



Ministry of Education, Youth and Sport

Kingdom of Cambodia
Nation Religion King



Learning Materials



Early Childhood Education Department Shanti Volunteer Association (SVA)

2024



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Preface

The Ministry of Education, Youth, and Sport has developed a Preschool Curriculum to foster children's positive development and improve their learning outcomes in Cambodia. This curriculum aims to assist Cambodian children in reaching adulthood as competent global citizens motivated to contribute positively to a prosperous and peaceful society.

Early childhood development is children's interaction with their surrounding environment, including objects, people, nature, and culture. At this stage, children learn to observe, experiment, develop habits, and notice various environmental and cultural phenomena through play and materials.

Preschool educators must demonstrate diverse skills to ensure children receive attentive care and are guided and nurtured throughout their educational journey. These skills enable them to effectively facilitate activities and create safe and enjoyable play and learning environments. Learning environments should be meticulously maintained, ensuring safety and comfort. These efforts align with the fundamental principles of "Learning through play and the environment" and acknowledge that "Playing is an integral part of early childhood learning."

Based on these principles, the Ministry of Education, Youth, and Sport has developed documents to technically support preschool teachers in developing and producing learning materials and experiences, particularly storytelling, which scientifically promotes both cognitive and non-cognitive skills.

MoEYS is optimistic that national and subnational organizations, development partners, relevant stakeholders, and preschool teachers will support the implementation of these documents to improve the lives of all children in Cambodia.

We sincerely appreciate Her Excellency KIM Sethany, Secretary of State of the Ministry of Education, Youth, and Sport, and Leader of the Guidebook Development Committee for the Japan International Cooperation Agency (JICA). We thank the Shanti Volunteer Association (SVA), particularly the Tenryu-Kohseikai Social Welfare (TKK) Japan, for their invaluable contributions. We also acknowledge the dedication of the technical officials from the Early Childhood Education Department and all relevant stakeholders. Your collaborative endeavors have facilitated the development of guidebooks for early childhood education, leading to notable advancements toward a brighter future for all Cambodian children.

Thursday, December 28th, 2023

Deputy Prime Minister
Minister of Education, Youth and Sport
H.E. Dr. HANG Chuon Naron

បុព្វកថា

ក្រសួងអប់រំ យុវជន និងកីឡាបានអភិវឌ្ឍកម្មវិធីសិក្សាលម្អិតសម្រាប់មន្ត្រីយុវសិក្សាក្នុងគោលបំណងលើកកម្ពស់ការអភិវឌ្ឍកុមារតូចពេញលេញ និងគ្រប់ជ្រុងជ្រោយ កែលម្អលទ្ធផលសិក្សាពេញមួយជីវិតរបស់កុមារកម្ពុជាឱ្យពួកគេក្លាយជាមនុស្សពេញវ័យប្រកបដោយគុណសម្បទាលទ្ធផលរដ្ឋសកល និងដើម្បីកសាងសង្គមកម្ពុជាមានភាពចម្រើនរុងរឿង និងសុខសន្តិភាព។

ការអភិវឌ្ឍកុមារតូច គឺជាអន្តរកម្មជាមួយកុមារទៅនឹងបរិស្ថាន វត្ថុ មនុស្ស ធម្មជាតិ និងបាតុភូត ដែលនៅជុំវិញ។ ក្នុងដំណាក់កាលនេះ កុមារតូចចាប់ផ្តើមចេះសង្កេត បទពិសោធន៍ មានទម្លាប់ល្អ កត់សម្គាល់ព្រឹត្តិការណ៍ដ៏ច្រើនសន្លឹកសន្លាប់នៅក្នុងបរិស្ថានតាមរយៈសកម្មភាពការលេងបែបធម្មជាតិ ឬសម្ភារៈផ្សេងៗ។

ដើម្បីឱ្យកុមារមានការអភិវឌ្ឍប្រកបដោយភាពឆ្លើយតប សាលាមន្ត្រីយុវសិក្សា និងគ្រូបង្រៀនចាំបាច់ត្រូវមានសមត្ថភាពសម្បូរបែបក្នុងការដឹកនាំ និងផ្តល់ឱកាសឱ្យកុមារបានអនុវត្តសកម្មភាពលេងជាមួយសម្ភារៈល្បែងសិក្សា ក្នុងបរិស្ថានស្អាត បៃតង សុវត្ថិភាព ជាសុកភាព និងមេត្រីភាពស្របតាមទ្រឹស្តី «រៀនតាមរយៈការលេង និងបរិស្ថាន»និង«ការលេងគឺជាការរៀនរបស់កុមារតូច»។

ផ្អែកលើមូលដ្ឋាននេះ ក្រសួងអប់រំ យុវជន និងកីឡា បានរៀបចំឯកសារគន្លឹះជាជំនួយផ្នែកវិធីសាស្ត្រសម្រាប់គ្រូបង្រៀនមន្ត្រីយុវសិក្សាក្នុងការផលិត និងច្នៃប្រឌិតតាមទម្រង់ប្រភេទសម្ភារៈល្បែងសិក្សា និងដំណើរការរៀបចំបរិស្ថានសិក្សា ជាពិសេសវិធីសាស្ត្រអនុវត្តសកម្មភាពនៃការនិទានរឿង ក្នុងគោលដៅអភិវឌ្ឍន៍បំណិនពុទ្ធិ និងបំណិនមិនមែនពុទ្ធិរបស់កុមារតូច ឱ្យកាន់តែប្រសើរឡើង តាមលក្ខណៈវិទ្យាសាស្ត្រ។

ក្រសួងអប់រំ យុវជន និងកីឡា មានសុទិដ្ឋិនិយមថា គ្រប់អង្គភាពថ្នាក់ជាតិ ថ្នាក់ក្រោមជាតិ ដៃគូអភិវឌ្ឍ និងគ្រប់ភាគីពាក់ព័ន្ធទាំងអស់ ព្រមទាំងគ្រូបង្រៀនមន្ត្រីយុវសិក្សា នឹងចូលរួមសហការនិងគាំទ្រដល់ការអនុវត្តឯកសារនេះឱ្យមានប្រសិទ្ធភាពខ្ពស់ ដើម្បីជាឧត្តមប្រយោជន៍សម្រាប់កុមារតូចនៅកម្ពុជា ។

សូមថ្លែងអំណរគុណយ៉ាងជ្រាលជ្រៅបំផុតចំពោះ លោកជំទាវ **គឹម សេដ្ឋានី** រដ្ឋលេខាធិការប្រចាំការក្រសួងអប់រំ យុវជន និងកីឡា ជាប្រធានគណៈកម្មការគ្រប់គ្រងនិងរៀបចំចងក្រងឯកសារ ទីភ្នាក់ងារសហប្រតិបត្តិការអន្តរជាតិជប៉ុន(JICA) អង្គការសន្តិសុខគ្រូបង្រៀន(SVA) ជាពិសេសសាជីវកម្មសុខុមាលភាព បិនរីយ៉ូ កូសេកៃ(TKK) ប្រទេសជប៉ុន មន្ត្រីជំនាញនាយកដ្ឋានអប់រំកុមារតូច ព្រមទាំងអ្នកពាក់ព័ន្ធទាំងអស់ ដែលបានចូលរួម និងដើរតួនាទីស្នូលក្នុងការសម្របសម្រួល ដឹកនាំរៀបចំតាក់តែងឯកសារសម្រាប់ការអប់រំកុមារតូចនេះ ឱ្យសម្រេចជាផ្លូវការឡើងនាខណៈនេះ។

ថ្ងៃ ព្រហស្បតិ៍ ១២ មេសា ឆ្នាំថោះ បញ្ចស័ក ព.ស. ២៥៦៧
រាជធានីភ្នំពេញ ថ្ងៃទី ២៨ ខែ មេសា ឆ្នាំ២០២៣



ឧបនាយករដ្ឋមន្ត្រី
រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

បណ្ឌិតសភាចារ្យ ហង់ជួន ណារ៉ុន

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Forward

Learning material guidebook is the result of integrating many documents on play materials and experiences into one effective and high-quality document for nationwide use.

The writing committee conducted research to gather experiences in order to develop the guidebook, considering the concept of “learning through play and the environment.” As a result, the guidebook content is universal and meets the needs of preschool teachers, providing them with easy-to-understand practices. We select materials that are easy to find, low-cost, and easy to produce. This also includes examples of How to Create and integrate play materials into the daily preschool class activities.

We, the writing committee, are expecting that teachers and preschool education stakeholders will utilize this document to devise necessary resources for children, reflecting the local context to strengthen child development.

However, despite our best efforts to develop this material with clear chapter structures and comprehensive coverage of large concepts, there may be some aspects that need to be adjusted. Therefore, we are looking forward to receiving your constructive feedback and suggestions in order to make the guidebooks more universally contextualized and effective in the future.

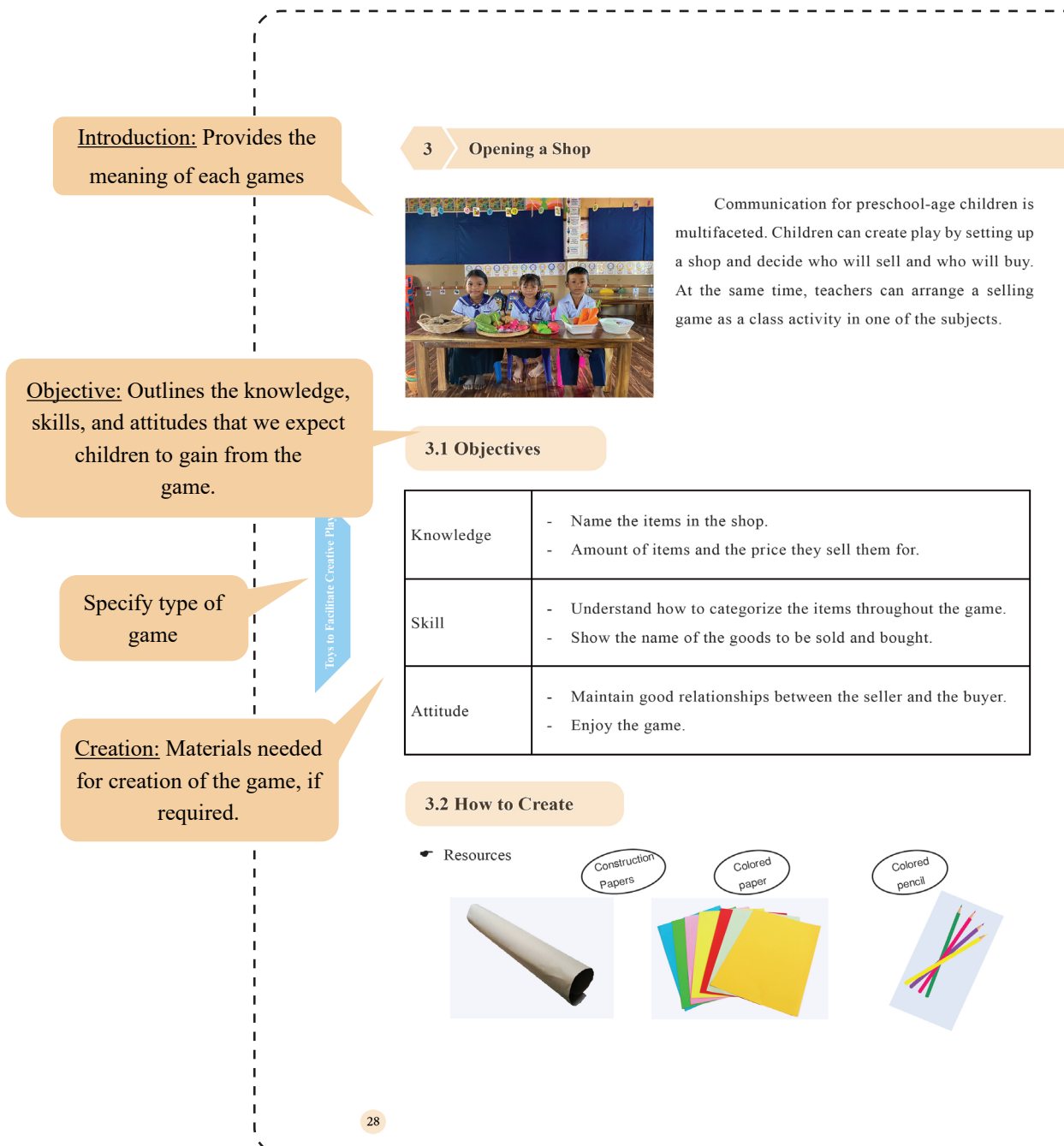
Writing Committee

How to use this guidebook

There are four chapters in the Learning material guidebook. Chapter 1 focus on importance of learning material. Chapter 2 covers the types of toys and Chapter 3 explains how to play and use a total 20 games. Chapter 4 describe the implementation of class activity after understanding the process and playing them. More specifically, at the end, we have included two practical examples to make it easier for the teachers to understand how to apply this knowledge.

1. Page Layout

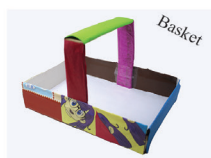
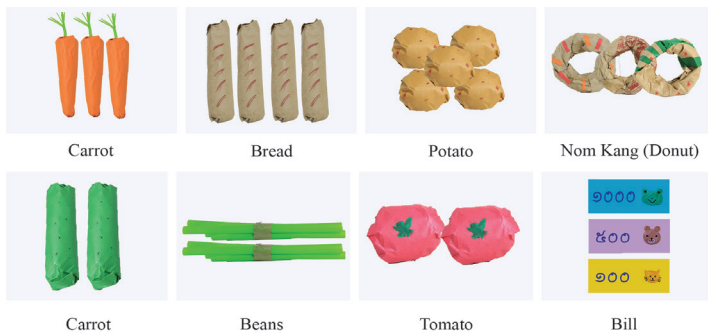
In Chapter 3, all 20 games have similar page layout as follows:



Noted: All content in this section is just a sample. Preschool teachers can be creative and adapt to the situation of children and available as available in their respective areas.

How to Create: Provides methods for creating basic materials.

How to Create



- Cut a piece of cardboard 25 cm long and 15 cm wide.
- Glue colored paper around the cardboard box.
- Make the carrying case fit the size of the box.
- * Teachers can make baskets according to their own creativity.

3.3 How to Play

- Children discuss and voluntarily decide who are the sellers and buyers.
- Children discuss the name of the materials, the venue and the materials with the buyer.
- Children start playing and having promotions to attract buyers.
- The buyer asks about the quality and price of goods while the teacher facilitates the process.



How to Play: Explains how to play the game with children.

2. Example

At the end of Chapter 4, we present two specific examples that illustrate the experiences of preschool teachers who have practiced these in the past in order to connect the concepts and practice. Each example has the following four pages:

Page 1

EXAMPLE

Amazing Photographer



1. Introduction: Provides general background information about the activity

After listening to the storytelling of “The Amazing Photographer,” the children were interested in creating photographic works just like in the story. Children love to play the role of photographers because the environment encourages children to develop their creative emotions by taking pictures to express their real feelings.

Subject	Social Studies
Class/age	Knowledge - Telling teachers and friends how to take photos. - Showing their true feelings through drawing. Skill - Act like a photographer. - Express your passion through painting and exhibitions. Attitude - Collaborate and respect the ideas of friends. - Take pictures and paint carefully.
Class/age	- 5 years old
Duration	- 30min.
Material	- One camera for each child
The process	- Each child should have a camera, colored pencils or crayons and a piece of paper. - Teachers take children to the school garden or a place with a beautiful view to do the activity. - Children act like they are taking pictures and draw what they remember. - After the activity, the teacher should take the children to the classroom to continue drawing and make a album of photos to display.

Environmental Arrangement and Teacher Involvement

Environmental Arrangement

- Arrange a table and the materials for making a camera.
- Decide the location for children to explore and take pictures.
- Arrange indoor and outdoor spaces for children to draw what they have observed.
- Arrange a place to display the children's drawings.



Teacher Involvement

- Encourage children to join the group.
- Provide ideas and assistance as needed if children request assistance.

2. “Arranging the environment and the teacher’s engagement: What teachers need to do to ensure that the activity works as planned.”

- Environmental arrangement: The three environments that teachers need to consider.
- Teacher involvement: Interacts to facilitate children’s activities such as helping to explain the activity, motivate children to participate, give praise and so on.

3. Children’s reactions and results:
Describe what happened, the child’s feelings, what children said or asked, the teacher’s evaluation and so on.

Children’s Reactions and Results

Page 3



- While making the camera, some children said, “I want to take a photo of flowers,” so the teacher planned to have photo shoot in the school garden.
- During the activity, children enjoyed acting as photographers. Some of them said, “I want to take some photos of the flowers and the seller in the school market.” The teacher fixed some broken camera. The teacher asked the children about what they saw in the surrounding environment and what they wanted to take a photo of.
- After that, some of the children went to take pictures of the bread seller nearby and some of the children took pictures of the papaya fruit and said, “1, 2, 3, snap!” During the activity, the teacher heard some children talking together. One said, “I want to see the picture I took,” and another said, “I wanted to draw a flower by myself.” In response to their interest, the teacher prepared additional materials and activities for the children to continue drawing and painting what they wanted.
- One boy drew flowers and painted the fastest. The teacher praised and encouraged him. Then, a girl from another group came to check the boy’s work. Inspired by his work, she returned to her seat and started drawing again.

Page 4

The other children observed this interaction and started to take photos. Each child produced two paintings and displayed them in the classroom. The teacher reflected on ways that she can improve the activity.

- Laying a piece of newspaper on the table during the activity to prevent it from becoming dirty.
- At the end of the day, the teacher should review the story and activity of the amazing photographer.
- Demonstrating how to apply a good amount of paint. Some children did not seem to know the proper amount.
- Arranging a wet towel so that the children can clean their hands after using glue.



One boy was interested in papaya and he took a photo of it.



Children felt more excited when the teacher joined in the activity with them.



They were excited to take a group photo.



Children drew pictures, recalling what they took pictures of during the photo session.

Introduction

Learning through play or playful learning is one of the basics to ensure a good quality of early childhood education. Play is the foundation of child development and teaching methods in early childhood education. In order to have meaningful play, teachers need to consider appropriate environmental arrangement. Through daily life and activities at school, children have meaningful experiences with their surrounding environment. When children become interested and have interactions within those environments, they would receive stimulation for their physical, intellectual and mental development. They interact in their environments to become developed and reach satisfaction.

One of areas for ECE that contributes to child development is through learning resources, also known as toys. Through toys, children engage in imaginative play, making up sounds by themselves or with friends. Through handling different objects, children use their hands to create something and learn to use them skillfully. They participate in various experiences when playing with toys that help develop their intelligence and thinking abilities for the future. Children receive stimulation from toys and become more interested in playing when a teacher presents what they can do. Children enjoy toys and things they can make themselves; therefore, they grow their curiosity for new things.

Learning material guidebook is developed to support preschool teachers in realizing the concept of learning through play and the environment and be able to use toys more effectively in daily class activities, aligned with new ECE curriculum. Finally, we also hope it will contribute to human resource development in the country.

Learning materials could be purchased from the market or hand-made, both of which have similar benefits depending upon the teacher's preference. In this document, we concentrate on hand-made toys, which teachers and children can create by themselves from locally available materials.

A young girl with dark hair tied back, wearing a white short-sleeved shirt with a blue sailor-style collar and a dark skirt, is focused on a craft project. She is holding a thin, light-colored string or thread. To her right, another child in a similar uniform is partially visible. In the foreground, a wooden table holds a wicker basket filled with various materials, including crumpled paper and small bags. The background features a wooden bench, a white fence, and lush green foliage. The ground is paved with reddish-brown tiles with a circular pattern.

CHAPTER 1: LEARNING MATERIALS



1. Definition

As a part of learning materials, toys refer to tools, objects and materials with different shapes, sizes and colors with which children can play. Learning materials are important so that children can learn, gain knowledge and cultivate experiences when children interact with and develop their creativity from their surrounding environment.

Learning materials facilitate learning through play and the environment as children develop basic knowledge, skills and good attitudes through experiencing play in their daily lives.

2. Importance of Learning Materials

Learning materials are essential for children to lay a strong foundation to develop their knowledge, abilities and curiosity. Research shows that the human brain is the only organ not fully developed at birth. At birth, the average baby's brain is about a quarter of the size of the average adult (20 years old) brain. It doubles in size in the first year and keeps growing to about 80% of the adult size by age 3, 90% by age 5 and reaches to almost the same level as that of adults by around 12 years old. During early childhood human beings rapidly develop intelligence. Between the ages of 3 and 5, children develop their language, cognitive and non-cognitive skills. Therefore, the experience of playing, reading, singing and communicating with people around them, both in the family and at school, is important. The use of learning materials in preschool helps children gain experience and understanding of many concepts (numbers, shapes, etc.) in the world, the natural environment, and creatively by going through trial and error, learning what is right or wrong and being careful. Through the use of toys, children also develop intelligence and thinking skills. These factors make it possible for a child to acquire skills they will be passionate about for the rest of their life.

Whether they are handmade or purchased from a market, all toys have advantages, depending on the creativity used in the teaching and learning activities. There are many advantages to handmade toys as following:

- Teachers can lead the creation of resources or play according to the children's perception.
- Resources can be made easily, quickly and are able to be as flexible as needed.
- Teachers can improve the materials according to the children's responses after the activity.
- Handmade toys give children ownership of the toys, so they may play more carefully and maintain them better.
- Teachers spend less money when they create toys using existing resources around them, such as items found in nature (stones, wood, leaves, etc.) or from recyclable materials.

- Teachers themselves take pride in their work when they see their ideas come to fruition and gain the satisfaction of children.

3. Play and Child Development

3 years old (36-47 months): There are motor skill developments in the fingers, feet, and leg muscles so children can better control the balance of their bodies. Meanwhile, speaking skills are also becoming more developed. Intellectual curiosity increases and they frequently ask, “Why?” repeatedly. They can give basic greetings such as, “Hello” and “Thank you”.

During this age, children normally like to play by themselves, although they may share a space or play with the same toys as others. While playing parallel to other children, they may imitate how other children are playing. As they play together, they learn to understand and follow someone else’s instructions and the rules of play. As they continue to grow, they begin to recognize others, such as friends, teachers, and family members, as well as begin to develop social skills. They enjoy playing with a variety of playthings and expanding their imagination.



They will be able to understand concepts such as “big - small” and “many - few” which are familiar to them. They will also be able to enjoy simple storybooks and develop their imaginations. As they develop fine motor skills, they can play with clay, origami, and building blocks.

4 years old (48-59 months old): The child’s ability to balance his or her entire body develops and their movements improve. They can move forward by jumping on one foot and perform two movements simultaneously, making team activities more enjoyable. While they are eager to try new activities, it is also a time when they struggle between what they can and can’t do. At the same time as they learn the joy of playing with friends, they also develop their sense of ego and competitiveness, which can lead to fights. By repeating experiences where they are interacting with others, children learn the importance of being considerate, following the rules, and developing self-control. As they learn to do tasks such as cutting with scissors and threading something with string, their imagination and the way they express themselves will be nurtured through various creative activities.



5 years old (60-71 months old): Children have increased their dexterity and acquired most of the same skills as adults. They can spin a spinning wheel, thread small beads on a string, work patiently on detailed tasks, collaborate with others and make friends.

They become accustomed to playing in a group, following the rules, enriching their play by discussing ideas with their friends,



changing the rules and devising their own ways to play when necessary. They also begin to understand cause-and-effect relationships, speak in clear sentences, and put their thoughts into words, laying the foundation for their thinking abilities. For this reason, it is a good idea to have a variety of toys that allow them to cooperate, strategize, and develop their fine motor skills. They can also be seen developing their own ways to play, such as constructing tools and pretend plays.

Of course, everyone develops at a different pace and there is no rule that children must do certain things at specific ages. It is also important for children to have rich real-life experiences, an environment that stimulates development, and support from adults. It is important for teachers to observe children playing and provide them with models of play. When play becomes stagnant, teachers can give them tips to help them decide what to do next (rather than directly solving the problem for them). If adults around them enjoy playing, the children will also enjoy playing and will develop various skills.



Children play a game flicking bottle caps: when flicking the caps, the child estimates the force needed to flick the caps to the desired destination.



Children play a construction game: they move their whole bodies when building with blocks and develop critical thinking skills by considering how to place pieces correctly in order to build a high and stable tower.



Children pretend to ride a horse: children run by imagining how to ride and by moving as if they were riding a real horse.



CHAPTER 2: TYPES OF TOYS



Learning materials can be discovered in nature or made through creativity and innovation. Preschool teachers should create a variety of play equipment that is appealing to children, depending on their ages. Having different types of games makes playing easier and strengthens children's bodies, agility, minds, emotions, love and protection for the environment are unknowingly connected.

There are four types of game materials in preschool: Toys for creative play, physical play, to facilitate learning and for free play.

1. Toy for Creative Play



Pretending to put a baby to sleep



Pretending to open a shop

Toys to facilitate creative play are toys that children use to imagine and express what they have seen and heard through their actual experiences in their daily lives. These toys could be made from children's creativity, materials organized by the teacher or from easy to find materials around them in order to serve their play. This includes milk boxes, wooden spoons, flower vases, wood, recycled paper, buckets, bottle caps, cooking pots and used clothes. The toys are divided into 3 sub-categories as follows:

1.1 Toys to facilitate pretend play

Toys to facilitate pretend play are used to imitate what children have seen adults do repeatedly such as cooking, bathing a baby, being a doctor, washing clothes, cleaning the house, arranging the dishes, cleaning tables and chairs, being an airplane pilot or motor taxi driver and so on. It is recommended to use toys that are not too close to the real things, such as using stones or bottle caps to make money, or using string to make noodles while playing shopping games.

1.2 Toys to facilitate construction

Toys for construction are materials such as wooden blocks or chopsticks that children use for constructing animals, plants or buildings based on their imagination or an image presented by an adult or teacher. Children can play individually or with friends. The more they play, the more they become familiar with constructing objects and they gain experiences that are the foundation for activities they may do later in life.

Example: Constructing objects from wooden blocks, clay or sand.

1.3 Toys to facilitate role plays

Toys to facilitate role plays are materials for children to imagine how to play (and play together with the same goal) based on a story, character or topic given to the children.

Example: From the story, “The Rabbit Wants to Eat Bananas” (Create a rabbit mask and a basket for the bananas).

Effectiveness of Learning Material on the Five Domains

Five Domains	Detail
Physical and health development 	• Show their physical abilities. • Coordinate finger and eye movements. • Exercise to increase strength, fine motor skills and gross motor skills.
Moral and cultural development 	• Ability to share and collaborate on tasks. • Ability to observe and imitate activities, traditions and daily life. .
Social and emotional development 	• Understanding love through positive memories and experiences. • Ability to work with other people to share the task. • Ability to play with friends. • Understanding feeling of others.
Understanding and cognitive development 	• Understanding the composition, shape, geometry, quantity, number simple numbers, measurements, dimensions, colors and spaces. • Ability to make condition and rule during play • Problem-solving skills come from failure experiences and new discoveries • Differences between past, current and future events (focus on time) • Ability to apply knowledge and experience to develop play through creativity and ingenuity • Sharing what they think to other.
Language development 	• Ability to transmit images and ideas to others • Ability to listen and speak by following simple instructions • Developing language for communication with others.

2. Toys to facilitate physical play



Toys to facilitate physical play are divided into finger movements and body movements. Many items are available locally that preschool teachers can safely create easy game materials for children to play with.

- Toys to facilitate finger movement include rubber bands, bottle caps, chopsticks, rocks, shells, etc.

Ex: Playing Jacks, shooting rubber bands

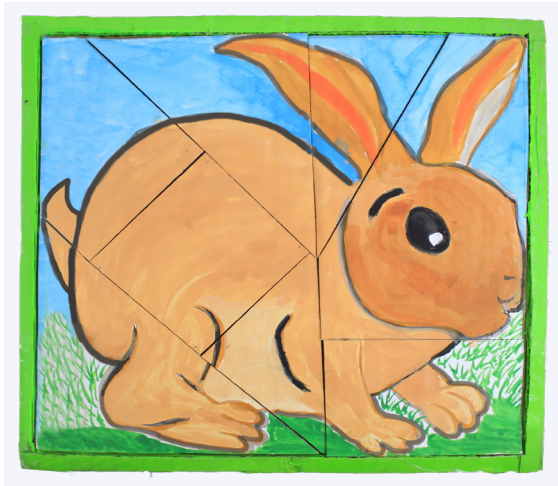
- Toys to Facilitate full-body movements include bottle caps, string, colored paper, banana stems, toilet paper rolls, balls, etc.

Toys to facilitate full-body movements teach children to use force against obstacles when doing activities and develop their body and physical health. Children can create toys by themselves and use them to compete with friends.

Effectiveness of Learning Material on the Five Domains

Five Domains	Detail
Physical and health development 	• Ability to facilitate development of fine motor skills and eye coordination. • Develop flexibility and agility. • Ability to manage body movements such as running, throwing balls, and jumping. • Ability to use force against obstacles in various activities. • Create or construct something from their own imagination. • Enjoy playing with friends in full-body/ gross motor activities.
Moral and cultural development 	• Work in groups without discriminating against other students. • Showing sympathy and empathy to each other.
Social and emotional development 	• Gain empowerment and confidence after successfully completing tasks. • Ability to concentrate on a task or game until it is finished. • Persevering in difficult tasks until they are successful. • Being proud of their achievements and congratulating others on their achievements. • Enjoying playing and interacting with friends.
Understanding and cognitive development 	• Ability to use materials effectively through trial and error. • Ability to see others and imitate what they are doing.
Language development 	• Use new vocabulary to communicate with others. • Share their ideas and feelings when playing. • Listen and accept others' ideas and feelings.

3. Toys to Facilitate Learning



Picture puzzle



Board game

Toys to facilitate learning have clear principles to develop intelligence, language, and critical thinking through sight, sound, and touch. These toys allow children to use a variety of senses, such as seeing the beauty of colors, hearing different sounds, and feeling the different textures of various materials. Children can try making sounds on their own or playing music in tune with their friends. By touching various materials, children can experience textures, create objects, and enjoy handling objects skillfully.

There are many types of games that can be used in the teaching and learning process, such as domino blocks, matching pictures, drawing letters, doing puzzles, playing with dice and so on.

Effectiveness of Learning Material on the Five Domains

Five Domains	Detail
Physical and health development 	• Develop a variety of hand functions such as grasping, twisting and threading to improve hand dexterity, which leads to the ability to write and do detailed work.
Moral and cultural development 	• Sense of unity while playing with others. • Learn patience while waiting for their turn. • Play according to the rules.
Social and emotional development 	• Create ways to use different objects. • Enjoying playing with a team.
Understanding and cognitive development 	• Ability to focus on a task until it is finished. • Ability to adapt oneself to a situation quickly. • Understand concepts of numbers, measurement, shapes, space, sizes, colors and time frames. • Understanding the concept of money.
Language development 	• Being able to tell the names of objects, animals, vegetables and locations properly. Understand the meaning of words.

4. Toys to Facilitate Free Play



Airplane game

Toys to facilitate free play are toys that children can play with by themselves, when they want to, during the class or break time. Children can play with toys at the learning corner or anywhere in the school compound when supervised by a teacher, without specific rules of play. Depending on the number of toys available, there is a wide range of people who can play together. Toys need to be provided according to the children's ages and developmental stages, since they can have simple or complex rules.

Examples: marbles, line-up 3, paper circles, flicking bottle caps, pretending to take pictures using shoes as a camera, tag, or "What a Giant Wants to Eat."

Effectiveness of Learning Material on the Five Domains

Five Domains	Detail
Physical and health development 	Understand how to hold and use objects safely.
Moral and cultural development 	- Understand the importance and necessity of obeying the rules. - Understand that toys are to be shared with others; therefore, they need to play with them carefully so that others can play with them too.
Social and emotional development 	- Pay attention to others and be accepting of differences. - Ability to understand, explain and introduce the rules of play. - Sympathize with others' feelings and be flexible to adapt the rules.
Understanding and cognitive development 	- Have reading and memory skills to understand the rules of play. - Ability to think of ways and rules of play based on the number of players and their ages. - Draw from past experiences to strategize with others in order to win a game through previous experience. - Ability to explain their thinking to others. - Ability to listen carefully to others. - Understand the importance of following the rules and be able to explain to others that they need to obey.
Language development 	Use words to describe the conditions of play with others.

5. Tips for Learning Material Arrangement

A. Material Arrangement

- Set up a shelf, cabinet or basket for the play resources in a suitable place. Arrange the number of materials to the ratio of one toy per pupil.
- Learning materials can be materials purchased from the market, developed by the teacher and children, or made of recycled materials.

B. Utilization

- Arrange shelves that are suitable for the height of preschool children so that they pick out items and return them easily.
- Divide material based on the type or group of toys and separate them into baskets or boxes. Attach a label on each toy basket or box. If there is no label for some materials, take a photo of the items in the basket or box or print its representative image from the package of materials and attach it to the outside.
- Clean the shelf regularly.
- Arrange all of the materials for each game together. Some games have small pieces such as puzzles, line up 3, picture card games, etc. To prevent losing game pieces, arrange them in box or bottle and label them.
- Instruct children on how to utilize this corner by explaining each game, how to play it, and how to put it away after playing.
- In some cases, teachers should rearrange the corner with the children to teach them how to neatly clean up.

Note: when arranging learning materials, teacher should think about the children's hygiene and safety

A line of school children, mostly of Southeast Asian descent, are standing on a green lawn. They are wearing white short-sleeved shirts and dark blue or black skirts or trousers. Each child is holding a long, light green, cylindrical object, possibly a piece of bamboo or a large straw, which they are holding horizontally. The children are looking towards the left. In the background, there are trees and a blue fence. The text "CHAPTER 3: LEARNING MATERIAL CREATION" is overlaid on the lower left portion of the image.

CHAPTER 3: LEARNING MATERIAL CREATION



Some toys do not need to be purchased from the markets. Teachers can clean local items that are used as learning materials. These are low-cost materials that are easy for teachers or children to make. Creating learning materials is flexible depending on the creator's creativity, such as puzzle pictures. The creator can choose pictures of animals, fruits, plants, vehicles, etc.

The creation of toys made from material the school has allows children to play happily in their surroundings and helps achieve the educational results that teachers and children want. As they grow older, children will use their innovation in their daily life, hopefully becoming highly creative and capable of solving various challenges in life.

Below are examples of learning that can be created:

1. Toys for Creative Play

1. Doctor dress up game
2. Play putting a baby to sleep
3. Opening a shop
4. Construction
5. An amazing photographer

2. Toys to Facilitate Physical Play

1. Bowling
2. Spinning tops
3. Airplanes
4. Horse riding
5. Tail tag

3. Toy to Facilitate Learning

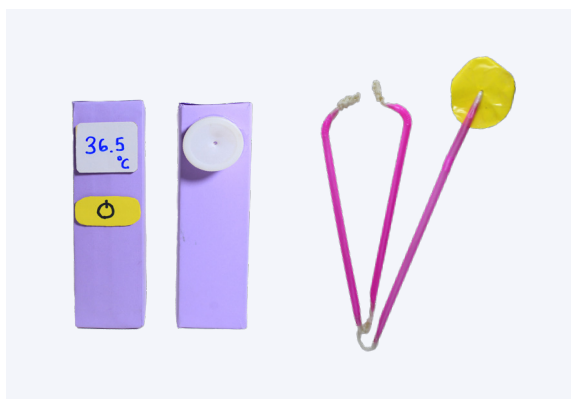
1. Geometric Shape Puzzles
2. Picture Puzzles
3. Board Games
4. Tambourine
5. Clapper

4. Toys to Facilitate Free Play

1. Tic-Tac-Toe
2. Marble Maze
3. Ring Toss
4. Flicking Bottle Caps
5. Matching Games

Section 1: Toys to Facilitate Creative Play

1. Doctor Dress Up Game



Children like to imagine they are things that they see and hear in their surroundings. Pretending to be a doctor is a popular game for children. It allows them to imagine what it's like to take care of patients or if someone becomes sick.

1.1 Objectives

Knowledge	- Name the materials with which they play. - How to create at least five types of medical equipment.
Skill	- Use tools to pretend to be doctors and patients. - Create at least five types of medical equipment.
Attitude	- Cooperate and listen to each other. - Share ideas with friends. - Practice skill that they may like in the future.

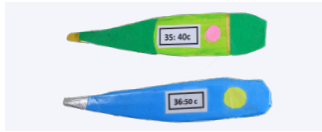
1.2 How to Create

Resources



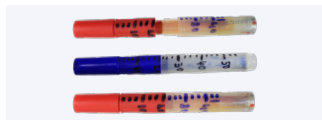
☛ How to Create

- Thermometer



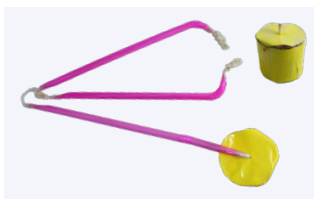
- Cut the cardboard paper 10 cm. (length) x 15 cm. (width).
- Draw the face of the thermometer on the paper.
- Cut out the picture.

- Injection needle



- Use a recycled marker to make a syringe.
- Draw lines and numbers to represent measurement.

- Medical stethoscope

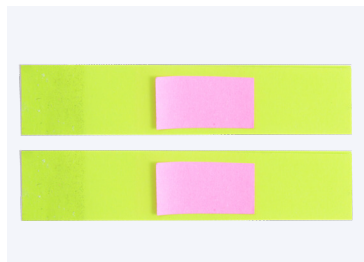


- Cut a string one half meter long and insert a straw on both ends.
- Twist the ends of the straws for easy placement in the child's ears.
- Attach tape near the end straps to prevent the straws from slipping.
- Cut a 35 cm. long string and twist it in the center as shown.
- Take a small coffee cup, cut it in half and cover it with colored paper.
- Make a hole in the middle and put the string through it like seen in the picture.

Medicine



Bandage



Thermometer



1.3 How to Play

- Allow children to discuss among themselves and voluntarily decide who will play the role of the doctor and the patient.
- Children name the materials and prepare the place where they will play.
- The “doctors” prepare the materials for examining the patients.
- Children begin to play by having a patient consult with the doctor under the supervision of the teacher.



“It hurt. I’m so scared, doctor.”

“No, don’t worry. It’s not gonna hurt. It’s gonna be quick. You will be better soon.”

2 Play Putting a Baby to Sleep



Children remember the actions of their parents and those around them, such as singing before going to bed. Being sung to and caressed or seeing their mother do it to their younger siblings, inspires children to imitate their mother's actions.

2.1 Objectives

Knowledge	- Creating a baby by rolling fabric or a towel and tell where they can put a baby to sleep. - Treating their baby tenderly like a mother or father would.
Skill	- Produce a baby from fabric or a towel. - Love and care for a baby, like singing a song to it as they pretend to put it to sleep.
Attitude	- Develop a positive attitude by obeying their mother and loving their brothers and sisters. - Recognize love by recalling and copying good.

2.2 How to Create

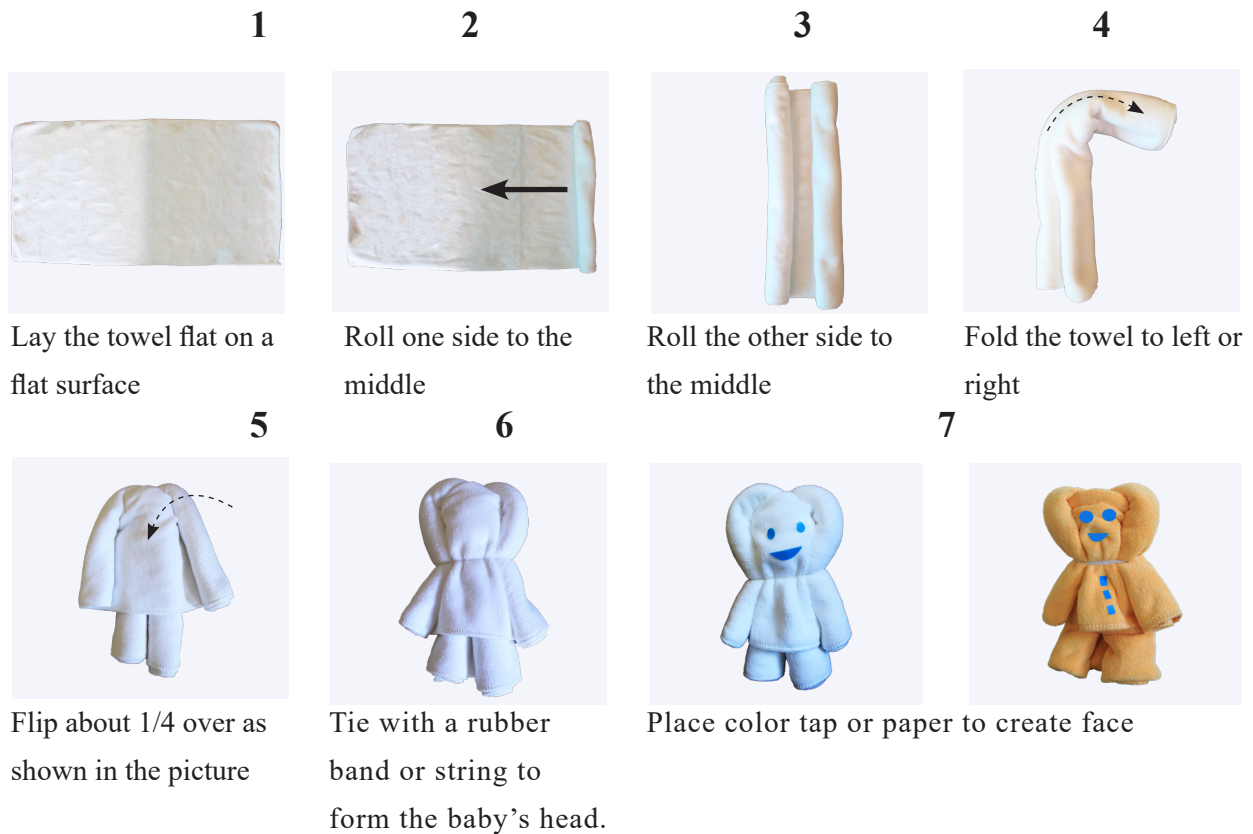
Resources

Towel

String
or rubber band



☛ How to Create



2.3 How to Play

- The teacher instructs the children to prepare a place for the baby to sleep.
- Children put a milk bottle next to the baby and sing (Khmer song) two times



3 Opening a Shop



Communication for preschool-age children is multifaceted. Children can create play by setting up a shop and decide who will sell and who will buy. At the same time, teachers can arrange a selling game as a class activity in one of the subjects.

3.1 Objectives

Knowledge	- Name the items in the shop. - Amount of items and the price they sell them for.
Skill	- Understand how to categorize the items throughout the game. - Show the name of the goods to be sold and bought.
Attitude	- Maintain good relationships between the seller and the buyer. - Enjoy the game.

3.2 How to Create

Resources

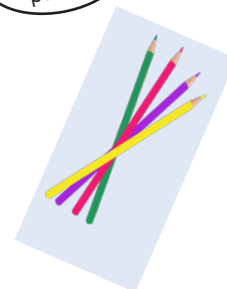


Construction Papers



Colored paper

Colored pencil



☛ How to Create



Carrot



Bread



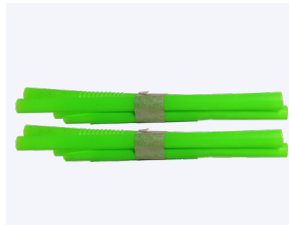
Potato



Nom Kang (Donut)



Carrot



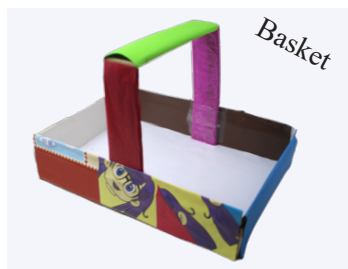
Beans



Tomato



Bill



- Cut a piece of cardboard 25 cm long and 15 cm wide.
- Glue colored paper around the cardboard box.
- Make the carrying case fit the size of the box.
- * Teachers can make baskets according to their own creativity.

3.3 How to Play

- Children discuss and voluntarily decide who are the sellers and buyers.
- Children discuss the name of the materials, the venue and the materials with the buyer.
- Children start playing and having promotions to attract buyers.
- The buyer asks about the quality and price of goods while the teacher facilitates the process.

“Our shop has so many vegetable”



“Give me some soursop.”



“Give me 1kg of potato”



4 Construction



Children like to construct objects according to their creativity and imagination. Sometimes children use boxes, bottle caps, straws, sticks, cups, or plastic cups to create various constructions.

4.1 Objectives

Knowledge	- Name the shape and discuss in their own idea what they have constructed. - Things they are constructing.
Skill	- Know how to play and put the boxes together to make various shapes. - Be creative in using various materials to construct objects.
Attitude	- Support friend's work and accept self-achievement. - Persevere and try to do their work successfully.

4.2 How to Create

Resources

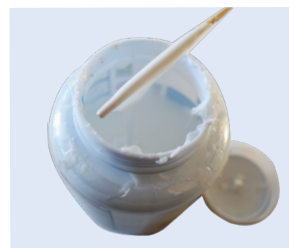
Card
board



Colored
paper



Glue



☛ How to Create



Make paper boxes of various geometric shapes from cardboard pieces or use old boxes. Decorate according to individual designs. The next page shows the production of paper boxes.

4.3 How to Play

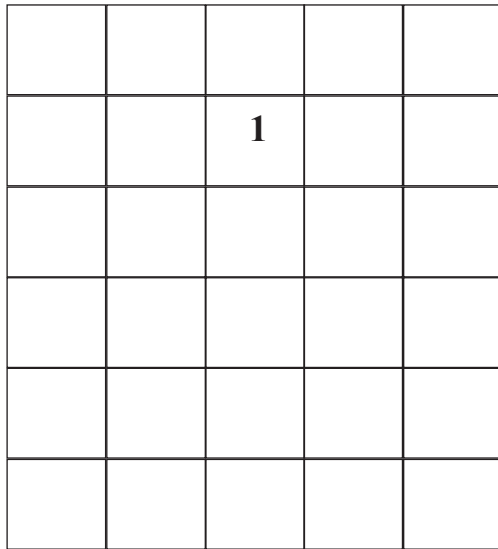
- Child can decide whether to play alone or in group.
- Children choose boxes that the teacher has provided and stack them into different constructions according to their individual or group's ideas.
- The teacher inspires the team representative to name the building, discuss what the building is for and the benefits of the building.
- Teachers summarize the children's ideas and add suggestions.



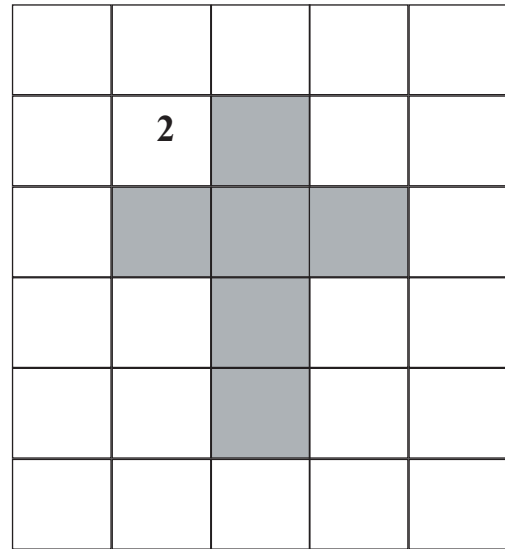
Additional Tips

How to Create Cubes

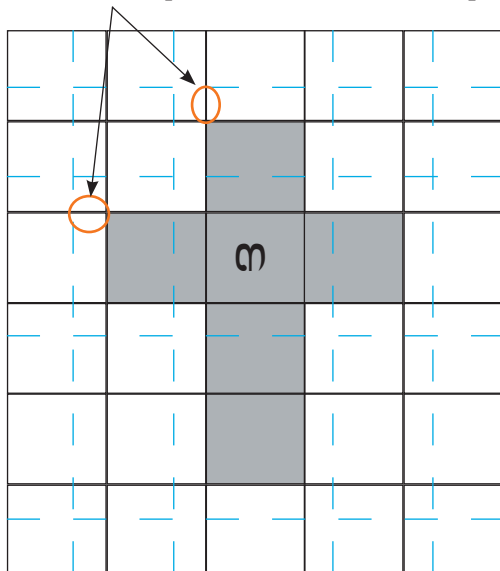
- Cut the squares on a paper of five squares wide by six squares long = 30 squares



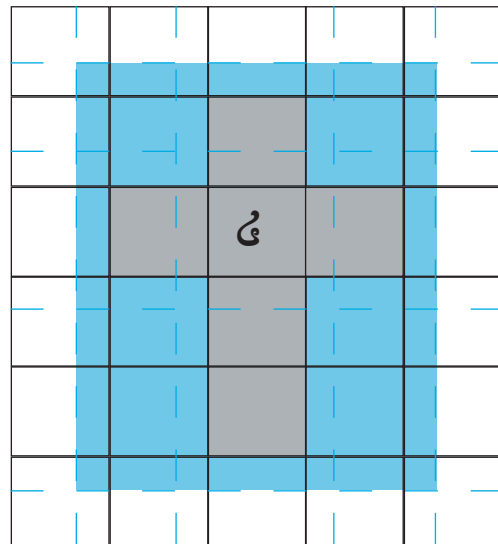
- Mark six boxes in a cross shape, as shown below.



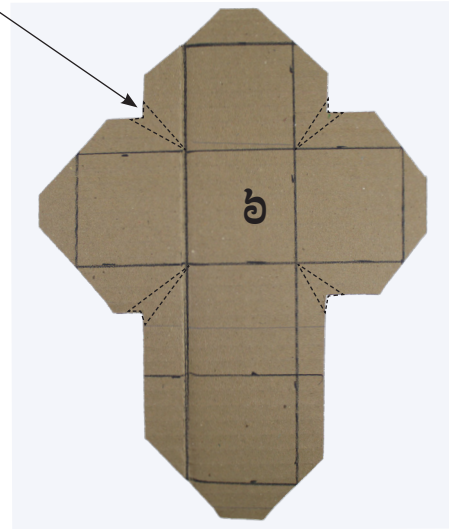
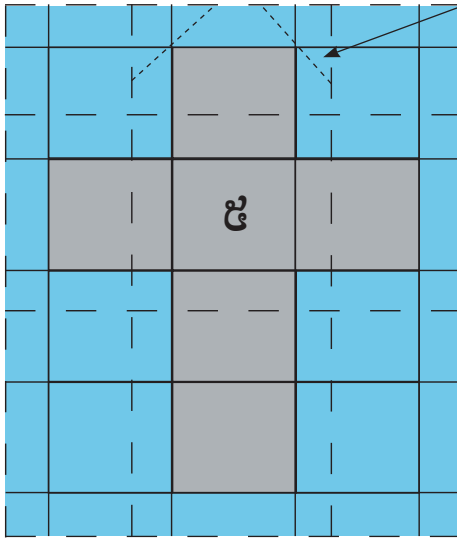
- Make a dotted line about 1/3 the size of each square around the cross shape.



- Cut out the cross shape and the space marked around the cross, as shown below.



- Cut around the cross shape as shown below



- Depending on how thick the paper or cardboard is, you might need to cut along some of the lines so that it can be easily bent.
- Fold the box together, apply glue and use string to reinforce it.



- Decorate each cube by drawing or painting on it.



5 An Amazing Photographer



After listening to the story of “The Amazing Photographer,” children became interested in creating photographs just like in the story. Using a camera they produced, children pretended to capture photos of the beautiful world around them. This activity allows children to develop their imagination and express their feelings.

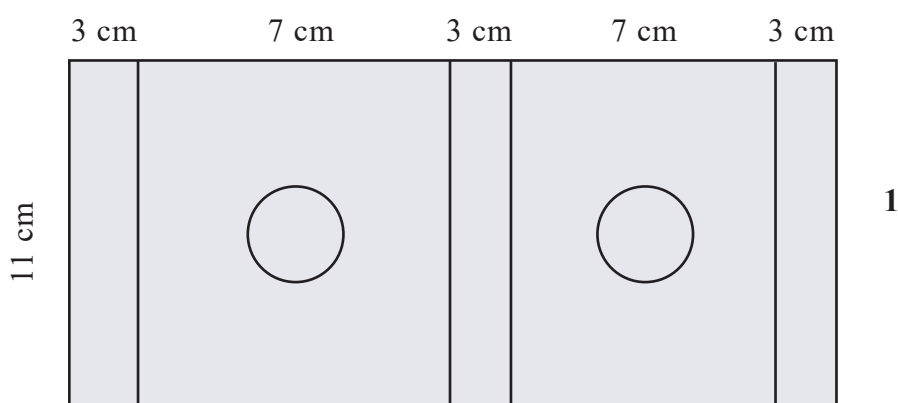
5.1 Objectives

Knowledge	- How to take a picture of teachers and friends. - Feelings after completing a drawing.
Skill	- Act like a photographer. - Express their passion through painting and displaying their “photographs” in exhibitions.
Attitude	- Collaborate and respect friends’ ideas. - Recognize aesthetics for taking pictures and drawing.

5.2 How to Create

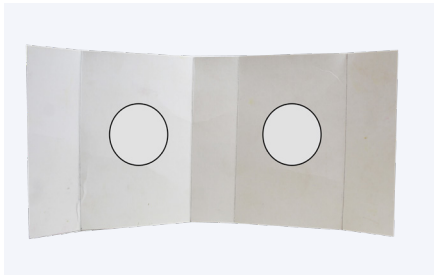
☛ Resources: cardboard, colored paper, recycled boxes

☛ How to create



- Cut a piece of cardboard 23 cm x 1 cm and divide it into sections as shown in the picture.

2



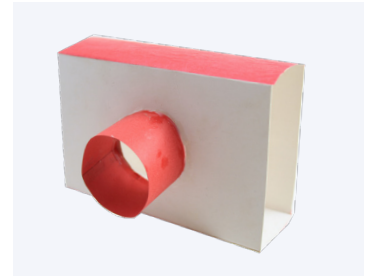
- Fold the paper, following the lines we made.
- Cut out a circle in the middle, as shown.

3



- Fold the box together and apply glue to hold it together.

4



- Make a camera lens from paper and glue it to the inside of the hole on the camera box.



5



- Decorate the camera in any way the children like.

5.3 How to Play

- Each child should have a camera, pencil or crayon and paper.
- The teacher brings the children to the garden or a place which has a nice view for doing this activity.
- Encourage children to draw pictures from what they remember seeing.
- After the activity, the teacher should take the children back to the classroom to continue drawing. The teacher can make an album of the children's "photos" to display their projects.



Section 2: Toys to Facilitate Physical Play

1 Bowling



Bowling is a popular sport for young adults, especially in developed countries. This game can also be customized, keeping the original content of the sport, for children to play. We can change the materials to better suit the children's ages.

1.1 Objectives

Knowledge	- Facilitation of body movement to hit the target using a ball. - How to correctly place fingers on the ball when rolling the ball to hit the target.
Skill	- Use eye movement and their body to roll the ball to hit the target. - Count the number of the bottles that fell.
Attitude	- Become more active, focused and careful while enjoying playing with friends. - Be interested in sports.

1.2 How to Create

☛ Resources



☛ How to Create



- Label each bottle either with a number, shape or color.
- Put marbles, sand, rocks, seeds or water inside each bottle to weigh it down.



- Crumple a paper or piece of cloth and hold it together with tape or string to make a child-sized ball for the children to play with.

1.3 How to Play

- Children can play in a group or alone.
 - Begin the game with rock, paper, scissors (or the teacher can choose another way) to decide who goes first.
 - Arrange the bowling pins into a triangle or a line.
 - Provide at least two balls for each child per turn.
 - Determine where children will stand to roll the bowling ball to the pins.
 - The first person in each group will come to take the first ball.
 - The team that knocks over the most pins is congratulated by their friends.
- * Note: Teachers can be creative by themselves.





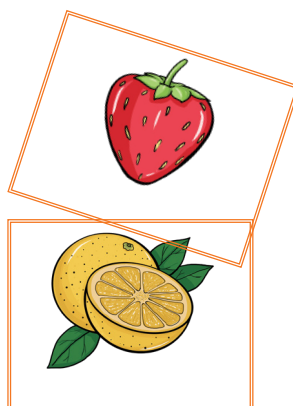
When selecting toys for children, we do not need to consider that the toys themselves should be modernized and sophisticated. The most important thing is to make the children satisfied and develop their fine motor skills. Children can participate in the production of their resources and toys.

2.1 Objectives

Knowledge	- How to spin the cap. - Understanding that the balance of the bottle cap allows it to rotate for a long time.
Skill	- Be able to spin the top using figure movements that allow the top to stabilize correctly. - Spin the bottle cap correctly to get it to spin individually for a long time.
Attitude	- Be active, happy and support friends who spin the bottle cap well.

2.2 How to Create

Resources



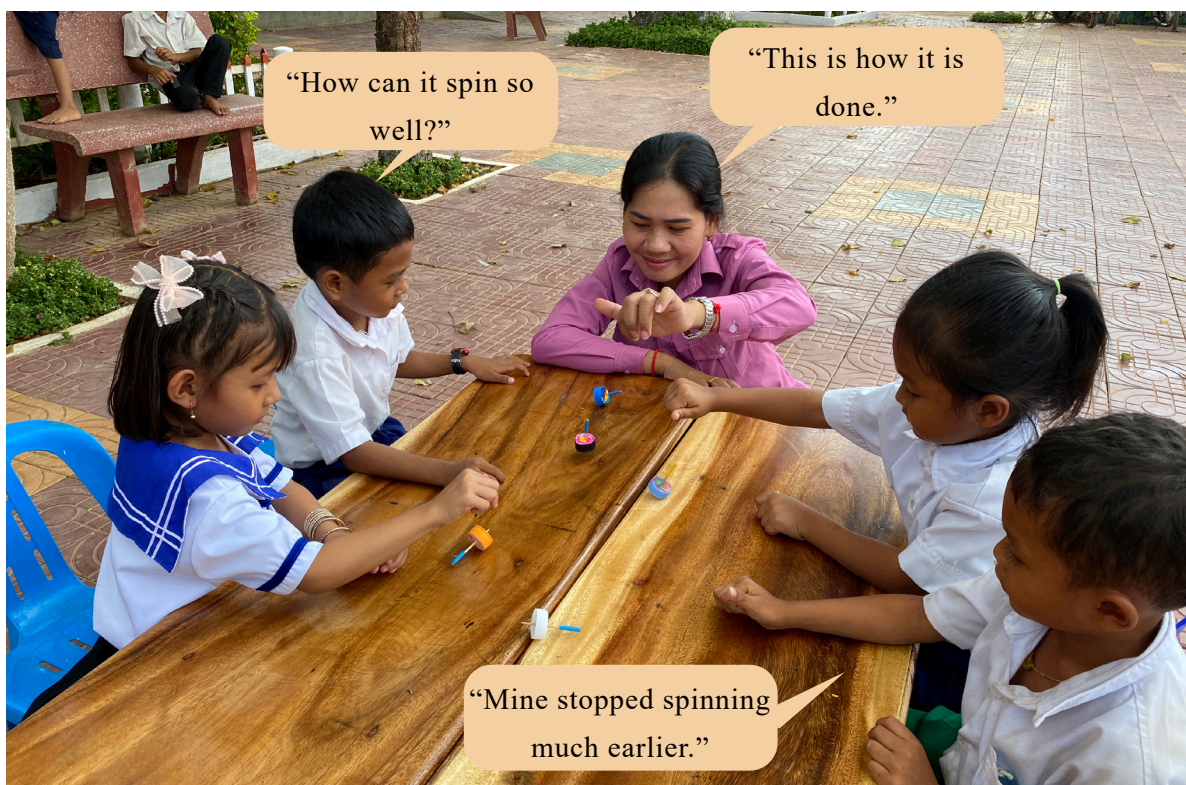
The rotating pole can be a toothpick or a piece of coconut wood. Make sure it is well sanded to prevent sharp ends.

☛ How to Create

- | 1 | 2 | 3 | 4 |
|---|--|---|--|
|  |  |  |  |
| <ul style="list-style-type: none">• Make a hole, big or small depending on the size of the spinning pole, somewhere in the middle of the cap. | <ul style="list-style-type: none">• Allow children to decorate the bottle cap with stickers, paint, or by drawing on it. | <ul style="list-style-type: none">• Insert a stick into the bottle cap and tape the ends to ensure the children's safety. | <ul style="list-style-type: none">• Tape both ends of the inserted stick to keep children from cutting or sticking their hands with the sharp end. |

2.3 How to Play

- Play on a flat surface that makes it easy to spin the tops.
- Children can play alone, with a partner or in groups based on how they want to play.
- The teacher tells them “Go” to start playing.
- The child who has the bottle cap that spins the longest is the winner.





We can use paper to make various airplanes for the children to play with at school and home.

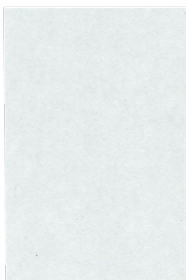
3.1 Objectives

Knowledge	- How to create an airplane. - Estimation of how much force is needed to throw airplanes higher.
Skill	- Move their bodies to throw an airplane as far and as high as possible. - Discover ways to make an airplane fly higher.
Attitude	- Be responsible and enjoy playing with friends.

3.2 How to Create

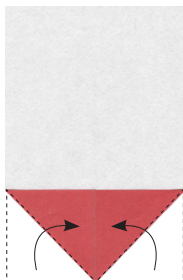
Resources

1

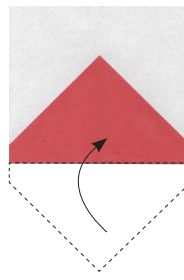


- Select a rectangle origami paper.

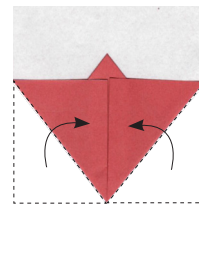
2



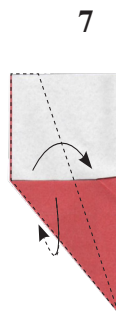
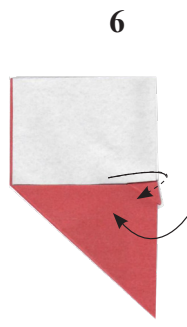
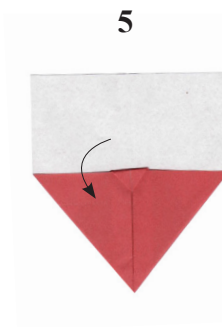
3



4



- Follow the instructions as shown in the illustration.



- Follow the instructions as shown in the illustration.

- Completed airplane

3.3 How to play

- Children hold their airplane and can write notes on it.
- Children need to hold in the middle of the airplane and throw it up.
- The teacher gives a sign to start the game.
- The child whose airplane flies the longest or the highest is the winner.





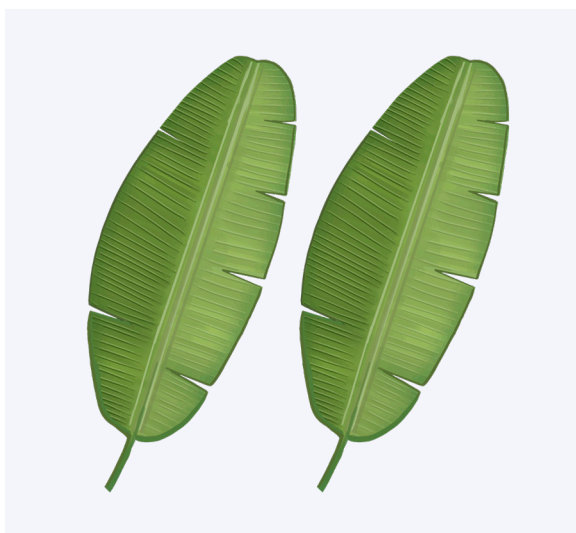
Children like to try new things and be active. Riding a horse made of a banana branch is a popular way to play in the community.

4.1 Objective

Knowledge	- How to ride horse by using a banana branch. - How to produce horses from various materials.
Skill	- Facilitate body movements and balance by holding a banana branch. - Race to a destination by pretending to ride a horse.
Attitude	- Be fast, careful and have fun together.

4.2 How to Create

☛ Resources



- Banana leaves are best dried beforehand to reduce banana resin and toughness.
- Cut bamboo or coconut leaf stems about 10 to 15 cm long.



- Cut the base of the banana tree in equal lengths to make the horse ears.



- Cut the sides of the branch that is the horse's head to make the horse's ears.
- Insert a wooden stick in the center of the cut into the ear.

4.3 How to Play

- Each child receives a banana branch horse. Children pretend to sit on the horse by putting it between their legs.
- Set the racing track length and destination according to the age of the children.
- The teacher says, "Go" or gives another sign to start the race.

"I'll try to be as fast as the others"





Playing tail tag is a way for children to gain a better understanding of how to protect themselves, grow physically and mentally by playing and accepting whatever the results of the game are and learn to respect other individuals.

5.1 Objective

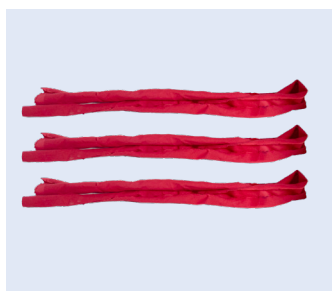
Knowledge	- How to play tail tag. - Facilitation of body movement during running
Skill	- Determine ways of taking friend's tails. - Able to play the game properly. - Know how to protect themselves and teammates while playing the game.
Attitude	- Be cooperative, quick, intelligent, and respectful of other individuals.

5.2 How to Create

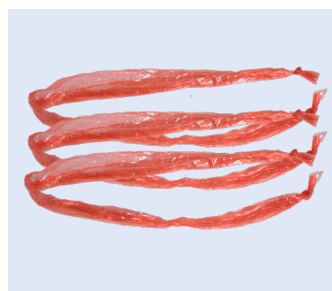
☛ Resources



Krama (Khmer towel)



Cloth strings



String

☛ How to Create

- Teachers can take towels, fabric or string to make a tail with w size that should be suitable for children (not too long or too short).
- If there is enough time, the teacher can decorate the tails.

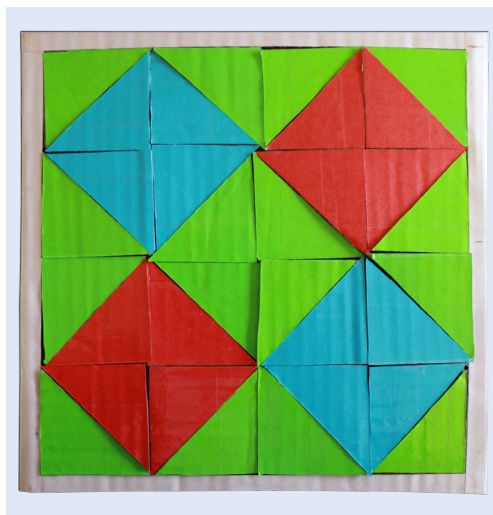
5.3 How to Play

- Divide the children into two groups and give each group a different colored tail. (Each player should have a tail attached to their back.)
- Arrange teams opposite from each other.
- When they hear the signal to start, the children have to run and try to take each other's tails.
- When they hear the signal the second time or a command to stop, children must stop, return to their original place and count the tails each team has collected.
- The team with the most tails wins the game.



Section 3: Toys to Facilitate Learning

1 Geometric Shape Puzzles



Geometric shape puzzles are related to mathematics topics that help with the basic recognition of simple geometric shapes such as triangles, rectangles, squares, etc.

Through this game, we expect children to learn to recognize shapes, space and sizes, including simple geometric shapes such as rectangles and others. Children will also be able to understand how the combination of the same geometric shapes

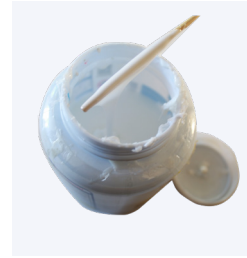
could potentially create a new shape. One example of a combination that can be made is of half square triangles (two equilateral triangles) forming a square.

1.1 Objective

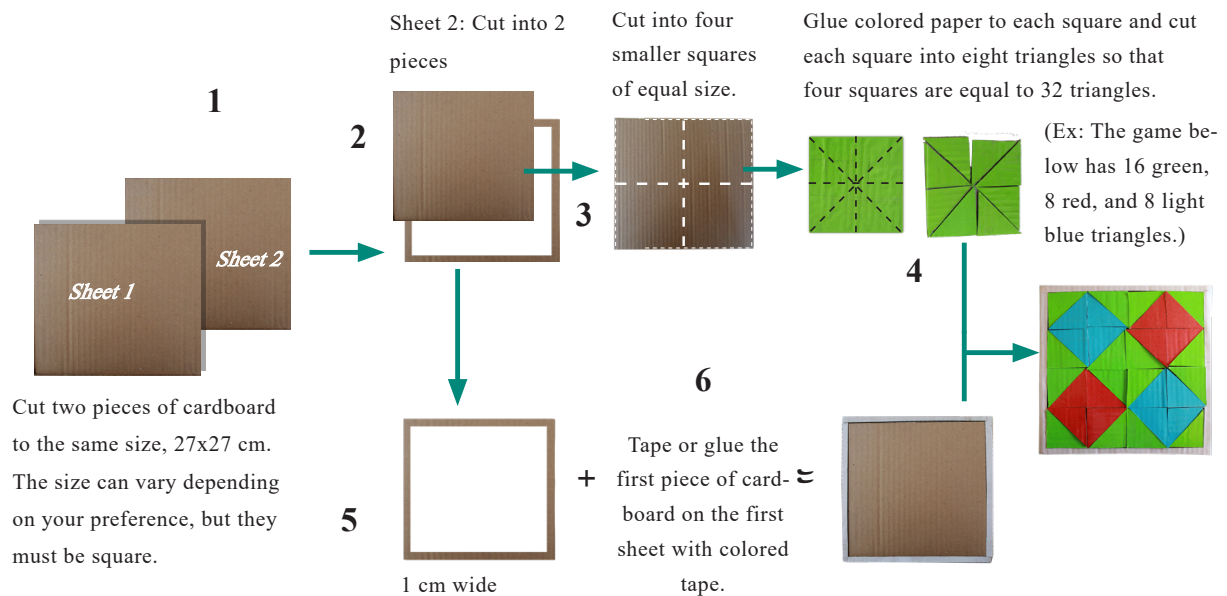
Knowledge	- How to play and create the game. - Name of each colored shape (red, green and blue). - Process of combining triangles and how it creates new shapes such as squares, rectangles, and other triangles.
Skill	- Combine the pieces to form triangles, squares, rectangles, or any other geometric shapes. - Use fine motor skills when creating combinations of triangles, squares, rectangles, and other geometric shapes. - Demonstrate how to combine triangle shapes into other geometric shapes.
Attitude	- Be cooperative, quick, intelligent, and respectful of other individuals.

1.2 How to Create

Resources



How to Create



1.3 How to play

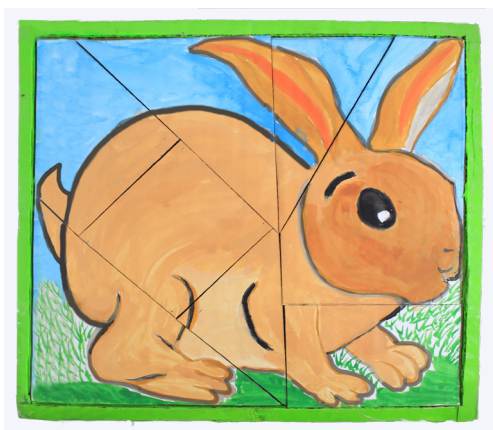
- Children can combine triangles in the frame by either looking at a sample or figuring it out by themselves. They think about how to play the game by themselves.
- The game does not require them to combine all the pieces.
- Once they have reached a shape they like, they can stop.

“These are the same color so they should be placed together.”



“We should put this one next”

2 Picture Puzzle



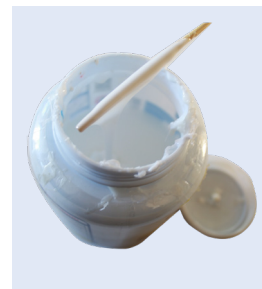
This game not only develops a child's thinking ability, but board games also help develop problem-solving skills. This game comes in different forms, sizes, and levels of difficulty. It can be made by hand from recycled and easy-to-find materials, and it is easy to produce at a very low cost.

2.1 Objectives

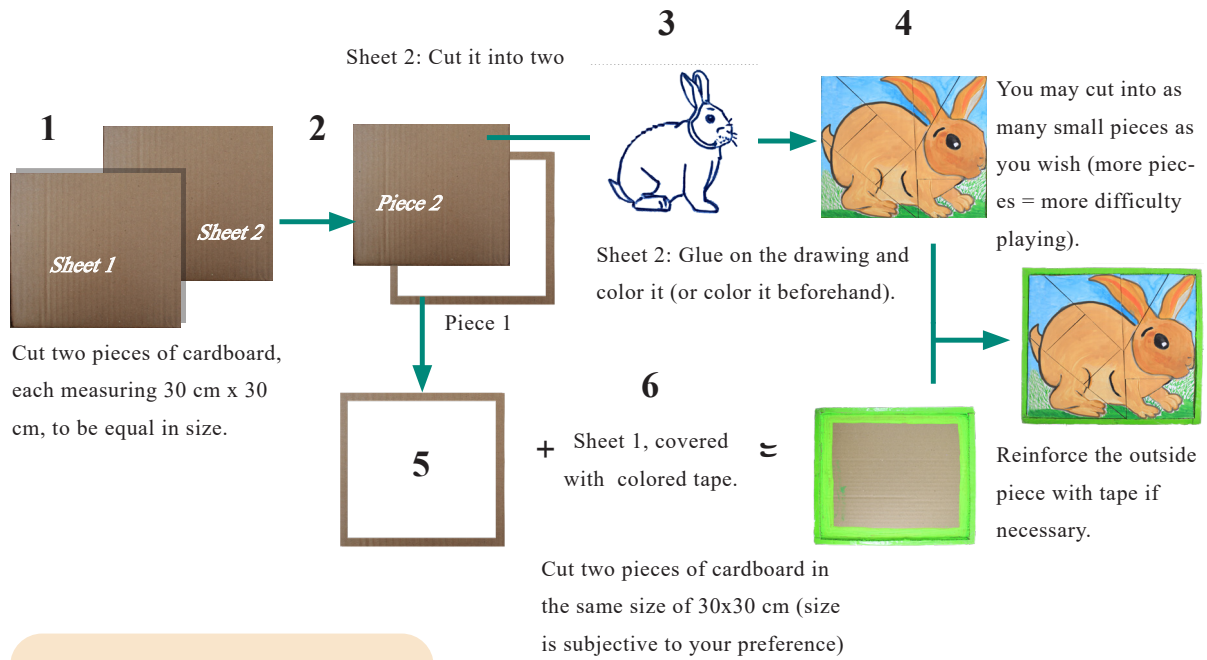
Knowledge	- Name pictures and tell the number of picture puzzles (quantity). - How to put the pieces together to create different images.
Skill	- Point out the names of the pictures and number of pieces to be assembled (quantity). - Assemble each piece at the right location to make the correct final picture.
Attitude	- Have good relationships and better communication with friends when playing together. - Be able to rationally think about the relationship of cause and effect (Cognitive skills).

2.2 How to Create

Resources



How to Create



2.3 How to play

Children place each piece on the board while referring to the original pattern. This game can be played individually, in a group or in a contest setting.





This game not only develops a child's thinking ability, but board games also help develop problem-solving skills. This game comes in different forms, sizes, and levels of difficulty. It can be made by hand from recycled and easy-to-find materials, and it is easy to produce at a very low cost.

3.1 Objectives

Knowledge	- Names of teachers, parents, siblings and names of vegetables, fruits and animals the child likes. - Concept of numbers and the number of steps for playing the game
Skill	- Tell the name of teachers, parents, siblings and the names of vegetables, fruits, and animals the child likes. - Move the doll according to the rules of the game.
Attitude	- Collaborate when doing the activity, share and be patient when waiting for their turn. - Enjoying playing with friends.

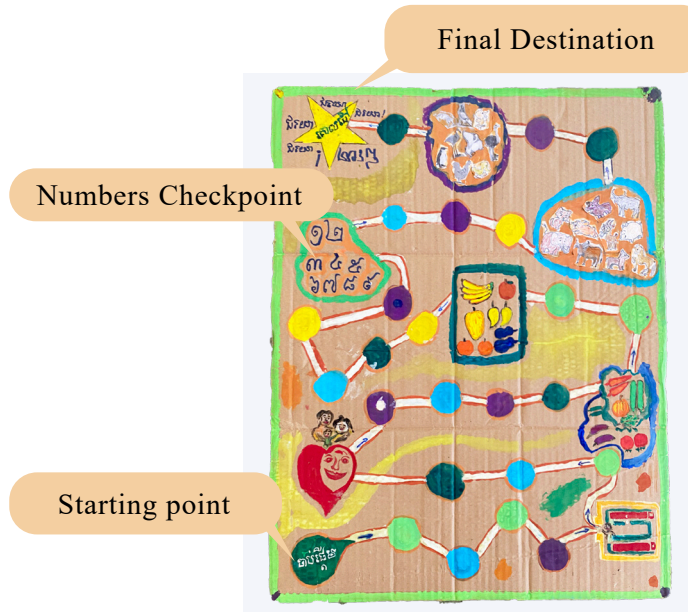
3.2 How to Create

☛ Resources: : cardboard/packaging paper and drawing materials

☛ How to Create

- Make a rectangle cardboard of around 50 cm x 40 cm. The shape is subjective.
- Draw a road map and checkpoints.
- Create puppets (finger puppets): cut papers around 20 cm x 10 cm each and roll them together, holding them together with glue to form cylinder puppets.

- Draw a starting point, a reference checkpoint like a school compound, a heart shape, a group of vegetables, an animal with four legs, a bird, numbers from one to nine and write “Bravo!” at the final destination.



Road map on the board

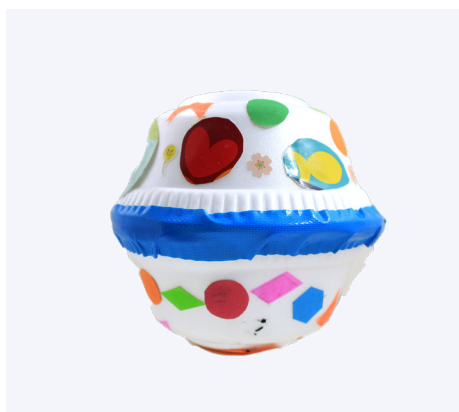


Finger puppets

3.3 How to Play

- The game can be played with at least two players.
- Start the game by putting each puppet at the starting point.
- Do rock, scissors, paper to determine who goes first. The winner rolls the dice and proceeds to move their finger puppet the same number of steps as the number rolled on the dice.
- Repeat the process for the next player.
- At each checkpoint, the players are required to do particular things according to the rules set by the player (for example, telling the names of vegetables s/ he likes when stopping on the vegetable checkpoint.)
- The person who reaches the final destination first is the winner.





A tambourine made from Styrofoam bowls produces different sounds when the materials inside hit each other while being shaken. The patterns of the sounds can vary such as droning, crispy, chime, roaring, etc. This music can be made from Styrofoam bowls, plastic cups or other local materials.

4.1 Objective

Knowledge	- Different types of sounds produced by the materials hitting each other. - Ways of shaking the tambourine from left to right and up and down to produce sound
Skill	- Develop fine motor skills and wrist movements while trying to shake along to different rhythms (songs and music). - Recognize the various sounds that occur from the collision of the materials used.
Attitude	- Have fun when shaking the tambourine in rhythm with friends. - Be interested in other objects that can make sounds. - Enjoy the sounds from the materials inside the tambourine.

4.2 How to Create

☛ Resources:



☛ How to Create:

1



Put various objects into the bowl.

2



Place another bowl on the top and glue them together (Use double tape or color tape).

3



Decorate the outside.



Depending on the children's situation, teachers might ask children to get involved creating or decorating the drum.

4.3 How to Play

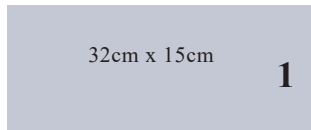
- Children choose a tambourine and shake it from left to right or up and down to make a sound.
- Children can shake the tambourine, following the rhythm of the music or song that they are singing with friends.
- Children can play with these tambourines by guessing different sounds.



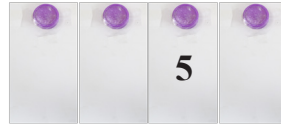
"It sounds Krrr..."



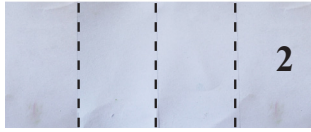
How to Create:



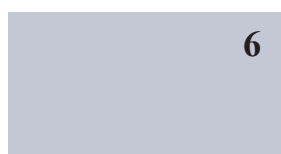
Cut the cardboard or milk pack



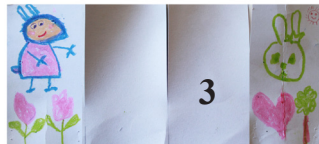
Glue the caps with the beads inside onto the cardboard.



Divide the cardboard into four equal sections.



To make the handle: Fold the paper about 10 to 15 cm x 3 cm. The handle should be strong enough.



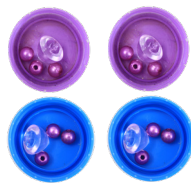
Draw a picture on sections 1 and 4.



Turn the paper over and fold it out like the next picture. The handle is made of round cardboard.



Front / Side View



Put beads inside the caps..



Depending on the children's ages, teachers can ask them to create this resource in whole or in part (for children to help cut or draw, etc.).

5.3 How to Play

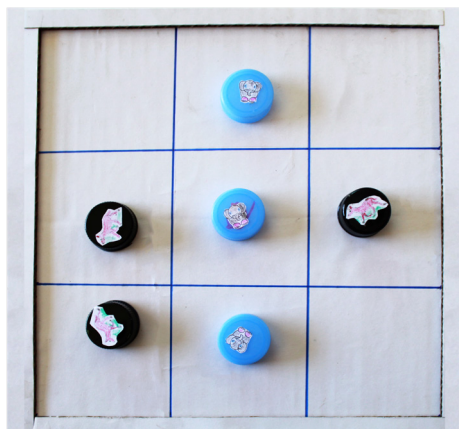
- Hold the handle and shake it to produce sounds.
- Shake the clapper to match the rhythm of the music.
- Use it to cheer up friends.



"I shake it this way to make sounds."

Section 4: Toys to Facilitate Free Play

1 Tic-Tac-Toe



Tic-Tac-Toe is made of cardboard and bottle caps for children to enjoy. This game is not only fun for children to play, but also contributes to improving intelligence and thinking abilities.

1.1 Objectives

Knowledge	- Colors and numbers of the caps - Playing in group or individually
Skill	- Use fingers to move the caps and recognize the same numbers and colors. - Play according to the perception of individuals or groups.
Attitude	- Enjoy playing with friends while obeying the rules of the game together. - Build communication with friends when playing together.

1.2 How to Create

Resources:

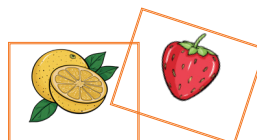
Cardboard



Colored paper



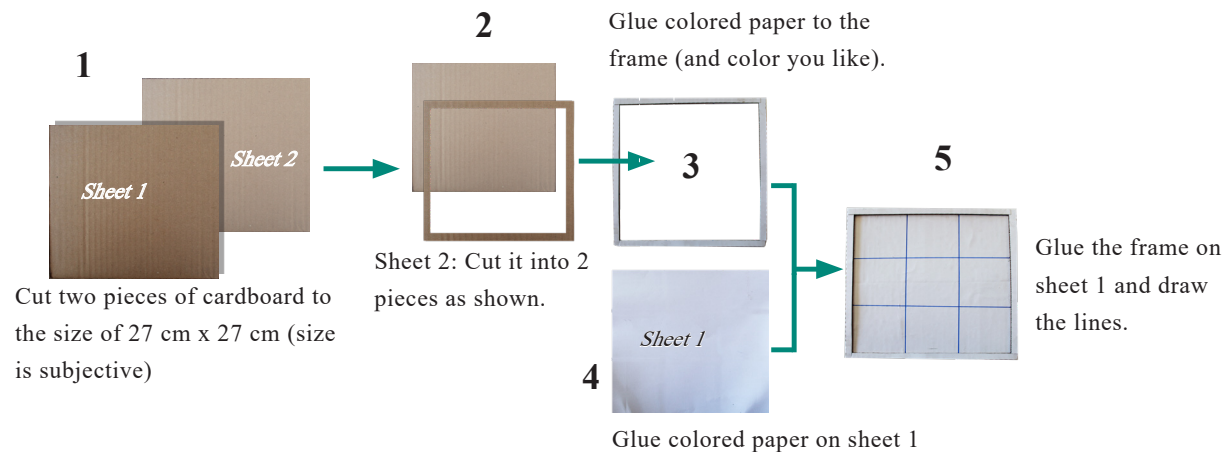
6 marbles (2 sets of same color)



2 groups of sticker
(Fruits, flowers, animals, cars, etc.)

☛ How to Create:

Board:



Bottle caps:



To make it easier for children to play, provide three bottle caps for each child that are the same or similar colors. Decorate the caps with a pattern or picture, making it more inviting to the children.

1.3 How to Play

- Start the game by playing rock, paper, scissors and the winner starts the game by putting a cap in a square. Then, the next player goes the next player.
- The next player places a cap on an open square.
- Each player tries their best to be the first to get three in row or prevent the other person from doing so.
- The player who places three caps in a row first is the winner. The caps can be placed in a horizontal, vertical, or diagonal row.
- When the game is over because each child has played their caps, and if there is no winner or loser, the children can start playing again.

“If you got three caps in line, you win the game.”



“It’s going to be my turn.”



Marble rolling mazes are made of cardboard and bottle caps, with a marble for children to play with and have fun. Not only does the game allow children to have fun, but it also helps them to develop their hand-eye coordination.

2.1 Objectives

Knowledge	- How to start the game and its goal (when the game is over). - Ways of rolling the marble from the start to the end and the way to return the marble to the starting point.
Skill	- Show the starting point and different colors of the target. - Overcome obstacles when rolling the marble and try to find a way to reach the goal. - Facilitate body movements to roll the marble to the goal.
Attitude	- Enjoy moving their bodies when playing the game. - Develop patience while playing the game. - Show excitement when rolling the marble to reach the goal. - Cultivate a spirit of overcoming problems.

2.2 How to Create

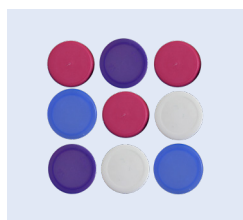
Resources:



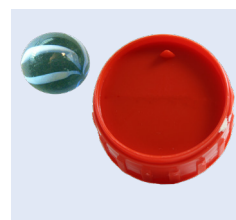
Cardboard box large



Colored Paper

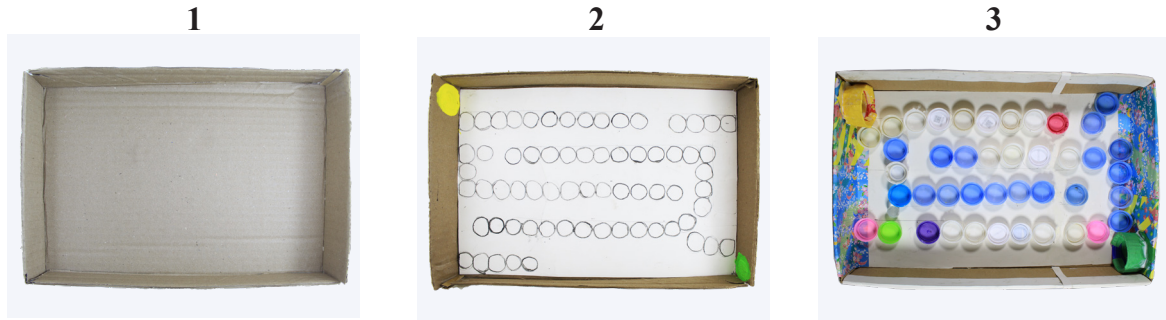


Bottle caps



Marble and bottle caps (larger size)

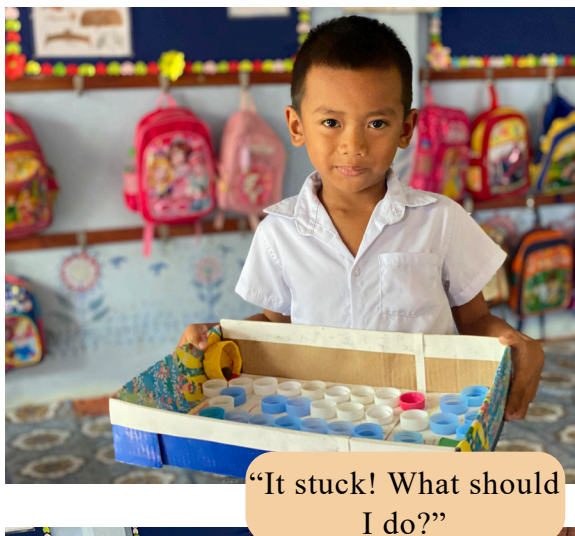
☛ How to Create:



- Glue bottle caps on the side of the box to make a starting point and a goal.
- Glue or stick bottle caps to the bottom of the cardboard box to create an outline of a path to the goal. Leave enough space between the bottle cap path to make sure the marble can go through.

2.3 How to play

- The player places the marble at the beginning of the box and rolls the marble to the target, tilting the box up and down to make the marble reach the target.





In pre-mathematics, content related to shapes such as triangles, rectangles and curves are covered. Paper rings can be made from plants, grass, vines, straws, or rolls of paper (like recycled paper) either in small or large sizes, according to one's preference.

3.1 Objectives

Knowledge	- Sizes of the ring such as big or small - Way of throwing the ring to the target - How the ring shape is like types of jewelry with round shapes (rings, bracelets, anklets).
Skill	- Throw the paper rings around a target (bottle) or throw a ball into the ring as a target throw the ball inside.
Attitude	- Have fun playing with friends and thinking about how to use the rings. - Follow the rules of the game.

3.2 How to Create

☛ Resources:

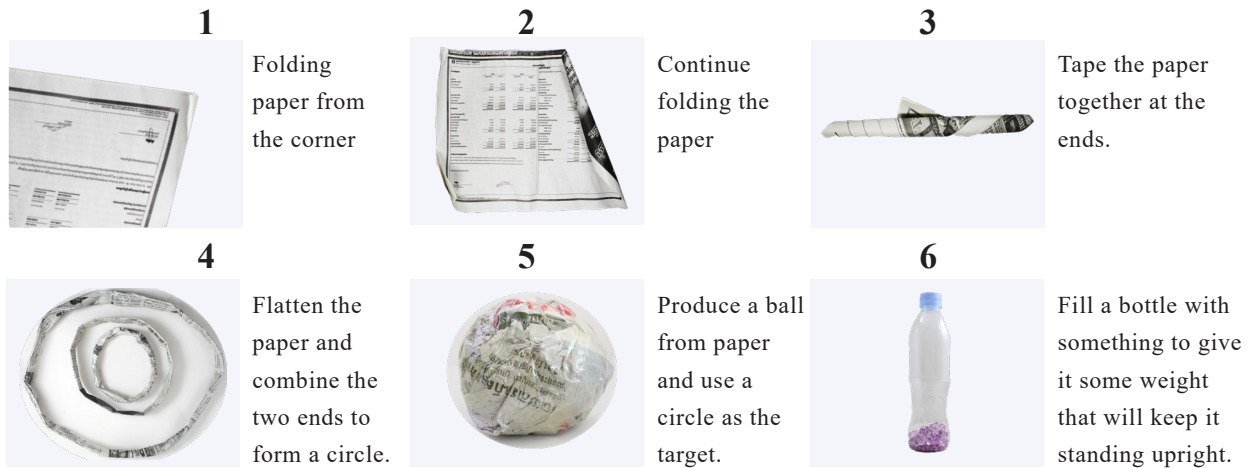


Used newspaper



Tape

☛ How to Create:



- Fold the recycled paper or used newspaper 2 cm to 4 cm wide. Wrap it in clear tape, join the two taped ends together in a circle and paste it together to form a ring of whatever size the material allows. If a bigger ring is desired, continue to attach more pieces of paper together until the ring is the desired size. If the paper is too thin, fold two or three layers together to help keep it strong.
- Rings can be painted or additional images can be glued on them if so desired.

3.3 How to Play

<Small rings>

- Throw the hoop onto the target bottles containing sand or water.
- The rings can also be used as wearable jewelry such as crowns, bracelets, anklets.

<Medium size rings: from 30 to 40 cm radius>

- Paper hoop.
- Chair competition dance: instead of using chairs, we use the rings.

<Large rings: 50 to 60 cm radius>

- Play with ball, as instructed to create above, and throw it into the paper ring as a target.



"I need to get closer to hit the target."



4 Flicking Bottle



Children use their fingers for movements such as pinching, shooting rubber bands or slinging rocks, shooting marbles, or holding, rotating and dragging objects. Teachers can make a game where students can flick bottle caps, which is easy to make at low-cost and is also beneficial to children's development. Children can participate in the creation process and kids of all skill levels can easily take part.

4.1 Objectives

Knowledge	- The name of the game and how to play it. - How to shoot the caps using fine motor skills and eye coordination. - How much force to apply through trial and error.
Skill	- Use your fingers to flick the bottle cap and hit the target. - Play the game correctly.
Attitude	- Have a desire to play and cooperate well. - Patiently wait for your turn, persevere, show hard work, and have fun playing with friends. - Accept the results whether winning or losing.

4.2 How to Create

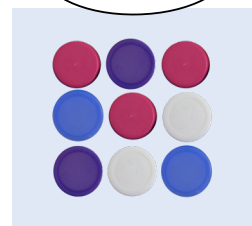
🔑 Resources:



Cardboard

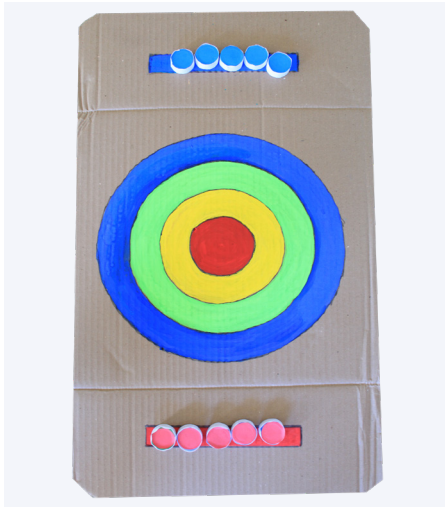


Colored pencils



Bottle caps

☛ How to Create:



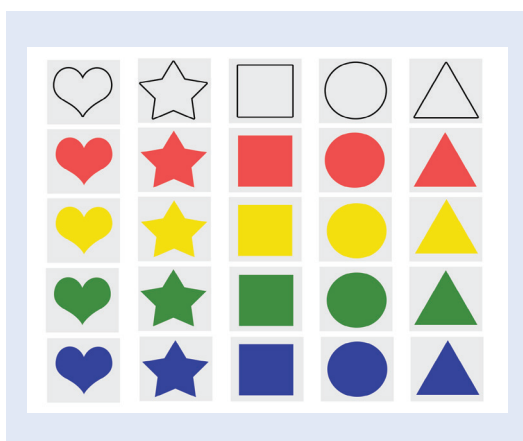
- Cut the cardboard.
- Draw five concentric circles from small to big (optional). (As shown in the picture.)
- Paint each circle a different color to distinguish them.
- Set the starting point on both sides of the circle at an equal distance from the outer circle, based on the number of players.
- Mark the caps with different colors, numbers, or draw other pictures to identify which caps belong to each player. The number of caps to be provided is optional (around three to five caps).

4.3 How to Play

- Provide between one and five bottle caps, depending on the number of players.
- This game can be played by two or more children.
- Take turns flicking the bottle cap.
- After everyone has shot their own cap, the person who gets the cap closest to or inside the innermost circle (in this case, the red circle) is the winner.
- There are many ways to play this game. Players can create rules, such as determining points for each circle giving the middle circle the highest score and the lowest score for the outer circle.



5 Matching Game



Children observe and memorize names, labels or signs on their belongings, such as their shoes and personal items. For observation and memorization, you can use colors, shapes, or pictures (such as fruits, animals, signs, etc.) The use of pictures makes it easy for children to remember because they are using their senses.

5.1 Objectives

Knowledge	- Names of shapes and colors on the card. - Tell how to play the matching game. - Memorizing the pictures or cards flipped up by the previous player.
Skill	- Choose the right card through practical practice. - Facilitate hand-eye coordination while playing the game.
Attitude	- Participate, cooperate with others, patiently wait their turn, respect the rules of play, accept the outcome, and have fun while playing.

5.2 How to Create

☛ Resources:

Cardboard



Colored pencils



How to Create:

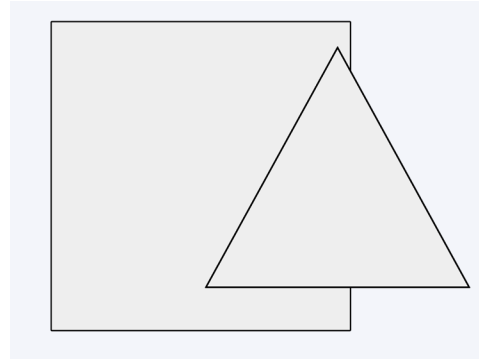
1



Cut a square piece of paper that measures 10 cm x 10 cm.

Note: Matching games can be created with photos of animals, vegetables, fruit, letters and numbers.

2



Glue white paper onto it and allow the children to paint it.

5.3 How to Play

- Flip over the cards so the shape and color cannot be seen, shuffle them, and place them face down in the middle of the circle.
- Have children play rock-paper-scissors to determine who gets to flip over the first two cards.
- If both cards flipped are the same shape and color, the player keeps them and takes another turn. If the cards do not match, flip them back over and let the next person continue (right or left of the player, depending on the player's choice).
- Play until each pair has been matched.
- The winner is the person who correctly matches the most cards.





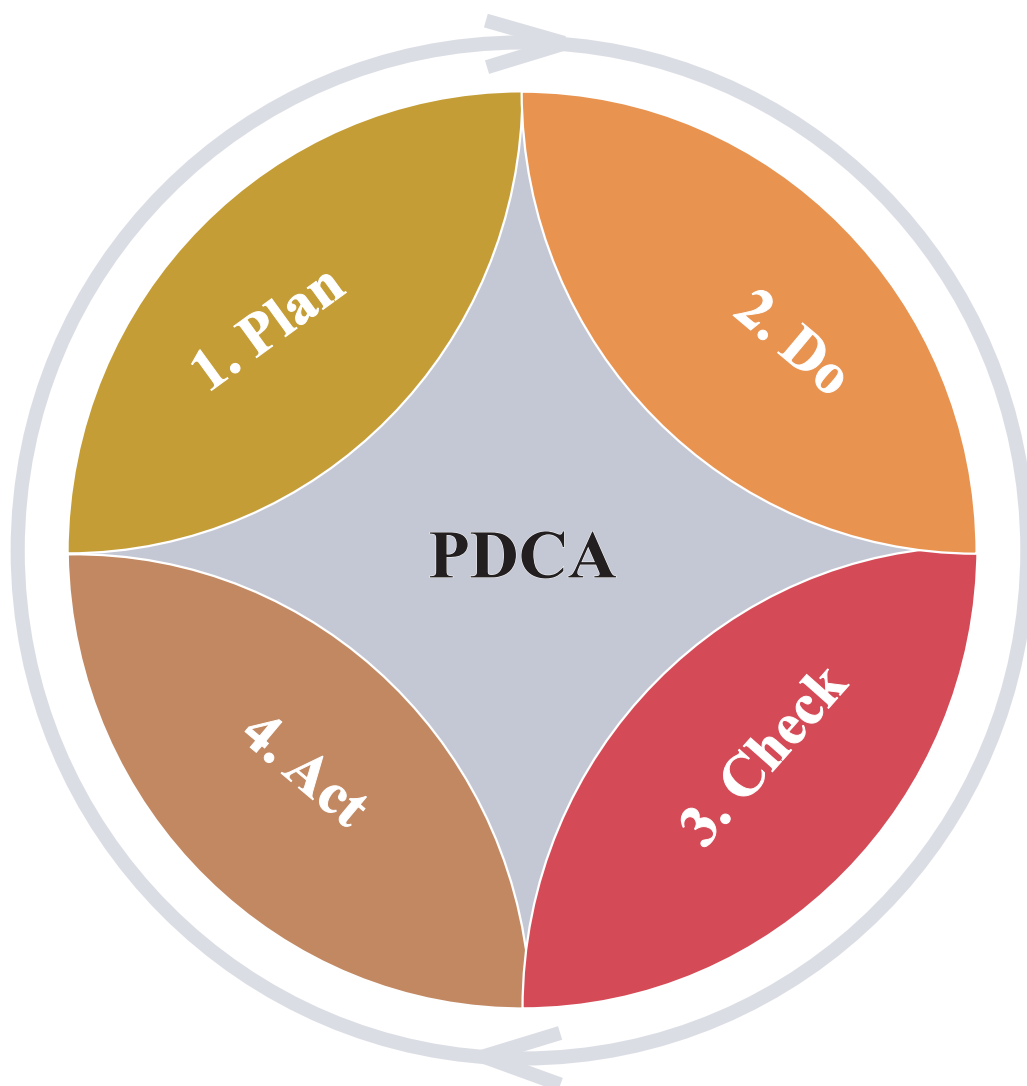
A photograph of two children, a girl on the left and a boy on the right, both wearing white school shirts and dark blue skirts or trousers. They are holding up handmade cameras made of cardboard. The girl's camera is pink and yellow, and the boy's is blue and pink. They are standing outdoors in front of a chain-link fence and green trees. The text 'CHAPTER 4: IMPLEMENTATION OF LEARNING MATERIALS IN DAILY CLASS ACTIVITY' is overlaid on the image in a bold, serif font with a white outline.

**CHAPTER 4:
IMPLEMENTATION OF
LEARNING MATERIALS IN
DAILY CLASS ACTIVITY**

1 PDCA Cycle

Based on the concept of “learning through play,” preschool teachers should prepare activities that children enjoy and that develop the five domains. At the same time, preschool teachers need to arrange learning materials that consider the objectives and main activities of the daily teaching plan in response to the new ECE curriculum.

In this chapter, we introduce a general flow of daily activities that we call the “PDCA cycle.” The PDCA cycle consists of four main steps, as shown in the diagram below. Preschool teachers follow this pattern repeatedly in order to continually improve their teaching and learning activities. We can use this approach when incorporating play resources into daily class activities.



1.1 Plan

Preschool teachers follow a pattern of teaching, planning, and creating lesson plans that covers the following main content:

- Choose toys based on key points in the lessons, such as meeting the objectives, interests, or requests of children; being age-appropriate, safe, easy to produce and easy to find locally. Encourage parents and guardians of the children to contribute resources or participate in the creation of resources if possible.
- Create learning materials based on the number of children. If learning materials require children to be the creators, prepare the necessary resources and equipment.
- Specify the location for the activities, whether they are in indoor or outdoor settings.

1.2 Do

- Create an environment that invites children to play with or create their own play materials.
- Organize learning materials, resources and equipment for children to use and play with in a way that is easily accessible and engaging.
- Explain and demonstrate how to play or create materials in a clear and easy-to-understand manner for children.
- Give some examples first, if necessary.
- Observe the child's actions, speech, and behavior during the activity and respond appropriately.
- Give children the chance to talk, share and showcase what they have experienced and discovered during the activities.
- Encourage and support children by using positive words to help them successfully and satisfactorily complete the activity (You did a great job, your work is really beautiful, etc.).
- Engage in activities with children and, most importantly, the teacher should also enjoy the activity.
- Instruct the children to clean up and reorganize the materials after they finish playing.
- Consider setting up an environment that allows children to continue playing with the activity later, according to their preferences. For example, you can place toys in a designated corner and encourage children to play there.

1.3 Check

- Monitoring and evaluation can be conducted with the team or school administration through self-assessment or group assessment.
- Check the sequence of activities to ensure they proceed as planned.
- Monitor the activities while the children are playing to ensure that they are meeting the objectives set by the teacher.
- Review any problems and reflect on how they can be improved later.

Note: The objectives of the activities (what the teacher expects) should be balanced with the child's reaction to the activities (what the child expects). This creates a gap between planning and practice.

1.4 Act

Based on the results of the “check,” we identified problems, gaps, or opportunities to improve the activities to the desired outcome. Note these points of improvement for the next time the activity is done.

2 Troubleshooting Tips

When children get stuck on an activity, use questions to encourage them to think and participate as follows:

- What do you want to do next?
- Who can help our friends?
- What if you do it this way? What do you think about that?
- Let's try it again together!
- Do you have any other ideas if we play it.

Maintain safety during outdoor activities:

- Check and prepare the space before the children play.
- A safe place for children should be free of thorns, feces, insects and sharp objects that can harm children.

- Arrange the play area under the shade of a tree or any place suitable for children.
- Provide appropriate toys according to the interests of the children.

If children compete with each other during play, the teacher should take precautions to prevent fights from escalating or accidents by explaining the following points to them:

- Sharing toys while playing together is fun.
- They may need to wait a little longer for their turn.
- They may need play a different game first.

Depending on the situation, teacher might let children resolve the conflict by themselves.

When children play throwing objects at other children, ask:

- How would you feel if your friend throws a hard object at you? Are you hurt? (Ask the child who threw the object).
- Do not throw items at our friends like this. It can be dangerous to your friends.
- If you throw a toy, will you be allowed to continue playing?
- Good students should not throw toys at each other.
- If you are angry with your friend, please tell me.

3 Parents and Community Involvement

Schools, parents and communities play an important role in promoting and enhancing the effectiveness of preschool class activities and the quality of education through “learning through play and the environment,” in order to respond to community strategic plans. Mental and material support are appreciated:

- Share experiences and skills with school.
- Provide recycled materials.
- Participate with teachers and children in the creation of toys.
- Donate money and other materials.
- Participate in various programs organized by the school (School opening day, international sports events, Khmer New Year celebrations and International Children’s Day, etc.)



EXAMPLE

Amazing Photographer



After listening to the storytelling of “The Amazing Photographer,” the children were interested in creating photographic works just like in the story. Children love to play the role of photographers because the environment encourages children to develop their creative emotions by taking pictures to express their real feelings.

Subject	Social Studies
Class/age	Knowledge - Telling teachers and friends how to take photos. - Showing their true feelings through drawing. Skill - Act like a photographer. - Express your passion through painting and exhibitions. Attitude - Collaborate and respect the ideas of friends. - Take pictures and paint carefully.
Class/age	- 5 years old
Duration	- 30min.
Material	- One camera for each child
The process	- Each child should have a camera, colored pencils or crayons and a piece of paper. - Teachers take children to the school garden or a place with a beautiful view to do the activity. - Children act like they are taking pictures and draw what they remember. - After the activity, the teacher should take the children to the classroom to continue drawing and make a album of photos to display.

Environmental Arrangement and Teacher Involvement

Environmental Arrangement

- Arrange a table and the materials for making a camera.
- Decide the location for children to explore and take pictures.
- Arrange indoor and outdoor spaces for children to draw what they have observed.
- Arrange a place to display the children's drawings.



Teacher Involvement

- - Encourage children to join the group.
- - Provide ideas and assistance as needed if children request assistance.
- - Praise the children's work after they complete their drawing.
- - Provide materials that the children need for the activity.
- - Remind the children to wash their hands and feet before entering the classroom.



Children's Reactions and Results



- While making the camera, some children said, “I want to take a photo of flowers,” so the teacher planned to have photo shoot in the school garden.
- During the activity, children enjoyed acting as photographers. Some of them said, “I want to take some photos of the flowers and the seller in the school market.” The teacher fixed some broken camera. The teacher asked the children about what they saw in the surrounding environment and what they wanted to take a photo of.
- After that, some of the children went to take pictures of the bread seller nearby and some of the children took pictures of the papaya fruit and said, “1, 2,3, snap!” During the activity, the teacher heard some children talking together. One said, “I want to see the picture I took,” and another said, “I wanted to draw a flower by myself.” In response to their interest, the teacher prepared additional materials and activities for the children to continue drawing and painting what they wanted.
- One boy drew flowers and painted the fastest. The teacher praised and encouraged him. Then, a girl from another group came to check the boy’s work. Inspired by his work, she returned to her seat and started drawing again.

- The other children observed this interaction and started doing the same thing. Each child produced two paintings and displayed them in the classroom.

The teacher reflected on ways that she can improve the activity by:

- Laying a piece of newspaper on the table during the activity to prevent it from becoming dirty.
- At the end of the day, the teacher should review the story and activity of the amazing photographer.
- Demonstrating how to apply a good amount of paint. Some children did not seem to know the proper amount.
- Arranging a wet towel so that the children can clean their hands after using glue.



One boy was interested in papaya and he took a photo of it.



Children felt more excited when the teacher joined in the activity with them.



They were excited to take a group photo.



Children drew pictures, recalling what they took pictures of during the photo session.

EXAMPLE

Matching Picture Cards



Children observe and recognize the pictures, materials, or toys by themselves. This game can include colors, geometric shapes, vegetables, animals, letters and symbols. This game helps children easily memorize colors, numbers, shapes, etc. by matching cards with various pictures.

Subject	Social Studies
Class/age	Knowledge - Recognizing name, shape, sign and color of each card - How to play the game and remember where they see the matching picture or color cards Skill - Correctly match cards. - Facilitate hand-eye coordination. Attitude - Participate in group activities, share, wait for turns, and follow the rules of the game. - Accept the results and have fun while playing.
Class/age	- 4 or 5 years old
Duration	- 30min.
Material	- 18 pairs of cards with pictures or symbols of same color.
The process	- Please refer to page 65

Environmental Arrangement and Teacher Involvement

Environmental Arrangement

- Open doors and windows for more light and air in the classroom.
- Arrange a suitable place for children to play.
- Divide the children into two groups.
- Arrange tables and chairs or mats where the children are going to play.
- Provide enough cards for children to play.



Teacher Involvement

- Prepare 18 pairs of cards and glue six pictures or symbols with various colors.
- Encourage children to participate in painting.
- Give advice and assistance as needed when children request it.
- The teacher divides the children into two groups with each group consisting of five boys and five girls.
- The teacher checks that each group has the correct number of cards to play.
- Remind the children of the rules of the game.



Children's Reactions and Results



- While doing the painting activity, the teacher heard some of the children say, “A pair of red stars”. Some said “A pair of red hearts. A pair of yellow hearts. Are there any other colorful pictures?” From this, the teacher came up with ideas of a matching picture card game.
- In the first group, at the beginning of the game, some children forgot the rules, matched cards of the same color but not the same shape, and other children flipped cards one by one. The teacher pretended to play with the children and asked the children how many cards to turn over at a time. One boy replied, “I flipped two cards at the same time.” He continued to tell his friends to flip two cards and show them to their friends.
- In the second group, the teacher noticed that a girl reached for a card, but did not flip it and said, “I’m bored. I want to play something else.” So, the teacher moved her to play with group one and she played with them until she matched the same picture. Her friends clapped their hands to celebrate. The teacher checked each student’s cards and counted the number of correct pairs, telling each of them, “You got three correct pairs. You got three. You both got four pairs and he got five pairs and won the game”. Everyone gave him a round of applause. He is good at remembering where the cards are.

- Finally, one child said, “Next time I play it, I will try remember where the cards are better.”
- If the teacher provides the opportunity for the children to play the game in the future, the teacher should:
 - Review the concept of pairs: a pair is two of the same picture cards. It seems some children did not fully understand this concept.
 - Teachers should place the pairs a little closer together to make it easier for the children to play.
 - Encourage those who are good at playing to support their friends in the same group.
 - This matching game should be provided at the toy corner so that children have access to it later on.



Children play rock-paper-scissors with their friends to determine who will start the game.



Teachers come to help children while playing the game.



Children were excited when got a correct pair.



After playing, all children count the number of pairs they got.

Children learn through play. In order to play effectively, joyfully and creatively, children should have an appropriate environment and resourceful materials.

Good habits, Sound Relationships, Bright Futures

