

UNIT FOUR

Writing in interesting ways – Parents participating in ECD

In this Unit you will address the following:

Unit Standard 12462

- Speak and listen well
- Know who you are communicating with and why when you are speaking
- Use different ways to find meaning and structure in oral communication
- Show an understanding of different kinds of language use when speaking
- Use and respond to feelings, emotions and cultural and social ways of speaking
- Use and understand different acceptable customs and organization of speech

Unit Standard 12469

- Use different ways to read different things
- Judge why something was written, who it was written for, and what the circumstances might be
- Look for meaning and understand writing
- Question how language is used in writing
- Point out when feelings, emotions and cultural and social ways of speaking and writing are used and know how to respond when they are used

Unit Standard 119636

- Write things which show that you know who are writing for and why you are writing
- Use grammar (the way words are used in sentences) to arrange or structure what you write.
- Use accepted practice for structuring what you write
- Plan your writing, do a practice, check it and correct it.



1. Advertising

Getting your attention with pictures

In Unit 1 the newspaper article about city crèches used different ways to get your attention. Remember, there was a big, bold heading, there was a sub-heading with the word 'crackdown' and there were pictures with captions.

You are going to explore more carefully how people try and get our attention in different ways.



Time needed
45 minutes

Activity 1: Pictures

Work with a partner

Look at these pictures and do the tasks and answer the questions.



1. Under each picture write what emotions you have when you look at the picture.
2. Did the pictures attract your attention? Why?

3. Under each picture write what kind of advertisement you would use this picture for.



What have you learned?

These pictures were meant to attract your attention. But they were also meant to work on your emotions. Maybe you felt sad when you looked at the picture of the starving child. Some people will feel jealous when they look at a picture of a beautiful woman because they want to look like her. When you look at a picture of a happy family you might feel proud of your own family, or maybe you wish you had a happy family like that.

We see advertisements around us all the time, hear them on the radio and watch them on TV Advertisers try to persuade us to do something, for example, buy a particular kind of soap powder, give to a particular charity, or behave in a certain way eg. Practise safe sex. Advertisers like to work on your emotions because you will not think too hard before you do what they want you to do. Often advertisers use pictures to work on your emotions.

Getting your attention with words

But advertisers do not just use pictures to work on your emotions. Let's begin to think about how words can be used with emotions.



Time needed
20 minutes

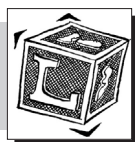
**Activity 2:
Words and emotions**

Work alone

Think of the colour green. Now close your eyes. What do you think about when you hear the word 'green'?

1. Write down what the colour green makes you think about.

2. Write down what feelings you have when you think of those things.



What have you learned?

The word green has a clear meaning. It means a colour. But when you think about green maybe your brain calls up other pictures and feelings. For example, green vegetables can make you think of a patch of lettuce, freshly watered, growing in the sun, delicious to eat. Or green can make you think of the green slime in a dirty dam, which is disgusting. Words that call up emotions like this are called emotive words.

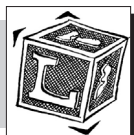


Time needed
30 minutes

Activity 3: Emotive words

Work with a partner

1. Make a short list of some of the words that advertisers use to work on your feelings.
2. Look at the advertisement. Draw a circle around any emotive words that you can see.
3. Discuss which words you think are emotive and explain why.



What have you learned?

Advertisers use emotive words like fresh, natural, new, save, success. You probably thought of lots of others. There are lots of emotive words in the SPAR advert. For example, your mouth starts watering when you read 'something juicy'.

Look at what we have circled in the same advertisement and decide if you agree.



You know that advertising is not always a bad thing. Maybe you will want to advertise your ECD services.

Mrs Maseko decided that she wanted to advertise Bantwana Bami. She wanted to make a small flier that she could put into letter boxes.

So she took her notebook and asked people in the street: "What do you want from an ECD centre?"

Read what people said.

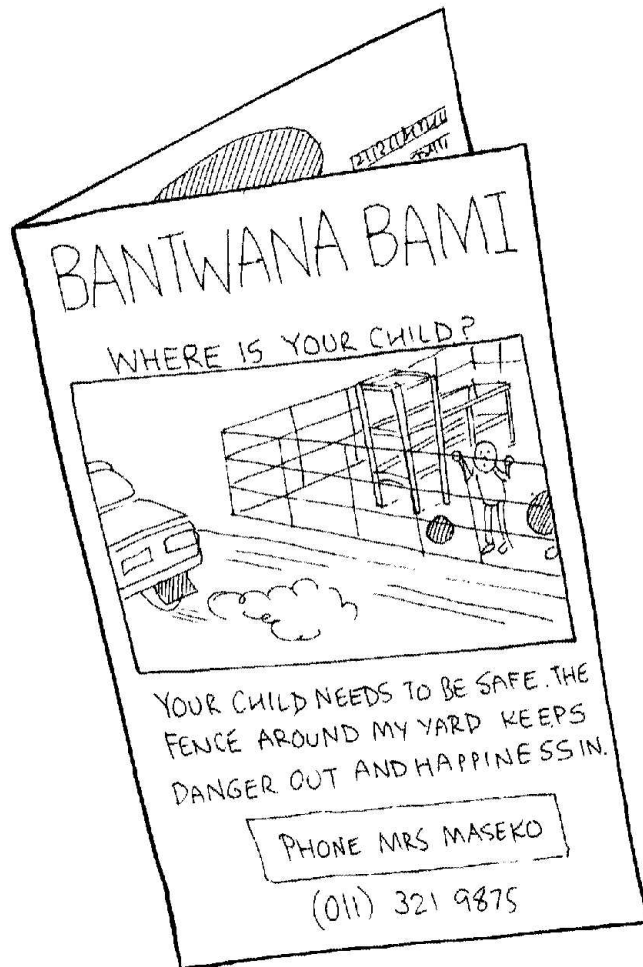


Mrs Maseko thought to herself:



So she designed her flier.

This is what her flier looked like when she had finished:





Time needed
40 minutes

Activity 4: **Advertising an ECD service**

Work with a partner

Look at Mrs Maseko's flier carefully. Answer the questions.

1. Write down the sentence that shows that Mrs Maseko knows what parents need.

2. What information does Mrs Maseko give about Bantwana Bami?

3. Write down some emotive words that Mrs Maseko uses.

4. What feelings do you think these words will make parents feel?



What have you learned?

You can see that Mrs Maseko has used some clever advertising words. First of all, she gets parents' attention with a question: 'Where is your child?' Every parent wants to know where their young children are! If they don't know where they are maybe they are not safe. We can guess that Mrs Maseko understands the parents' needs for safety because she wrote 'Your child needs to be safe.' Mrs Maseko gives information about her yard in the sentence 'The fence around my yard ...' Parents can easily check the information when they visit Bantwana Bami and see the fence. The phrase '... keeps danger out and happiness in.' is very emotive. The words 'danger out' give readers a feeling of safety. The words 'happiness in' suggest that the children are happy in her yard. If the children are happy then the parents will be happy.



2. Essays

Sometimes people need more information than you can provide in an advertisement. An essay is a longer piece of writing which gives you the chance to provide more information and describe something more clearly.

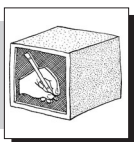


Time needed
90 minutes

Activity 5: Describe the work you do

Work alone

1. Look back at the cartoon on page 87 where Mrs Maseko finds out what parents want from an ECD centre. Read again the statements she wrote down in her notebook. Choose five that you are going to write about. Write an essay to describe an imaginary ECD centre. In the essay write about the five statements that you have chosen. Make sure that you give your reader some information and that you use some emotive words. You must use the following structure when you write your essay:
 - a. Introduction
 - b. One paragraph on each statement you have chosen above.
 - c. Conclusion
 - d. Ask one person to read your essay and give you feedback.
 - e. Edit your essay and re-write it if you need to.



Write your essay on separate paper so that you can put it into your portfolio. You should put your first copy and the edited copy into the portfolio.



Linking your learning with your ECD work

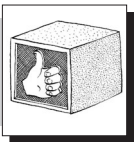
- Do you think children can read advertisements? Let them look at some simple advertise and see how they respond. You can even ask questions such as “Do you believe the advertisement?” This is helping them to become critical readers.
- Think about pictures and words in advertising that not appropriate for children.
- Children can recognize logos like for SPAR and slogans like ‘Good For You’ quickly. This is a form of early ‘reading’.
- Whenever you read stories to children ask them how they feel. Ask them to listen for the words that describe feelings.



Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- What did you learn about pictures and emotive words in advertising?
- Write down one or two questions that you still have about emotive words.
- How will you use what you learned in your everyday life and work?
- Will you change your way of working with children because of what you have learned about emotive words and pictures? What will you change?



Self-assessment Checklist

Reflect on the Outcomes at the end of this unit on page 108 and check which ones you feel confident about.



3. Writing letters of invitation

Purpose of a letter

You all know how difficult it can be to encourage parents to attend meetings. There are many ways to do that. One way is by writing an individual letter of invitation to each parent. This helps to make that person feel important and you give them time to think about what you have said. They also don't have to say yes or no to your face.

Remember in Unit 1 you discussed the different reasons people have for writing things down. When you write a letter of invitation you need to think about the purpose of the letter. The way that you write the letter needs to be suitable for the purpose. Let's look at this more closely.

Emotive words and tone

Think about what you have worked with in this unit already. The reader will associate these emotive words with feelings. They may be pleasant feelings or unpleasant feelings. These words set the tone for the reader. Some emotive words will set a pleasant tone while other words will set an unpleasant or even angry tone. The tone of the letter should be appropriate for the purpose of the letter. For example, if you are trying to persuade someone to come to a party you will write a letter of invitation with a welcoming tone.

Providing information

Another purpose of a letter may be to provide information. For example, if the reader knows that Mandela will be at the party then they can make an informed decision about whether to come to the party or not. And of course if the letter does not give information about where and when the party is the reader will not know where to go and when.



Time needed
90 minutes

Activity 6: Writing a letter

Work with a partner

Mrs Maseko wants to send out a letter of invitation to the parents for the next parent meeting. She has invited a nursing sister from the clinic to come and address the meeting to talk about nutrition in children. She knows that the parents have raised some concerns about what the children are eating for lunch. She would like the parents to make decisions about a new lunch menu for Bantwana Bami. She asked one of the committee members to write the letter. After he wrote the letter the committee member gave it to Mrs Maseko to copy and send out. This is the letter he wrote:

BANTWANA BAM!	1905 25 th Ave Alexandra Sandton 6 July 2005
Dear parents	
There is an important meeting next week. You <u>must</u> be there! It will start at 09h00 promptly. Any late-comers will not be admitted.	
If you cannot attend you have to tell Mrs Maseko in good time.	
Your sincerely	
R. Maseko Principal	

1. Describe the tone that you think the writer is using in the letter.

2. Do you think that the tone is appropriate for the purpose of the letter? Why or why not?

3. Do you think the committee member has included all the important information in the letter? Describe what he has left out.

4. Re-write the letter using a tone that you think is more appropriate, and with all the necessary information to suit Mrs Maseko's purpose.

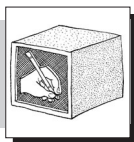
5. Swap your letter with a partner. Give each other feedback on the tone and the information in the letter.

6. Make changes to your letter if necessary.

Write your letter on separate paper so that you can put it into your portfolio. You should put your first letter and the edited letter into the portfolio.

What have you learned?

When you re-write the letter make sure that you use the same format as the committee member because he did that correctly. But you can see that his tone is an angry tone, and that is not appropriate for a letter of invitation. This letter of invitation needs to have a tone that is friendly, and encouraging. Mrs Maseko wants the parents to come and make important decisions. She does not want them to come feeling angry.



Make sure that the important information about the meeting is in the letter. You need to include things like:

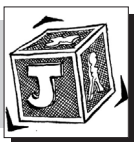
- What the meeting is about
- Who the guest speaker is
- What time the meeting is
- Where the meeting is
- How long the meeting will last

You will have another chance to write a letter in Unit 4 and 7.



Linking your learning with your ECD work

- Children can understand the idea of what a letter is for, even if they cannot write a letter themselves. Encourage them to write messages to each other. If they cannot write you can write it for them. Remember to write exactly what they say so that they can 'read' it themselves. This helps children to understand the purpose of writing.
- You can have an imitation (pretend) post box for the children to use. Children can write a message whenever they like. Someone can be responsible for 'delivering' the post each day.
- It is important to help the children with verbal greetings too, in their home language.



Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- What did you learn about purpose and tone in writing?
- Write down one or two questions that you still have about tone or purpose.
- How will you use what you learned in your everyday life and work?
- Will you change your way of working with children because of what you have learned about emotive words and pictures? What will you change?



4. Reading between the lines

In Unit 3 you read a dialogue in the play called 'Hattie and the Lion'. It was a conversation between different animals. It was written in a certain way, with the name of the animal written on the left hand side. In Activity 7 you will read another dialogue and analyse it.



Time needed
90 minutes

Activity 7: Reading a Dialogue

Work with a partner

Imagine that you have been invited to observe an interview with some parents of Bantwana Bami as part of your training. Before the interview you speak to Mrs Maseko about the child of the parents so that you can get some background information. This is what Mrs Maseko tells you:

"Zinhle is 4 years old. She has been at Bantwana Bami for 6 months. I have observed that Zinhle does not talk with the other children a lot. When she does talk to them she only talks in English. I know that Zinhle's parents speak isiZulu at home, but I have never heard Zinhle speaking isiZulu. When Mrs Maseko speak with Zinhle I speak in isiZulu. Zinhle never answers me. She just looks down at the floor.

Every morning when Zinhle arrives she goes straight to the book corner and looks at the pictures in the same book. I have tried to talk to Zinhle about the pictures in that book, but she just looks at the floor.

I have an idea why this may be happening, but I need to speak to the parents."

Now pretend that you are sitting to one side in the room where Mrs Maseko is interviewing Zinhle's parents. Here is their conversation, written out in the same way as a play. Just like watching a play, you have to "listen between the lines" to try and work out what is going on. Here you have to "read between the lines" because the conversation is written out.

MRS MASEKO: Good morning. I would like to talk to you about your child Zinhle. We are a bit worried because she does not speak much in class.

PARENTS: Good morning.

MOTHER: We would like to hear what you have to say.

(Mrs Maseko tells the parents the same information she told you, the observer. Then the conversation continues.)

MRS MASEKO: I know that you speak isiZulu at home. I think that maybe you have taught Zinhle the Zulu culture well. Whenever I speak to her she looks down at the floor.

MOTHER: We have not taught her that. She always looks at the floor when she thinks she has been naughty.

MRS MASEKO: When Zinhle talks to the other children she only speaks English. Maybe she thinks it is wrong to speak isiZulu.

FATHER: We encourage her to speak English at school because we know that it will help her in the future.

MRS MASEKO: Perhaps if you speak isiZulu to her she will become more confident. Maybe she is finding it difficult to speak in English, and that is why she does not speak much. I can understand why you want her to speak English, but maybe you should encourage her to speak her mother tongue.

1. What do you think is the reason why Zinhle is not speaking in class?

2. Did the conversation tell you this directly?

3. What did Mrs Maseko think was the reason?

4. Did the conversation tell you directly what Mrs Maseko thinks?

5. Did Mrs Maseko tell the parents directly what she thought or did she make a polite suggestion?

6. Write down one example of how Mrs Maseko speaks in a way that shows respect for Zinhle's culture.

7. Write down one example where Mrs Maseko shows the parents that she is not criticizing them.

8. Write down one example where Mrs Maseko gives her own opinion about something.

9. In your experience is it a good idea to suggest that Zinhle's parents speak the home language to her more? Give a reason for your answer.

**DICTIONARY:**

Previous - before

What have you learned?

You have to read a lot between the lines in this activity. The conversation does not say directly why Zinhle is not speaking in class. But Mrs Maseko suggests politely that maybe Zinhle thinks it is naughty to speak isiZulu, and she cannot speak English well. Mrs Maseko is also polite and respectful when she talks about Zinhle's culture. You can see this when she says "I think that maybe you have taught Zinhle the Zulu culture well." Mrs Maseko makes it clear that she understands why the parents want Zinhle to speak English, and that she is not criticising. Mrs Maseko gives a clear opinion when she suggests that "Maybe she is finding it difficult to speak in English ..." She gives her opinion many times in the conversation.

You are also expected to give your opinion in this activity. This is an important part of good communication. Let's explore this more.

**5. Having a debate**

In the previous activity you gave an opinion about some of the things that Mrs Maseko said in the dialogue. Mrs Maseko also gave her opinion about some things.

Think about the opinions in the next activity.

Time needed
80 minutes**Activity 8:
Graduation in ECD Centres: your opinion****Work alone**

Mrs Maseko wanted to find out what parents think about graduation in her centre. She decided to ask some of the parents this question: "Do you think graduation is important for our centre?" She wrote down some of the answers she received:

"I think that too much time and money is wasted on graduation in our ECD centre."

"Having graduation at an ECD Centre is a tradition in our South African culture and therefore should be continued."

"This year the graduation took 16 working days for planning and rehearsal, and cost R1200 for the gowns, renting of chairs and refreshments."

"Graduation gives the ECD owner/teacher a chance to get in the school fees which parents haven't paid because they don't allow your child to graduate if the fees aren't paid."

DICTIONARY:

Respondent – person who responded

Justify – say why

“Graduation time is very stressful because so much has to be done to a deadline and it is at the time of the year when so many deadlines have to be met.”

“Graduation is important because it allows us to celebrate the accomplishments of the children and the achievements of the teachers and the participation of the parents.”

Read the responses that Mrs Maseko wrote down, and then answer the questions below:

1. Draw a straight line under responses which give an actual opinion, but no fact to support it.
2. Tick the responses which give a fact that you can check, but do not give an actual opinion.
3. Draw a wiggly line under an answer that gives first an opinion, then a fact to support it.
4. Draw a dotted line under the answer that gives you a fact first, then the opinion it supports.
5. Do you think the person who gave the first response will vote for or against graduation at Mrs Maseko’s centre? Why do you think so?

6. Do you think the graduation itself or getting fees is more important for the fourth respondent (person who responded)? Justify (say why) your answer.

7. Do you think the fifth respondent enjoys the time of graduation? Do you think this person will vote for or against graduation? Give a reason for your answer.

8. From your experience do you think the second response is true?



What have you learned?

You can see here again that sometimes things are stated as facts, but the person does not actually give their opinion. You have to guess what their opinion is likely to be. Sometimes people give an opinion, but do not give facts to back it up.

Often you hear someone say something and you make a judgement about what they said. Look at the third response. When you read that maybe you assume that this respondent thinks that graduation takes too much time and costs too much money. Maybe you conclude that this respondent does not think graduation is important. But the respondent does not directly say that graduation is not important.

That is fine in ordinary conversation, because you can ask people what they mean. But in writing an argument based on reason, not on emotion, opinions must be clearly stated and backed up by reasons.

Yet emotions always sneak in somehow. You have seen already that advertising uses emotive language. Again here you can see emotive language. In most countries tradition is something that is important to people, but it is also something that is often debated. People might have strong feelings about tradition. So you can see how the second response can be interpreted as an emotional response, using emotive language to appeal to people who feel the same way about tradition.

People give their opinions in many different ways, in a conversation or written down in articles. A formal debate is a structured way of giving an opinion and is usually held in public. The purpose of a debate is to present different opinions about a topic so that people can decide what they think.

A debate normally follows a certain structure like this:

- First speaker presents an argument for the topic (agrees with the topic).
- Second speaker presents an argument against the topic (disagrees with the topic).
- First speaker replies to some of the points made by second speaker and gives a final opinion.
- Second speaker replies to some of the points made by first speaker and gives a final opinion.



Time needed
60 minutes

But before you can have the debate you have to prepare for it properly.

Activity 9: Prepare for a debate

You are going to present one side of a debate. The topic is

“In pre-school we should speak only English to non-English children.”

1. Read the following extract¹⁰:

Many people believe that learning via two languages puts too much strain on the child's brain when the home language is different from the language of schooling. They say the child should drop the home language as soon as possible and concentrate on the language of schooling only. Another approach says that children should carry on speaking and learning their home language to the highest possible level. They should also learn the language of schooling, but as an additional language, not as a language that takes the place of their home language. This is called the additive model of bilingualism.

Research suggests that when the additive approach is used, children who can use more than one language have the “best of all worlds” – they are more confident about their cultural heritage, they are also exposed to more of the world around them and they are able to understand what more people are saying. The benefits of multilingualism also extend into other areas of learning.

- Children develop a strong foundation in thinking, reasoning and imagination when concepts are formed and learned in their home language.
- Learning another language is easier for children when they can use what they already know in their home language to help them with the additional language. They can concentrate on how to use the additional language for familiar concepts, rather than having to work out both the concepts and the additional language at the same time.
- Children who use more than one language are often better able to think and speak about language. This helps them when they begin to read and write.
- Children who use more than one language are often better able to make comparisons and predictions, and to modify their ideas. These are important foundations for all learning areas, and particularly for Maths and Science.
- Multilingual children often perform better at school than children who do not use their home language as a language of learning.

Did you notice that the article starts with an introductory paragraph that gives two sides of the argument about bilingualism? The next paragraph introduces one side of the argument and says that additive bilingualism is better.

Then the article carries on to give facts that support the argument that additive bilingualism is better. You can check the facts by reading the research. So the writer has not used emotive language to try to persuade people. Instead, the facts themselves should be enough.

2. You have not read the rest of the article. Imagine you are the writer and you are going to continue the article, by giving the other side of the argument. You will continue the next paragraph by saying “On the other hand, many people feel strongly that going straight for English is better in South Africa. This is called the ‘straight for English’ model.” Finish the article by writing a paragraph where you give your own opinion about which approach is the best.



Time needed
90 minutes

Write your paragraph on separate paper so that you can put it into your portfolio.

Activity 10: A debate

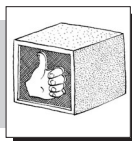
Work with a partner

Now you are going to have a debate. Read the structure of a debate again to remind yourself. You are going to use the article extract and the continued article that you wrote in Activity 9 to present your argument about language in school.

1. Find a partner. One of you will argue for ‘additive bilingualism’ and the other will argue for the ‘straight to English’ model.
2. Present your arguments to a group of teachers.

Self-assessment Checklist

Reflect on the Outcomes at the end of this unit and check which ones you feel confident about at this stage.



Time needed
90 minutes

Activity 11: What should we do to involve parents?

Work alone

Read the following case study about Mrs Botha critically and then answer the questions.

Last year I had 52 children in my center, and I had only one assistant teacher. Parents were not paying the school fees and I did not have enough money to hire another teacher. I was holding monthly meetings for parents to try and persuade them to become more involved in the school but fewer and fewer parents came to the meetings. I knew parents were the key to success, but I didn’t know how to interest them.

I thought “Perhaps I should offer refreshments at the meetings. Maybe then they will come. If I have special speakers, could that increase the attendance? Maybe I ought to talk to my ECD trainer and other ECD teachers about this – that might solve my problem.”

So at our next training session, during the time when we share problems and successes and ideas, I spoke about my problem. Many other teachers agreed that they have the same problem. However, one teacher, Mrs Ntuli said she had started something new with her parents. It was called Family Maths Science and Literacy (FMSL).

Mrs Ntuli explained the way FMSL worked. She said she was trained in FMSL by attending a workshop and watching how it was done. Parents and their children were shown how to use Maths, Science and Literacy activities together. The activities were made with resources which parents could easily find or buy for very little money, and they were all things that could easily be done at home. The teacher showed the parents the activities, and how to work with their children. She told parents that they should allow their children to lead the activities. They should only guide the children, and not do the activities for them.

Mrs Ntuli continued to tell us about how she was now successfully using FMSL. She explained that parents were shy at first, but they soon became enthusiastic and confident. Some of the parents told her that they were learning new and better ways of communicating and interacting with their children and that their relationships with their children were improving.

Mrs Ntuli told us that her parents were now much more active in helping out at the school, and that many more parents were now paying fees.

When I heard this story about FMSL, I realized that I needed to make parent meetings more interesting. In the past I was frustrated and I lectured the parents and blamed them for not paying fees.

Now I can see that if I have something like FMSL I will succeed in increasing parent participation. If I use FMSL the parents will be more likely to pay the fees because they will see how much they and their children can learn from participating in school activities.

I asked Mrs Ntuli if I could attend one of her FMSL workshops so that I could learn how to do it. She said, “You can come to the workshop this Saturday. I think you’ll really enjoy yourself and you’ll see how much families love these kinds of workshops.”

1. In your opinion, what is Mrs Botha's biggest worry?

2. Why do you think Mrs Botha's parents were not attending meetings?

3. From your experience why do parents sometimes not pay fees?

4. What information did Mrs Ntuli give to Mrs Botha about FMSL?

5. How could Mrs Botha check this information?

6. What is Mrs Ntuli's opinion about FMSL?

7. From your experience would something like FMSL be a good way to get parents more involved an ECD site? Give a reason for your answer.

8. Share your answers with a partner.



What have you learned?

Mrs Botha has many worries. Perhaps her biggest worry is that the parents are not paying fees. But she is also worried about how to encourage parents to attend meetings. When you have read the whole case study you can guess from what Mrs Botha says that parents were not attending meetings because of the way Mrs Botha addressed them.

Mrs Ntuli gave Mrs Botha useful information about FMSL, which she can easily check when she goes to the next FMSL workshop. If she wanted to she could also find out how involved the parents are now at Mrs Ntuli's school. She knows that Mrs Ntuli is very impressed with FMSL. Mrs Ntuli thinks that FMSL has changed the parents' attitudes to the school. Mrs Botha is so convinced by Mrs Ntuli that she wants to try FMSL herself.



Linking your learning with your ECD work

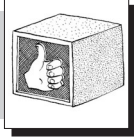
- Children may not be able to interpret things in the way you do, but they are still able to look at a picture, or read something and think about it. You can encourage them to think critically by asking them questions about what they see and read.
- Sometimes children are shy to give their opinions, because they think giving opinions is being rude. But you can encourage them to give their opinions and give reasons for their opinions. Children may be more willing to give their opinion about things like bedtime, food, sharing etc.
- Children can learn from discussing and debating with each other, especially if it is done in a careful way so that they don't end up calling each other names and behaving badly.
- You can help children to understand that advertisements are usually trying to persuade us to buy something, and trying to give us the best picture. Think about what you will do if a child brings an inappropriate advert to school.



Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- a. What did you learn about reading between the lines and giving opinions?
- b. Write down one or two questions that you still have about these.
- c. How will you use what you learned in your everyday life and work?
- d. Will you change your way of working with children because of what you have learned about emotive words and pictures? What will you change?
- e. Talk about how you will use advertising and letters in your work.
- f. Make a list of some other issues (topics) that you think you need to debate.



Self-assessment Checklist

Reflect on the Outcomes that were set for this unit. Use one of these icons to record how well you can do these things now. Think about what you know, what you can do and how you can use what you have learned.



Well

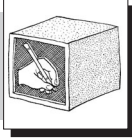


Quite Well



Not Well

Speak and listen well	
Know who I am communicating with and why when I am speaking	
Use different ways to find meaning and structure in oral communication	
Show an understanding of different kinds of language use when speaking	
Use and respond to feelings, emotions and cultural and social ways of speaking	
Use and understand different acceptable customs and organization of speech	
Use different ways to read different things	
Judge why something was written, who it was written for, and what the circumstances might be	
Look for meaning and understand writing	
Question how language is used in writing	
Point out when feelings, emotions and cultural and social ways of speaking and writing are used and know how to respond when they are used	
Write things which show that I know who I am writing for and why I am writing	
Use grammar (the way words are used in sentences) to arrange or structure what I write.	
Use accepted practice for structuring what I write	
Plan my writing, do a practice, check it and correct it.	



Assignment 1:

1. Choose one child that you work with. Observe that child for 15 minutes every day for one week. Write down what you think is important for her or his parents to know.
2. First draw up an observation checklist. Decide on what are the most important things you are going to look out for this week. (You can't look out for everything)
3. Put these things as headings on a blank form and leave enough space to fill in your observations.
4. You do not need to write in full sentences or paragraphs. Point form is fine.
5. Do this assignment on a separate paper and put it into your portfolio. Take the child's name off before you do this.