.
    - Then it cleaned up after lunch and dinner too.
    - One day, the broom found some toys on the floor, and it said, 'I can help tidy those too!' The broom was very proud to keep the house so clean."
  - Interactive Idea:

- Let the children take turns holding a small broom and pretending to sweep.
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- Materials:
  - A small cup.
- Story
  - “There was a little cup who was very curious. It wanted to know what water felt like, so it filled up with cold water.
  - Then, it wanted to know what milk tasted like—mmm, so sweet! One day, the cup got very full, and some water spilled out! But that was okay, because the cup was having fun learning all about different drinks.”
- Interactive Idea
  - Let the children hold cups and pretend to fill them with different drinks.
- Materials:
  - A smooth stone or rock from outside.
- Story
  - “One sunny day, a small, round stone was sitting by the river. It was happy watching the water.
  - Then, a little bird came and sat on the stone. ‘Hello, little bird!’ said the stone.
  - Next, a squirrel ran by and jumped over the stone. ‘Hello, squirrel!’ The stone felt very friendly and loved meeting new friends.”
- Interactive Idea
  - Let the children hold small stones and pretend they are talking to animals.
- Materials: EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- A small stick or twig from outside.
- Story
  - “There was a stick who loved to dance. When the wind blew, the stick swayed left and right.
  - When the music played, the stick spun in circles! One day, the stick found a little puddle and danced through it—splash, splash! The stick loved dancing so much, it danced all the way home.”
- Interactive Idea
  - Give each child a small stick and have them pretend it’s dancing in the wind.
- Materials:
  - A plastic water bottle.
- Story
  - “A little water bottle was excited for its day out! It went to the park with a family and got to sit in the sun.
  - When the family got thirsty, they drank from the bottle—glug, glug, glug! After the drink, the bottle rolled down the hill—wheee! It was such a fun day for the little bottle!”
- Interactive Idea
  - Let the children roll an empty water bottle and take turns pretending to drink from it.

- These stories use simple objects that children are familiar with, making them more engaging and easy to understand.
  - You can also let them participate by using the items as props during storytelling!
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## 5. STRUCTURED ENRICHMENT Page 211 of XX 5.11.3 STORIES TRANSLATED IN KISWAHILI. 5.11.3.1 Hadithi:

- Vifaa:
  - Kikombe kidogo.
- Hadithi
  - “Palikuwa na kikombe kidogo ambacho kilikuwa na udadisi mwangi.
  - Kilitaka kujua maji yanahisije, kwa hiyo kikajaa maji baridi.
  - Kisha, kikombe kilitaka kujua maziwa yana ladha gani—mmm, matamu sana! Siku moja, kikombe kilijaa sana na maji yakamwagika kidogo!
  - Lakini haikuwa shida, kwa sababu kikombe kilifurahia kujifunza kuhusu vinywaji tofauti.”
- Wazo la Kuchezza
  - Wape watoto vikombe na waombe waigize kujaza vikombe vyao kwa vinywaji tofauti, wakijifanya wanakunywa maji au maziwa kama kwenye hadithi. 5.11.3.2 Hadithi: Safari ya Jani Dogodogo
- Vifaa:
  - Jani kutoka kwenye mti au mmea.
- Hadithi
  - “Palikuwa na jani dogo la kijani lililoishi kwenye mti mkubwa.
  - Siku moja, upopo ukaja na kusema, ‘Njoo ucheze nami!’ Jani lilianza kuchenza na kuzunguka hewani, likapaa juu na juu zaidi.
  - Hatimaye, jani likatua kwenye mkono wa msichana mdogo, kisha likapepea hadi kwenye kiota cha ndege, na mwishowe, likapumzika chini ardhini, tayari kulala usingizi wa mchana.”
- Wazo la Kuchezza EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Wape watoto majani na uwaombe wacheze nayo kwa kuyashikilia au kuyapuliza, wakijifanya yanapaa hewani kama kwenye hadithi. 5.11.3.3 Hadithi: Jiwe Rafiki
- Vifaa:
  - Jiwe laini au mwamba mdogo kutoka nje.
- Hadithi
  - “Siku moja yenyе jua kali, jiwe dogo, la mviringo, lilikuwa limekaa kando ya mto.
  - Lilikuwa na furaha kuangalia maji yakiniririka. Ghafla, ndege mdogo akaja na kuketi juu ya jiwe.
  - ‘Habari ndege mdogo!’ jiwe likasema. Baadaye, panya mwepesi akakimbia na kuruka juu ya jiwe.
  - ‘Habari panya!’ Jiwe lilijsikia vizuri sana, likifurahia kukutana na marafiki wapy.”
- Wazo la Kuchezza
  - Wape watoto mawe madogo na uwaombe wajifanye wanazungumza na wanyama kama kwenye hadithi. 5.11.3.4 Hadithi: Safari ya Kijiko Kidogo
- Vifaa:
  - Kijiko cha kawaida kutoka jikoni.
- Hadithi

- “Palikuwa na kijiko kidogo kilichotaka kwenda kwenye safari kubwa.
- Kijiko kilikuwa na hamu sana ya kujaribu chakula kitamu! Kwanza, kilipata bakuli la supu moto.
- Slurp, slurp! Supu ilikuwa tamu sana! Halafu, kijiko kilipata kikombe cha maziwa matamu. Yum! Maziwa yalifanya kijiko kicheke kwa furaha. EL\_CgManual\_CURRENT\_v016 November 5, 2025

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- Kisha kijiko kilipata viazi vilivyopondwa—laini na vyepesi! Baada ya kuonja vyakula vyote hivyo, kijiko kilichoka. Kilikua kimechoka sana, kikasema, ‘Hii safari imenitosha leo.’
- Kijiko kikapiga miayo na kuamua kulala kwenye droo ya jikoni, tayari kwa safari nyingine kesho.”
- Wazo la Kucheza
  - Wape kila mtoto kijiko na uwaombe waigize kuonja chakula unapotaja (kwa mfano, kufanya sauti ya “slurp” kwa supu na kusema “yum” kwa maziwa).
  - Unaweza kuwauliza, “Kijiko chako kinaonja nini sasa?” ili kuwahusisha zaidi! 5.11.3.5 Hadithi: Mpira Mkubwa Mwekundu
- Vifaa:
  - Mpira mwekundu (au mpira wowote).
- Hadithi
  - “Palikuwa na mpira mkubwa mwekundu ambao ulipenda kuruka! Uliruka juu ya nyasi za kijani—boing! boing! Kisha ukaruka juu ya barabara—boing! boing!
  - Mpira uliruka juu sana, karibu ukagusa mawingu! Lakini ghafla, mpira ukateleza na kuingia kwenye dimbwi kubwa la matope—splash!
  - Mpira ulikuwa umelowa sana! Kwa hivyo, mpira mkubwa mwekundu ukaamua kulala juani ili ukauke vizuri.”
- Wazo la Kucheza
  - Wape watoto nafasi ya kuchiziana mpira, wakirudishiana au kuurusha juu. Waombe waseme “boing!” kila mpira unaporuka ili kuongeza furaha na kuwashirikisha zaidi! EL\_CgManual\_CURRENT\_v016 November 5, 2025

## 5. STRUCTURED ENRICHMENT Page 214 of XX 5.11.3.6 Hadithi: Safari ya Jani Dogodogo

- Vifaa:
  - Jani kutoka kwenye mti au mmea.
- Hadithi
  - “Palikuwa na jani dogo la kijani lililoishi kwenye mti mkubwa.
  - Siku moja, upopo ukarong’ona, ‘Njoo ucheze nami!’ Jani likaanza kucheza na kuzunguka hewani, likapaa juu na juu zaidi.
  - Likatua kwenye kiganja cha msichana mdogo, kisha likateleza hadi kwenye kiota cha ndege, na mwishowe, likapumzika chini kwenye ardhi, tayari kulala usingizi wa mchana.”
- Wazo la Kucheza
  - Wape watoto majani na uwaombe wacheze nayo kwa kuyashikilia au kuyapuliza, wakijifanya kuwa yanapaa hewani, wakifuata safari ya jani kwenye hadithi. 5.11.3.7 Hadithi: Ufagio Mdogo Mwenye Kazi Nyingi
- Vifaa:
  - Ufagio mdogo au brashi.
- Hadithi
  - “Palikuwa na ufagio mdogo mwenye shughuli nyingi ndani ya nyumba.

- Kila asubuhi, ufagio ulifagia sakafu. Swish! Swish! Ukaondoa makombo baada ya kiamsha kinywa.
  - Kisha ukasafisha baada ya chakula cha mchana na cha jioni pia.
  - Siku moja, ufagio ukakuta kuna vitu vya kuchezza sakafuni, ukasema, ‘Ninaweza kusaidia kuviveka vizuri!’ Ufagio ulijivunia sana kuifanya nyumba kuwa safi kila wakati.”
  - Wazo la Kucheza EL\_CgManual\_CURRENT\_v016 November 5, 2025
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- Wape watoto nafasi ya kushika ufagio mdogo na kuigiza kufagia, wakijifanya kusafisha sakafu kama kwenye hadithi. 5.11.3.8 Hadithi: Safari ya Chupa ya Maji
  - Vifaa:
    - Chupa za plastiki ya maji.
  - Hadithi
    - “Palikuwa na chupa ya maji ndogo ambayo ilikuwa na furaha sana kwa safari yake ya siku! Ilienda bustanini pamoja na familia na ikaketi juani.
    - Wakati familia ilipokuwa na kiu, wakanywa kutoka kwa chupa—glug, glug, glug!
    - Baada ya kunywa, chupa iliteleza na kuguruma chini ya kilima—wheee! Ilikuwa siku ya kufurahisha sana kwa chupa hiyo ndogo!”
  - Wazo la Kucheza
    - Wape watoto chupa ya maji tupu, na wawaache wagurumishe chupa hiyo na kuchiziana.
    - Waombe pia waigize kunywa maji kutoka kwenye chupa, wakijifanya wana kiu kama kwenye hadithi!
  - Hadithi hii na shughuli zitawafurahisha watoto kwa kutumia vitu vya kawaida wanavyo ufahamu, hivyo kuwafanya wawe zaidi na ushirikiano kwenye hadithi.  
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## X. CHILD ADMISSION