



# Competency Based Learning Material (CBLM)

## Caregiving for Infant, Toddler and Children

Level-3

Module: Foster the Psychological Development of Children

Code: CBLM-IS-CITC-04-L3-EN-V1



National Skills Development Authority  
Prime Minister's Office  
Government of the People's Republic of Bangladesh



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The CBLM on “Foster Psychological Development of children” is developed based on NSDA approved Competency Standards and Competency Based Curriculum under Caregiving for infant, toddler and children Level-3 Occupation. It contains the information required to implement the Caregiving for infant, toddler and children Level-3 standard.

This document has been prepared by NSDA with the help of relevant experts, trainers/professionals.

All Government-Private-NGO training institutes in the country accredited by NSDA can use this CBLM to implement skill-based training of Caregiving for infant, toddler and children level-3 course.



Approved by

---th Authority Meeting of NSDA

Held on -----



## How to use this Competency Based Learning Material (CBLM)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice the job. You may need to practice the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module



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## **Module Content**

**Unit Title: Foster Psychological Development of Children**

**Unit Code: OU- IS-CITC-04-L3-V1**

**Module Title: Fostering Psychological Development of Children**

**Module Description:** This module covers the knowledge, skills and attitudes required to foster the psychological development of children. It includes fostering children's independence and autonomy, encouraging children to express their feelings, ideas and needs, stimulating children awareness and creativity, and fostering children's self-esteem and development of self-concept.

**Nominal Duration: 40 Hours**

**Learning Outcomes:**

Upon completion of this module the trainees must be able to:

1. Foster Children's Independence and autonomy
2. Encourage Children to Express their feelings, ideas and needs
3. Stimulate Children's awareness and Creativity
4. Foster Children's Self-esteem and Development of Self-concept

**Assessment Criteria:**

1. Opportunities to develop self-help skills and independence are provided as needed.
2. Children are given opportunities to make choice in appropriate ways taking into consideration their individual differences.
3. Children are encouraged to accept responsibility for their own actions.
4. Opportunities are created for children to participate in decision making.
5. Children are encouraged to express their feelings, ideas and needs based on social norm.
6. Children are provided with activities as means of releasing their feelings according to their interests and needs.
7. Children are encouraged to respect each other's individual needs, abilities and interest.
8. Children are encouraged to express their imagination and creativity based developmental needs.
9. Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs.
10. Materials and experiences are provided that would stimulate their various senses based on their interests.
11. Experiences that develop and enhance imagination and creativity are provided based on their interests.
12. Opportunities are provided for children to experience their individual strengths and needs.

13. Acknowledgement and positive support are given based on child experience negative feeling activities that present a challenge within the child's needs and capabilities are provided based on developmental stage.
14. Individual differences are acknowledged and respected based on child's development stage.
15. Children's achievements are acknowledged and appreciated based on preference.
16. Children's positive self-worth and self-esteem are enhanced.

## Learning Outcome 1: Foster Children’s Independence and Autonomy

Assessment Criteria	<ol style="list-style-type: none"> <li>1. Opportunities to develop self-help skills and independence are provided as needed.</li> <li>2. Children are given opportunities to make choice in appropriate ways taking into consideration their individual differences.</li> <li>3. Children are encouraged to accept responsibility for their own actions.</li> <li>4. Opportunities are created for children to participate in decision making.</li> </ol>
Conditions and Resources	<ol style="list-style-type: none"> <li>1. Real or simulated workplace</li> <li>2. CBLM</li> <li>3. Handouts</li> <li>4. Laptop</li> <li>5. Multimedia Projector</li> <li>6. Paper, Pen, Pencil, Eraser</li> <li>7. Internet facilities</li> <li>8. White board and marker</li> <li>9. Audio Video Device</li> </ol>
Contents	<ol style="list-style-type: none"> <li>1 Develop self-help skills and independence.</li> <li>2 Opportunities to make choice in appropriate ways taking into consideration.</li> <li>3 Accept responsibility.</li> <li>4 Decision making</li> </ol>
Training Methods	<ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Presentation</li> <li>3. Demonstration</li> <li>4. Guided Practice</li> <li>5. Individual Practice</li> <li>6. Project Work</li> <li>7. Problem Solving</li> <li>8. Brainstorming</li> </ol>
Assessment Methods	<ol style="list-style-type: none"> <li>1. Written Test</li> <li>2. Demonstration</li> <li>3. Oral Questioning</li> </ol>

## Learning Experience 1: Foster Children’s Independence and Autonomy

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about foster children’s independence and autonomy	1. Instructor will provide the learning materials of foster children’s independence and autonomy
2. Read the <b>Information sheet/s</b>	2. Information Sheet No:1 Children’s independence and autonomy
3. Complete the <b>Self-Checks &amp; Answer key sheets.</b>	3. Self-Check No: 1- Children’s independence and autonomy  Answer key No. 1- Children’s independence and autonomy
4. Read the <b>Job/ Task sheet and Specification Sheet</b>	4. Job/ task sheet and specification sheet  Task Sheet No:1.1: Develop Independence and Autonomy

## Information Sheet 1: Foster Children's Independence and Autonomy

### Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Develop self-help skills and independence.
- 1.2 Opportunities to make choice in appropriate ways taking into consideration.
- 1.3 Accept responsibility.
- 1.4 Decision making

### Psychology

Psychology is the scientific study of the mind and behavior. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behavior.



## 1.1 Develop self-help skills and independence

- This can include those activities like putting on clothes or self-dressing, self-feeding and maintaining personal hygiene.
- Give appropriate tools, materials and venue for children to practice their skills.
- Encourage and praise children for their efforts and accomplishments, so that they can do such type of tasks in a proper way. Any kind of reward can be the encouragement for this.



### 1.1.1 Provide opportunities for self-help skills:

Create opportunities for children to learn and practice self-help skills, such as dressing themselves, putting away toys, and serving their food own.

### 1.1.2 Involve children in decision-making:

Give children the chance to choose whenever possible, such as what activity to do or what snack to eat. Encourage them to make their own decisions within appropriate limits and based on their individual differences. To provide opportunities for children to participate in decision-making, such as deciding on classroom rules or choosing a project to work on is a good independence and autonomy for the children.

### 1.1.3 Encourage responsibility:

Help children understand that they are responsible for their own actions and encourage them to take ownership of their choices.

### 1.1.4 Respect personal needs:

Recognize and respect each child's personal needs, abilities, and interests. Encourage children to respect each other's differences as well.

### 1.1.5 Offer a good guidance:

Offer a good directive as needed, but avoid doing things for children that they can do for themselves. Encourage them to try new things and take risks.

### 1.1.6 Celebrate achievements:

Each and every achievement of children to be appreciated and celebrated, although it is very small.

## 1.2 Opportunities to make choice in appropriate ways taking into consideration.



- Provide choices that are developmentally appropriate, safe and secure.
- Give a reasonable number of choices to avoid overwhelming children.
- Guide children in decision-making when needed.

### Opportunities:

#### 1.2.1 Playing socio-dramatic game:

This type of play involves children taking on roles and acting out scenarios, which helps them develop social skills and understanding of relationships.

#### 1.2.2 Movement/physical efforts:

To give the opportunities for physical works such as running, jumping, and climbing that can promote gross motor skills and ensures physical fitness.

### **1.2.3 Listening to music:**

Listening music first of all refreshes mind and it helps to forget any negative feelings and sorrows. This activity can help children develop a sense of rhythm and enhance their auditory processing skills, while also providing opportunities for expression and creativity.

### **1.2.4 Involvement in friends gathering:**

Gathering with friend and family mates ensures a happy day. It gives an opportunity to children the chat and interprets any subject to each other which leads to promote sharpness of knowledge.

### **1.2.5 Involvement in the fine art activity:**

Engaging in art activities can help children develop fine motor skills, hand-eye coordination, and creativity. Day and finger-painting specifically can also provide tactile sensory experiences.

#### **Individual differences:**

#### **1.2.6 Age:**

- Recognize and respect age-appropriate developmental milestones.
- Provide opportunities for children to engage in age-appropriate activities that foster independence and autonomy.
- Offer guidance and support that is tailored to the child's age.

#### **1.2.7 Sex/Gender:**

- Avoid all kind of stereotypes and give similar opportunities for both genders to participate in activities that encourage independence and autonomy.
- Appreciate children to express their feelings and ideas regardless of their gender.
- Provide positive feedback and support for behaviors that promote independence and autonomy.

#### **1.2.8 Family background and lifestyle:**

- Recognize and respect the diversity of family backgrounds and lifestyles.
- Adapt activities and strategies to fit the unique needs and circumstances of each child.
- Foster a sense of belonging and inclusivity by acknowledging and celebrating differences.

#### **1.2.9 Abilities and disabilities:**

- Provide accommodations and adaptations that allow children with disabilities to participate in activities that encourage independence and autonomy.

- Focus on abilities rather than disabilities and give courage to exhibit their strength.
- Encourage all children to be inclusive and supportive of their peers with disabilities.

**1.2.10 Style of social interaction:**

- Recognize and respect different styles of social interaction.
- Provide opportunities for children to engage in activities that match their style of social interaction.
- Help children develop skills to interact positively with different styles of social interaction.

**1.2.11 Cultural beliefs and practices:**

- Recognize and respect the diversity of cultural beliefs and practices.
- Provide opportunities for children to learn and appreciate different cultures.
- Encourage children to express their own cultural beliefs and practices.

**1.2.12 Temperament:**

- Recognize and respect individual differences in temperament.
- Provide opportunities for children to engage in activities that match their temperament.
- Help children develop coping strategies to manage challenging situations based on their temperament.

**1.2.13 Personal choices and interest:**

- Provide a range of activities that match the interests of different children.
- Encourage children to explore new interests and hobbies.
- Allow children to take ownership of their interests and provide support for their pursuit of those interests.

**1.2.14 Peer group creation and good relationship:**

- Encourage positive relationships among peers and foster an inclusive environment.
- Provide opportunities for children to work together and collaborate.
- Help children develop social skills to navigate peer relationships in a positive and respectful manner.

**1.3 Accept responsibility**

Accepting responsibility for foster children's independence and autonomy is a critical aspect of providing them with a stable and nurturing environment. Foster parents and caregivers play a crucial role in helping foster children develop the skills and confidence needed to become independent and self-reliant individuals.

- Provide children a clear hope and consequences for their behavior.
- Encourage children to do the work again, no matter what mistake you have done.
- Praise and reward for their responsible behavior.



#### 1.4 Decision making

Decision-making for foster children's independence and autonomy is a collaborative process that involves both the child and their caregivers. It's essential to empower foster children to make age-appropriate decisions while providing guidance and support to ensure their safety and well-being.

- Involve children in planning and decision-making about their activities and environment.
- Encourage children to express their ideas and opinions.
- Provide opportunities for children to collaborate with each other and work to achieve common goals.
- To tell children in such a way that 'your participation in making decision was appreciable'



## **Self-Check Sheet - 1: Foster Children's Independence and Autonomy**

### **Questionnaire:**

1. What is Psychology?

**Answer:**

2. What is children's Psychology?

**Answer:**

3. What do you mean by child development?

**Answer:**

4. Define Children?

**Answer:**

5. What are the stages of child life?

**Answer:**

6. Who is toddler? Who is infant?

**Answer:**

## **Answer Key - 1: Foster Children's Independence and Autonomy**

1. What is Psychology?

**Answer:** Psychology is the scientific study of the mind and behavior. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behavior.

2. What is children's Psychology?

**Answer:** Children's psychology deals not only with how children grow physically, but also seeks to better understand their mental, emotional, and social where they can interact.

3. What do you mean by child development?

**Answer:** Child development means the sequence of physical, language, thought and emotional changes that occur in a child from birth to the age of 18 years of age.

The overall development that occurs at the age from birth to puberty is called child development.

4. Define Children?

**Answer:** Children are those who are at the age between 0 to 18 years.

5. What are the stages of child life?

**Answer:**

- Newborn
- Infant
- Toddler
- Pre-school
- School
- Adolescent

6. Who is toddler? Who is infant?

**Answer:** Toddler is at the age between 1 to 3 years and Infant at the age between 1 month to 1 year.

## **Task Sheet-1.1 Develop Independence and Autonomy**

**Objectives:** The objective of this task is to empower children to develop independence and autonomy in their daily activities and decision-making. The task focuses on building self-confidence, problem-solving skills, and a sense of responsibility in children.

### **Working Procedure:**

1. Begin with a discussion about what it means to be independent and why it's important.
2. Share stories or examples of individuals who demonstrate independence.
3. Discuss the benefits of being independent and how it contributes to personal growth.
4. Present scenarios where children need to make decisions (e.g., choosing a weekend activity).
5. Guide them through the process of weighing pros and cons and making informed choices.
6. Introduce problem-solving techniques and encourage them to come up with solutions to everyday challenges.

**Note:** Adjust activities based on the children's interests and abilities. Encourage open dialogue and make the learning experience enjoyable. The goal is to help children develop the skills and confidence they need to navigate the world independently and responsibly.

## **Learning Outcome 2: Encourage Children to Express Their Feelings, Ideas and Needs**

Assessment Criteria	<ol style="list-style-type: none"> <li>1. Children are encouraged to express their feelings, ideas and needs based on social norm.</li> <li>2. Children are provided with activities as means of releasing their feelings according to their interests and needs.</li> <li>3. Children are encouraged to respect each other's individual needs, abilities and interest.</li> </ol>
Conditions and Resources	<ol style="list-style-type: none"> <li>1. Real or simulated workplace</li> <li>2. CBLM</li> <li>3. Handouts</li> <li>4. Laptop</li> <li>5. Multimedia Projector</li> <li>6. Paper, Pen, Pencil, Eraser</li> <li>7. Internet facilities</li> <li>8. White board and marker</li> <li>9. Audio Video Device</li> </ol>
Contents	<ol style="list-style-type: none"> <li>1 Feelings, ideas and needs based on social norm.</li> <li>2 Activities</li> <li>3 Interests and needs.</li> <li>4 Respect each other's individual needs, abilities and interest.</li> </ol>
Training Methods	<ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Presentation</li> <li>3. Demonstration</li> <li>4. Guided Practice</li> <li>5. Individual Practice</li> <li>6. Project Work</li> <li>7. Problem Solving</li> <li>8. Brainstorming</li> </ol>
Assessment Methods	<ol style="list-style-type: none"> <li>1. Written Test</li> <li>2. Demonstration</li> <li>3. Oral Questioning</li> </ol>

## **Learning Experience 2: Encourage Children to Express Their Feelings, Ideas and Needs**

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

<b>Learning Steps</b>	<b>Resources specific instructions</b>
1. Student will ask the instructor about Encourage Children to Express Their Feelings, Ideas and Needs	1. Instructor will provide the learning materials of Encourage children to express their feelings, ideas and needs
2. Read the <b>Information sheet/s</b>	2. Information Sheet No:2 Encourage children to express their feelings, ideas and needs
3. Complete the <b>Self-Checks &amp; Answer key sheets.</b>	3. Self-Check No: 2- Encourage children to express their feelings, ideas and needs  Answer key No. 2- Encourage children to express their feelings, ideas and needs
4. Read the <b>Job/ Task sheet and Specification Sheet</b>	4. Job/ task sheet and specification sheet  Task Sheet No. 2.1: Express Their Feelings, Ideas and Needs

## Information Sheet 2: Encourage Children to Express Their Feelings, Ideas and Needs

### Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Feelings, ideas and needs based on social norm.
- 2.2 Activities
- 2.3 Interests and needs.
- 2.4 Respect each other's individual needs, abilities and interest.

### 2.1 Feelings, ideas and needs of children based on social norm

Encouraging children to express their feelings, ideas, and needs is important for their emotional and social development. By providing a safe and supportive environment for expression, children can learn to communicate effectively and develop their sense of self. It is essential to respect and validate their feelings, ideas, and needs.



- Encourage children to talk about their feelings and thoughts.
- Help them understand appropriate ways of expressing their emotions.
- Discuss social norms and expectations regarding expression of emotions and needs.
- Model healthy emotional expression yourself

### How to encourage children to express their feelings, ideas, and needs:

- Create a safe and welcoming environment where children feel comfortable sharing their thoughts and emotions.

- Engage with children in meaningful conversations by asking open-ended questions that encourage them to share their ideas and feelings.
- Listen actively to children and show empathy by acknowledging and validating their emotions.
- Encourage children to use descriptive words and phrases to articulate their emotions and needs.
- Help children to identify and name their emotions by providing examples of different feelings and discussing how they are experienced.
- Provide opportunities for children to express their feelings through creative activities such as drawing, painting, and role-playing.
- Encourage children to express their needs and preferences by offering choices whenever possible.
- Model open communication and emotional expression yourself by sharing your own thoughts and feelings in an age-appropriate way.
- Provide a supportive and non-judgmental environment that fosters trust and encourages children to express them freely.



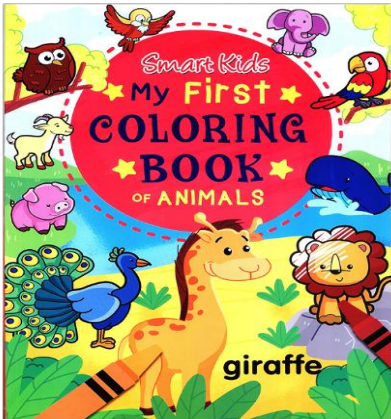

## **2.2 Activities, Interests and needs**




- Observe and listen to children to identify their interests and needs.
- Offer a variety of activities that allow for physical, emotional, and creative expression, such as art, music, dance or drama.
- Provide a safe and supportive environment where children feel comfortable expressing themselves.
- Be open and non-judgmental towards different types of expression.

### **The following so many activities a child can do to enhance his/her psychological and physical promotion-**

Such as, to copy anything like circle and triangle, playing games, dancing, Talking, Singing, Laughing, telling Rhymes and stories, jumping, climbing, skating, brushing, running, riding, catching and holding anything, enjoying video calls, watching television, listening radio or mobile, substituting activities, pulling and pushing wheels, Cuddles, Listening and talking with the infant or toddler quietly.

In addition to above mentioned activities following broad activities are very effective to develop physical and psychological state of a child-

<p><b>Books reading:</b></p> <ul style="list-style-type: none"> <li>▪ Provide children with books that align with their interests or explore new topics.</li> <li>▪ Encourage them to share their thoughts and feelings about the stories.</li> <li>▪ Ask open-ended questions to spark their imagination and creativity.</li> </ul>	
<p><b>Use of Audio-Visual Equipment like Radio, Television etc:</b></p> <ul style="list-style-type: none"> <li>▪ Encourage children to listen to music or watch shows that align with their interests</li> <li>▪ Discuss their thoughts and feelings about what they watched or listened to.</li> <li>▪ Ask them to create their own stories, songs or skits inspired by what they saw or heard.</li> </ul>	
<p><b>Use of coloring book:</b></p> <ul style="list-style-type: none"> <li>▪ Provide children with a variety of coloring books that appeal to their interests.</li> <li>▪ Encourage them to use a range of colors and express their feelings through their art-work.</li> <li>▪ Display their completed artwork to recognize and validate their efforts.</li> </ul>	
<p><b>Habit of Pencil work:</b></p> <ul style="list-style-type: none"> <li>▪ Offer a variety of pencils, pens, and markers for children to experiment with.</li> <li>▪ Encourage them to draw and write about their interests or feelings.</li> <li>▪ Provide positive feedback and recognition for their efforts.</li> </ul>	

<p><b>Playing with peg boards:</b></p> <ul style="list-style-type: none"> <li>▪ To provide peg boards to children opens the opportunities to create any design and to imagine to make a unique design which gives them inspirations to take challenges.</li> </ul>	
<p><b>Construction sets playing:</b></p> <ul style="list-style-type: none"> <li>▪ Playing with construction sets like blocks or logs provides children an encouragement to build special structures and unique designs. This constructive playing helps them to make anything from their own.</li> </ul>	
<p><b>Work with Paper:</b></p> <ul style="list-style-type: none"> <li>▪ Provide children with different types of paper to create artwork.</li> <li>▪ Encourage them to use their creativity to create unique designs.</li> <li>▪ Offer guidance on how to make different types of paper art or encourage them to make their own.</li> </ul>	

### 2.3 Respect each other's individual needs, abilities and interest

"Respecting each other's individual needs, abilities, and interests" is a fundamental principle that encourages empathy, understanding, and harmony in various aspects of life, including personal relationships, education, workplaces, and society as a whole. This principle recognizes that each person is unique and has their own set of strengths, weaknesses, preferences, and goals.



- Model respectful behavior towards others.
- Help children understand and appreciate individual differences.
- Encourage children to communicate and collaborate with each other in a positive manner.
- Provide opportunities for children to work together and appreciate each other's strengths and abilities.

**Activity: Collaborative Art Project**

Aim: To encourage participants to appreciate and respect each other's unique skills, interests, and abilities while working together to create a collective piece of art.

**Materials Needed:**

1. Large blank canvas or paper
2. A variety of art supplies (paints, markers, colored pencils, crayons, etc.)
3. Easels or tables for working
4. Aprons or old clothes to protect clothing
5. Any additional materials for embellishments (glitter, fabric, buttons, etc.)



## **Self-Check Sheet - 2: Encourage Children to Express Their Feelings, Ideas and Needs**

### **Questionnaire:**

1. Why is it important to encourage children to express their feelings, ideas, and needs?

**Answer:**

2. How can encouraging children to express themselves benefit their emotional development?

**Answer:**

3. In what ways does allowing children to share their ideas contribute to their cognitive growth?

**Answer:**

4. What role does encourage children to voice their needs play in building their confidence?

**Answer:**

5. How does the practice of allowing children to express themselves prepare them for future relationships?

**Answer:**

6. What broader societal benefits can arise from teaching children to express their feelings, ideas, and needs?

**Answer:**

## **Answer Key - 2: Encourage Children to Express Their Feelings, Ideas and Needs**

1. Why is it important to encourage children to express their feelings, ideas, and needs?

**Answer:** Encouraging children to express their feelings, ideas, and needs helps them develop strong communication skills, emotional intelligence, and a sense of agency.

2. How can encouraging children to express themselves benefit their emotional development?

**Answer:** When children express their feelings, they learn to identify and manage their emotions, leading to healthier emotional development and improved self-awareness.

3. In what ways does allowing children to share their ideas contribute to their cognitive growth?

**Answer:** Allowing children to share their ideas fosters critical thinking, creativity, and problem-solving skills, promoting cognitive growth and intellectual curiosity.

4. What role does encourage children to voice their needs play in building their confidence?

**Answer:** Encouraging children to voice their needs teaches them to assert themselves and communicate effectively, boosting their self-confidence and self-esteem.

5. How does the practice of allowing children to express themselves prepare them for future relationships?

**Answer:** When children learn to express themselves openly, they develop better interpersonal skills, empathy, and the ability to build meaningful relationships based on mutual understanding.

6. What broader societal benefits can arise from teaching children to express their feelings, ideas, and needs?

**Answer:** Teaching children to express themselves fosters a more inclusive society where individuals are heard and respected, leading to better collaboration, reduced conflicts, and a culture of empathy.

## **Task Sheet-2.1 Express Their Feelings, Ideas and Needs**

**Objectives:** The goal of this task is to create an environment and activities that encourage children to express their feelings, ideas, and needs effectively. This task is designed to promote their communication skills, emotional intelligence, and self-confidence.

### **Working Procedure:**

1. Gather the children in a circle.
2. Use a storybook or the puppet to introduce various emotions (happy, sad, angry, excited, etc.).
3. Discuss what each emotion feels like and when they might experience it.
4. Have the children draw faces depicting different emotions.
5. Discuss what the children learned throughout.
6. Ask them to share one thing they now feel more confident about expressing (feelings, ideas, or needs).
7. Use informal observations and discussions to assess their progress in terms of communication, expression, and emotional understanding.

**Note:** Adapt the activities and discussions based on the children's responses and needs. The primary goal is to create a safe and supportive environment for children to express themselves confidently and authentically.

### **Learning Outcome 3: Simulate Children's Awareness and Creativity**

<b>Assessment Criteria</b>	<ol style="list-style-type: none"> <li>1. Children are encouraged to express their imagination and creativity based developmental needs.</li> <li>2. Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs.</li> <li>3. Materials and experiences are provided that would stimulate their various senses based on their interests.</li> <li>4. Experiences that develop and enhance imagination and creativity are provided based on their interests.</li> </ol>
<b>Conditions and Resources</b>	<ol style="list-style-type: none"> <li>1. Real or simulated workplace</li> <li>2. CBLM</li> <li>3. Handouts</li> <li>4. Laptop</li> <li>5. Multimedia Projector</li> <li>6. Paper, Pen, Pencil, Eraser</li> <li>7. Internet facilities</li> <li>8. White board and marker</li> <li>9. Audio Video Device</li> </ol>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1 Imagination and creativity</li> <li>2 Support awareness of the range of movements</li> <li>3 Various senses based on their interests</li> </ol>
<b>Training Methods</b>	<ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Presentation</li> <li>3. Demonstration</li> <li>4. Guided Practice</li> <li>5. Individual Practice</li> <li>6. Project Work</li> <li>7. Problem Solving</li> <li>8. Brainstorming</li> </ol>
<b>Assessment Methods</b>	<ol style="list-style-type: none"> <li>1. Written Test</li> <li>2. Demonstration</li> <li>3. Oral Questioning</li> </ol>

### Learning Experience 3: Simulate Children's Awareness and Creativity

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about simulate children's awareness and creativity	1. Instructor will provide the learning materials of simulate children's awareness and creativity
2. Read the <b>Information sheet/s</b>	2. Information Sheet No:3 Simulate children's awareness and creativity
3. Complete the <b>Self-Checks &amp; Answer key sheets.</b>	3. Self-Check No: 3- Simulate children's awareness and creativity  Answer key No. 3- Simulate children's awareness and creativity
4. Read the <b>Job/ Task sheet and Specification Sheet</b>	4. Job/ task sheet and specification sheet  Task Sheet No:3.1: Create a Simulating Environment

## Information Sheet 3: Simulate Children's Awareness and Creativity

### Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 3.1 Imagination and creativity
- 3.2 Support awareness of the range of movements
- 3.3 Various senses based on their interests
- 3.4 Imagination and creativity

### 3.1 Imagination and creativity

Imagination and creativity are integral aspects of human development, particularly during childhood and throughout life. They play a crucial role in various developmental domains, including cognitive, social, emotional, and even physical growth.



Here's a breakdown of how imagination and creativity contribute to developmental needs:

#### 3.1.1 Cognitive Development:

- **Problem-Solving:** Imaginative play and creative activities encourage children to think outside the box and find innovative solutions to problems.
- **Critical Thinking:** Engaging in imaginative scenarios and creative projects fosters the ability to analyze situations from different angles and make informed decisions.

- **Abstract Thinking:** Imagining scenarios that go beyond immediate reality helps develop abstract thinking skills, which are essential for advanced learning in subjects like mathematics and science.

### 3.1.2 Emotional Development:

- **Self-Expression:** Creative outlets such as art, music, and storytelling provide individuals with a means to express their emotions, thoughts, and experiences in nonverbal ways.
- **Emotional Regulation:** Engaging in imaginative play allows children to explore and understand their feelings, which contributes to the development of emotional regulation skills.
- **Empathy:** Through imaginative role-playing, individuals can put themselves in the shoes of others, promoting empathy and understanding of different perspectives.

### 3.1.3 Social Development:

- **Collaboration:** Participating in group creative activities encourages collaboration, negotiation, and compromise among peers, leading to the development of social skills.
- **Communication:** Storytelling, role-playing, and creative projects enhance verbal and nonverbal communication skills, aiding in effective expression and interaction.
- **Conflict Resolution:** Imaginative play can provide a safe space for children to practice resolving conflicts and disagreements, promoting the development of conflict resolution skills.

## 3.2 Support awareness of the range of movements

Awareness of the range of movements of one's own body is crucial for physical development, spatial understanding, and overall well-being. This awareness is particularly important during childhood, as it lays the foundation for healthy movement patterns, coordination, and self-confidence.

- Children are provided variety of physical activities, such as running, jumping, climbing ups and down, skating and Balancing
- Children are encouraged to explore different movements and sensations, such as rolling, spinning, and stretching exercises.
- Children are provided opportunities to practice fine motor skills, such as cutting, drawing, brushing and writing.

### 3.3 Various senses based on their interests

Supporting a child's exploration of various senses based on their interests can greatly enhance their sensory development, cognitive growth, and overall engagement with the world around them. Sensory experiences contribute to a child's understanding of the environment and promote brain development.

- Pay attention to the child's reactions and preferences during different activities. Observe what captures their attention and what they seem to enjoy the most.
- Offer a range of sensory materials that align with their interests. This could include textures like sand, water, clay, fabrics, natural materials, and more.
- Encourage activities that involve different senses. For example, if a child is interested in cooking, they can experience the textures, smells, and tastes of various ingredients.
- If a child enjoys art, provide opportunities for them to explore different mediums like paints, clay, markers, and fabrics. This engages their sense of touch, sight, and even smell.
- If a child loves nature, take them on nature walks where they can touch leaves, feel different types of soil, listen to birds, and experience the natural environment.
- For children interested in music, provide musical instruments or objects that make interesting sounds. This engages their auditory sense and can lead to rhythm and creativity.
- Encourage storytelling and imaginative play that involve sensory details. This can help them visualize and experience different scenarios.
- Create activities that involve multiple senses simultaneously. For instance, combining water play with scented soap or colored water engages touch, smell, and sight.
- If a child has a specific interest, such as animals or vehicles, tailor sensory experiences around that interest. This can involve textures related to the interest, sounds associated with it, and so on.
- Always ensure that the sensory experiences are safe and age-appropriate. Avoid materials that could be harmful if ingested or cause allergies.

## Example:

Music, sound, movement and dance: creative activities for preschoolers

Preschoolers usually enjoy singing. They love songs with repetition and simple melodies. They can make up their own words to familiar songs, and words often come from the events and people around them.

Your child can usually recognise and name favourite songs and sing parts of them. Singing helps children **understand the differences between fast and slow**, long and short, high and low, and loud and soft.

Your child might make up actions and dance moves to go along with music. Other times you might find them flying like a butterfly, creeping like a caterpillar or hopping like a frog.

Movement with music is also **good for releasing energy and emotions**. For example, your child might jump for joy or stamp angrily.

These ideas can get your child singing, dancing and moving creatively:

- Make some homemade instruments. For example, a saucepan, a saucepan lid and a wooden spoon can become a drum kit.
- Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat.
- Watch short videos of animals making noise and moving in the wild. Your child could make a drum sound like a plodding elephant or a shaker sound like a slithering snake. Or they might enjoy dancing like a silly monkey.
- Listen to the musical pieces *Peter and the wolf* or *The carnival of the animals*, which use the sound of different instruments to represent different animals. Guess what animal the music is representing and try to copy the sounds.
- Sing songs, chants and rhymes like 'Incy wincy spider', 'Heads and shoulders', 'Frère Jacques' or 'The wonky donkey'. Can't remember the words? Try our Baby Karaoke.

### 3.4 Providing experiences that develop and enhance imagination and creativity based on their interests

Fostering imagination and creativity in individuals, especially children, is essential for their cognitive and emotional development. Tailoring experiences to their interests can be a powerful way to achieve this. Here are some ideas and strategies for providing experiences that develop and enhance imagination and creativity based on individual interests:

- **Observe and Listen:** Start by observing and listening to the individual's interests, whether it's a child, a student, or an adult. Pay attention to what they talk about, what excites them, and what they enjoy doing in their free time.

- **Encourage Exploration:** Encourage them to explore their interests more deeply. Provide access to books, documentaries, websites, or resources related to their passion. This allows them to learn and expand their knowledge in a self-directed way.
- **Artistic Expression:** Encourage artistic expression through drawing, painting, writing, or any other creative medium they enjoy. Art provides an excellent outlet for imagination and creativity.
- **Immersive Experiences:** Create or provide immersive experiences related to their interests. For example, if they love space, visit a planetarium or watch a rocket launch together. Immersion can stimulate their imagination and curiosity.



## Self-Check Sheet - 3: Simulate Children's Awareness and Creativity

### Questionnaire:

1. What is the significance of stimulating children's awareness and creativity?

**Answer:**

2. How does encouraging imaginative play contribute to children's awareness and creativity?

**Answer:**

3. What role does sensory exploration play in stimulating children's awareness and creativity?

**Answer:**

4. How can caregivers support children's awareness and creativity through art activities?

**Answer:**

5. In what ways does storytelling contribute to children's awareness and creativity?

**Answer:**

6. Why is it important to adapt sensory experiences based on children's interests?

**Answer:**

### **Answer Key - 3: Simulate Children's Awareness and Creativity**

1. What is the significance of stimulating children's awareness and creativity?

**Answer:** Stimulating children's awareness and creativity is vital as it enhances their cognitive, emotional, and social development. It helps them explore the world, develop problem-solving skills, and express themselves in unique ways.

2. How does encouraging imaginative play contribute to children's awareness and creativity?

**Answer:** Encouraging imaginative play allows children to create scenarios, explore various perspectives, and develop critical thinking. It nurtures their creativity and aids in understanding complex concepts.

3. What role does sensory exploration play in stimulating children's awareness and creativity?

**Answer:** Sensory exploration engages multiple senses, fostering a deeper understanding of the environment. This hands-on experience sparks creativity and enhances cognitive development by making learning more tangible and experiential.

4. How can caregivers support children's awareness and creativity through art activities?

**Answer:** Caregivers can provide art materials and encourage children to express themselves through drawings, paintings, and crafts. This promotes creative thinking, fine motor skills, and emotional expression.

5. In what ways does storytelling contribute to children's awareness and creativity?

**Answer:** Storytelling encourages children to create narratives, characters, and settings. This process fosters imagination, language development, and empathy as they step into the shoes of different characters.

6. Why is it important to adapt sensory experiences based on children's interests?

**Answer:** Adapting sensory experiences to children's interests increases engagement and motivation. When sensory activities align with their preferences, children are more likely to explore, learn, and develop a deeper awareness of the world around them.

## **Task Sheet-3.1 Create a Simulating Environment**

### **Objectives:**

- To enhance children's awareness of their surroundings, emotions, and cognitive abilities.
- To foster a creative mindset by encouraging innovative thinking and problem-solving.
- To provide diverse experiences that promote imaginative play and exploration.

### **Working Procedures:**

1. Arrange a variety of age-appropriate materials.
2. Arrange a toy, and resources to spark interest.
3. Ensure a safe and flexible space that allows for creative activities and imaginative play.

By following this task sheet, caregivers and educators can create an enriching environment that stimulates children's awareness and creativity, fostering their cognitive development, problem-solving abilities, and imaginative thinking.

## **Learning Outcome 4: Foster Children's Self-Esteem and Development of Self-Concept**

Assessment Criteria	<ol style="list-style-type: none"> <li>1. Opportunities are provided for children to experience their individual strengths and needs.</li> <li>2. Acknowledgement and positive support are given based on child experience negative feeling activities that present a challenge within the child's needs and capabilities are provided based on developmental stage.</li> <li>3. Individual differences are acknowledged and respected based on child's development stage.</li> <li>4. Children's achievements are acknowledged and appreciated based on preference.</li> <li>5. Children's positive self-worth and self-esteem are enhanced.</li> </ol>
Conditions and Resources	<ol style="list-style-type: none"> <li>1. Real or simulated workplace</li> <li>2. CBLM</li> <li>3. Handouts</li> <li>4. Laptop</li> <li>5. Multimedia Projector</li> <li>6. Paper, Pen, Pencil, Eraser</li> <li>7. Internet facilities</li> <li>8. White board and marker</li> <li>9. Audio Video Device</li> </ol>
Contents	<ol style="list-style-type: none"> <li>1 Individual strengths and needs.</li> <li>2 Negative feeling</li> <li>3 Child's development stage.</li> <li>4 Children's achievements</li> <li>5 Children's positive self-worth and self-esteem</li> </ol>
Training Methods	<ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Presentation</li> <li>3. Demonstration</li> <li>4. Guided Practice</li> <li>5. Individual Practice</li> <li>6. Project Work</li> <li>7. Problem Solving</li> <li>8. Brainstorming</li> </ol>
Assessment Methods	<ol style="list-style-type: none"> <li>1. Written Test</li> <li>2. Demonstration</li> <li>3. Oral Questioning</li> </ol>

## Learning Experience 4: Foster Children's Self-Esteem and Development of Self-Concept

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about foster children's self-esteem and development of self-concept	1. Instructor will provide the learning materials of foster children's self-esteem and development of self-concept
2. Read the <b>Information sheet/s</b>	2. Information Sheet No:4 Foster children's self-esteem and development of self-concept
3. Complete the <b>Self-Checks &amp; Answer key sheets.</b>	3. Self-Check No: 4- Foster children's self-esteem and development of self-concept  Answer key No. 4- Foster children's self-esteem and development of self-concept
4. Read the <b>Job/ Task sheet and Specification Sheet</b>	4. Job/ task sheet and specification sheet  Job Sheet No: 4.1:  Specification Sheet: 4.1

# Information Sheet 4: Foster Children's Self-Esteem and Development of Self-Concept

## Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 4.1 Individual strengths and needs.
- 4.2 Negative feeling
- 4.3 Child's development stage.
- 4.4 Children's achievements
- 4.5 Children's positive self-worth and self-esteem

### 4.1 Individual strengths and needs

Understanding and catering to individual strengths and needs is crucial for supporting the holistic development of children. Each child is unique, with their own set of abilities, preferences, and challenges. By recognizing and addressing their individual strengths and needs, caregivers and educators can create an environment that nurtures their growth and potential.

#### Identifying Individual Strengths:

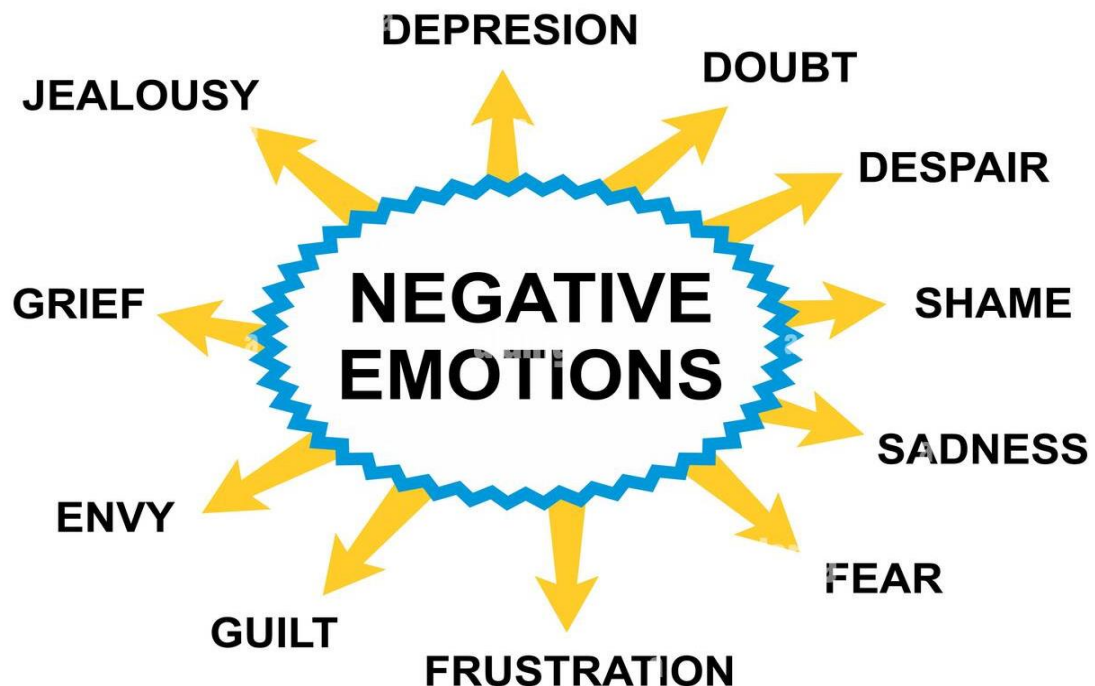
- **Observation:** Pay close attention to a child's interests, talents, and natural inclinations. Observe what activities or subjects they excel in and where they show enthusiasm.
- **Feedback:** Encourage open communication with the child and those who interact with them regularly, such as parents, teachers, and mentors. They can provide insights into the child's strengths.
- **Assessment:** Utilize formal and informal assessments to identify strengths. These could include academic assessments, artistic performances, sports achievements, and more.
- **Exploration:** Provide a variety of experiences to allow the child to discover their strengths. Exposure to different activities can help uncover hidden talents.



## 4.2 Negative feeling

Negative emotions such as frustration, aggression, depression, fear, and anxiety can significantly impact children's awareness and creativity. Addressing these emotions appropriately is important for fostering a healthy emotional environment that supports their overall development.

Here's how these emotions might affect children's awareness and creativity, along with some strategies to help manage them:



- **Frustration:** Frustration can hinder a child's ability to think clearly and engage in creative activities. It might lead to giving up on challenging tasks or becoming disinterested in exploring new ideas.
- **Aggression:** Aggressive behavior can result from unexpressed emotions and hinder positive interactions with peers and caregivers. It might limit a child's capacity to engage in cooperative and imaginative play.
- **Depression:** Depression can lead to decreased interest in activities, including those involving creativity. A child might feel unmotivated, which can hinder their ability to explore and express themselves.
- **Fear and Anxiety:** Fear and anxiety can make a child hesitant to try new things, limiting their willingness to explore and be creative. These emotions might also lead to difficulties in focusing and concentrating.

### 4.3 Child's development stage

A child's development stage refers to the specific period in their life when they are undergoing significant physical, cognitive, social, and emotional changes. Developmental stages are often categorized based on age ranges, and each stage is characterized by certain milestones and characteristics. Understanding a child's developmental stage is essential for providing appropriate support, guidance, and education.

Here are the main developmental stages and their key characteristics:

➤ **Infancy (0-2 years):**

- Rapid physical growth, including motor skill development (rolling over, crawling, walking).
- Limited verbal communication, with early language development (babbling, simple words).
- Strong attachment to caregivers, forming the foundation for emotional development.

➤ **Early Childhood (3-6 years):**

- Rapid language development, expanding vocabulary and forming complex sentences.
- Developing social skills, such as sharing, taking turns, and forming friendships.
- Active imagination and creative play, often engaging in pretend scenarios.

➤ **Middle Childhood (7-11 years):**

- Cognitive development includes improved reasoning, problem-solving, and abstract thinking.
- Academic skills become more refined, including reading, writing, and math.
- Developing a sense of industry and competence through mastery of tasks.

➤ **Adolescence (12-18 years):**

- Puberty and significant physical changes, including growth spurts and sexual maturation.
- Cognitive development continues with enhanced critical thinking, planning, and decision-making.
- Identity formation, exploration of personal values, and increased independence.

➤ **Emerging Adulthood (18-25 years):**

- Transition from adolescence to adulthood, marked by further identity exploration and establishing independence.
- Pursuit of higher education, career goals, and developing relationships.
- Continued cognitive development, including abstract thinking and problem-solving.

#### **4.4 Children's achievements**

Children's achievements refer to the significant accomplishments, milestones, and successes that children reach in various areas of their development. These achievements can encompass a wide range of domains, including academics, sports, arts, social interactions, emotional growth, and more. Celebrating and acknowledging children's achievements is essential for boosting their confidence, self-esteem, and motivation.

##### ➤ **Academic Achievements:**

- Excelling in subjects such as mathematics, science, languages, and arts.
- Graduating from one educational level to another (e.g., moving from preschool to elementary school).
- Achieving high grades or specific academic awards.

##### ➤ **Sports and Physical Achievements:**

- Winning a sports competition or tournament.
- Improving personal records in physical activities or sports.
- Demonstrating teamwork, sportsmanship, and dedication.

##### ➤ **Social and Emotional Achievements:**

- Developing and maintaining positive relationships with peers and adults.
- Demonstrating empathy, kindness, and respect towards others.
- Overcoming shyness or social anxieties to participate in group activities.

#### **4.5 Children's positive self-worth and self-esteem**

Children's positive self-worth and self-esteem are essential components of their emotional well-being and overall development. Positive self-worth refers to a child's perception of their own value and worth as a person, while self-esteem relates to the overall evaluation and attitude, they have toward themselves. Nurturing these aspects is crucial for helping children develop a healthy sense of self and confidence.

Here's how to promote children's positive self-worth and self-esteem:

- Unconditional Love and Acceptance
- Encouragement and Praise
- Promote Independence
- Celebrate Individuality
- Provide Challenges
- Teach Self-Compassion
- Set Realistic Expectations
- Encourage Positive Self-Talk
- Model Healthy Self-Esteem
- Foster Positive Relationships
- Emphasize Effort and Progress
- Encourage Resilience



## **Self-Check Sheet - 4: Foster Children's Self-Esteem and Development of Self-Concept**

### **Questionnaire:**

1. Why is fostering children's self-esteem important for their overall development?

**Answer:**

2. How does positive self-esteem impact the development of a child's self-concept?

**Answer:**

3. What role does praise and recognition play in promoting children's self-esteem?

**Answer:**

4. How can caregivers help children develop a positive self-concept?

**Answer:**

5. How can parents and educators balance provide challenges and supporting children's self-esteem?

**Answer:**

6. What strategies can be used to address negative self-talk and self-criticism in children?

**Answer:**

## **Answer Key - 4: Foster Children's Self-Esteem and Development of Self-Concept**

1. Why is fostering children's self-esteem important for their overall development?

**Answer:** Fostering children's self-esteem is crucial because it contributes to their emotional well-being, confidence, and resilience. Positive self-esteem enhances their willingness to take on challenges and explore their potential.

2. How does positive self-esteem impact the development of a child's self-concept?

**Answer:** Positive self-esteem influences the way a child perceives themselves, leading to a healthier self-concept. When children value themselves, they are more likely to have a positive self-image and a realistic understanding of their strengths and weaknesses.

3. What role does praise and recognition play in promoting children's self-esteem?

**Answer:** Genuine praise and recognition for a child's efforts, progress, and achievements boost their self-esteem. It reinforces their sense of competence and encourages them to take on new challenges.

4. How can caregivers help children develop a positive self-concept?

**Answer:** Caregivers can support a positive self-concept by providing a safe and accepting environment, encouraging open communication, and helping children discover and appreciate their unique qualities.

5. How can parents and educators balance provide challenges and supporting children's self-esteem?

**Answer:** Balancing challenges and self-esteem involves setting realistic goals that push children slightly beyond their comfort zones. Achievable challenges, along with support and encouragement, foster a sense of accomplishment and growth.

6. What strategies can be used to address negative self-talk and self-criticism in children?

**Answer:** Encourage children to recognize negative self-talk and replace it with positive affirmations. Teach them to reframe challenges as learning opportunities and remind them of their achievements and strengths.

## **Job Sheet-4.1: Promote of Psycho-physical development**

**Scenarios:** A 7 years old child you are responsible to care her/him. How you will try to promote his/her psycho-physical development?

### **Working Procedure:**

1. Review the chart provided by a developmental psychologist
2. Mental preparation and PPE maintain with hand hygiene maintain (if needed)
3. To be friendly with the child
4. Counseling to him/her
5. To provide certain equipment to the child to operate. The equipment provided will be of two categories such as 1) Tools for physical work for physical development 2) Tools for enjoyments and strategic activities for psychological development.
6. For physical works- Any one or two of the following job can be offered to do such as Running, Boxing, pushing wheeled toys, skating, cycling, skipping rope etc. and for psychological work- puzzle, drawing pictures, coloring anything, Ludo, opportunity to join friend circle etc.
7. Closely watching and monitoring is to be needed so that any accident can't be done while using the equipment,
8. To observe the child whether the child is doing the concerned job properly and attentively or not,
9. The job may be prolonged from half an hour to 2 hours according to type of job,
10. Child friendly food can be provided during job,
11. When you will see the child is absent minded or not doing the job with concentration, discontinue the job,
12. In this case another job can be offered,
13. Or if the child wants to take rest, should be given enough time to take rest.
14. Record file maintain and self-freshness.

## Review of Competency

Below is yourself assessment rating for module **Foster Psychological Development of Children**

Assessment of performance criteria	Yes	No
Opportunities to develop self-help skills and independence are provided as needed.		
Children are given opportunities to make choice in appropriate ways taking into consideration their individual differences.		
Children are encouraged to accept responsibility for their own actions.		
Opportunities are created for children to participate in decision making.		
Children are encouraged to express their feelings, ideas and needs based on social norm.		
Children are provided with activities as means of releasing their feelings according to their interests and needs.		
Children are encouraged to respect each other's individual needs, abilities and interest.		
Children are encouraged to express their imagination and creativity based developmental needs.		
Children are provided with activities that would support awareness of the range of movements of their own body based on developmental needs.		
Materials and experiences are provided that would stimulate their various senses based on their interests.		
Experiences that develop and enhance imagination and creativity are provided based on their interests.		
Opportunities are provided for children to experience their individual strengths and needs.		
Acknowledgement and positive support are given based on child experience negative feeling activities that present a challenge within the child's needs and capabilities are provided based on developmental stage.		
Individual differences are acknowledged and respected based on child's development stage.		
Children's achievements are acknowledged and appreciated based on preference.		
Children's positive self-worth and self-esteem are enhanced.		

I now feel ready to undertake my formal competency assessment

Signed by

Date.....

## Development of CBLM:

The Competency Based Learning Material (CBLM) of '**Foster Psychological Development of Children**' (Occupation: Caregiving for Infant, Toddler and Children, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07<sup>th</sup> May 2023.

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