Anita at 6 weeks “The Plunket Nurse visits”

Anita is feeding well and putting on weight.

Anita in her Pepi Pod.

Anita at 6 months “Family time!”

Anita enjoying a story.

Dinner time with the family.

Anita at 15 months “Making friends!”

Anita playing with her friends at Plunket.

The Plunket Nurse reminding us about safety in the home.

Anita at 3 years “At Plunket”

Up and down, around and around... gently.

Great progress Anita! You’re going to be tall like your mum!

Anita at 4 and 4 and a half years “Getting Ready for School”

At the doctor’s surgery for her immunisation. Brave Anita!

All ready for school!
The Early Years – ideas for using the sequence story

Note for Tutors: Activities referred to in Ideas for using the sequence story are related to the suggested Vocabulary and text which you can find on page 11 of this document.

Warm up
Before looking at the picture, talk about your learner’s family situation. How old are the children? What health and development checks have they had? What does your learner already know about the NZ health system? Brainstorm any vocabulary associated with the topic.

Focus on key vocabulary (See page 11 for suggested vocabulary)
Either provide the learner with a list of target vocabulary and ask them to match the words to what they can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (See page 13 for suggested questions)
Ask a series of questions relating to the sequence. The learner’s answers can guide them to retell or write the story of sequence. You could then compare the learner’s version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled sentences – reading (See page 15 for photocopiable text)
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips.
Look at the picture story and ask the learner to match the appropriate sentence to the right picture.

Gapped text
Gap out some words in the text on pages 12-3 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner’s needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)
  Anita is now 6 months old. She sits in the armchair with her dad and her big brother and enjoys a _______. At dinner time, she sits in her _________ at the dinner table. She _________ herself with a plastic spoon and with her fingers, and her dad _________ her too.

Ideas for using the The Early Years sequence story by Natalie Greenly, Programme Coordinator, ELP Auckland Central 2017
• “grammar” words: e.g. prepositions
  Anita is now 6 months old. She sits _______ the armchair _______ her dad and her big brother and enjoys a story. At dinner time, she sits _______ her highchair _______ the dinner table. She feeds herself _______ a plastic spoon and _______ her fingers, and her dad feeds her too.

• articles
  Anita is now 6 months old. She sits in _______ armchair with her dad and her big brother and enjoys _________ story. At dinner time, she sits in her highchair at _________ dinner table. She feeds herself with _______ plastic spoon and with her fingers, and her dad feeds her too.

Kim’s game (speaking or writing class game)
The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false
Say some sentences about the picture, some true, some false: e.g. There are four people in the picture (False) The boy is holding a glass (True)

There are three possible activities here:
• The learner simply says true for the true ones and false for the false ones.
• The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)
• The learner says true for the true ones and corrects the false ones: e.g. NO, there are three people in the picture.

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues
• Imagine Miriama is telling her partner/husband about what happened in the pictures. Write a dialogue. (Useful for including the husband’s listening and reacting noises like: Really? So do we need to get a stairgate)

Extension activities
Ideas for using the The Early Years sequence story by Natalie Greenly, Programme Coordinator, ELP Auckland Central 2017
Well Child/Tamariki Ora visits and Plunket

If this is your learner’s first baby, they may not be familiar with the free Well Child/Tamariki Ora service provided by The Ministry of Health for all New Zealand children from birth to five years. This is most often provided by Plunket, although there are other service providers. You can get more information on the service on the Plunket website.

There is also a video that you can watch on the Ministry of Health Youtube channel. You will find other videos on this playlist including feeding, sleeping and various ages and stages.

Your learner will be provided with a Wellchild Tamariki Ora book – you can use it as a resource to teach vocabulary, or for discussion.

You can download a PDF copy here to help you with planning.

An example is on page 68, which has a list of topics to discuss with the Plunket nurse:

- Your baby’s feeding
- Your baby’s sleeping patterns
- Safe sleeping for your baby
- Your baby’s behaviour cues and needs (crying)
- Social development and play
- Family relationships – the bond between parents/caregivers is important for a baby’s brain development and emotional well-being
- Hearing and vision checklists
- Have you enrolled your baby with the Community Oral Health Service? (page 25)
- Protecting your baby through timely immunisation
- Recognising illness
- See Keeping your child healthy and safe (page 180)
- Infant car seat and car safety
- Smokefree baby zone
- Protection from falls
- Protection from choking on small objects
- Hot water/burn protection
- Sunburn protection
- Your feelings about being a parent
- Returning to work outside the home (page 137); combining breastfeeding and paid work
- Parent/caregiver support groups and education services
- Early learning in the home

Ensure that your learner knows about PlunketLine 0800 933 922, which is a toll-free parent helpline and advice service for parenting help, available 24/7. Calls are free from cell phones.

There are also Plunket family centres in some areas which offer support and information on different parenting issues, such as breastfeeding, infant nutrition, sleeping, child behaviour and parent/family needs.

Plunket nurse questions

Ideas for using the The Early Years sequence story by Natalie Greenly, Programme Coordinator, ELP Auckland Central 2017
Ideas for using the *The Early Years* sequence story by Natalie Greenly, Programme Coordinator, ELP Auckland Central 2017

Plunket have provided us with the questions that a Plunket nurse typically asks on visits. Rehearse these with you learner and practice answering them:

- **Hopes, dreams and expectations**
  - What are your hopes, dreams and expectations are for your child?
  - What kind of parent do you want to be?
  - What support you need to help you reach those expectations?

- **General help and support**
  - Do you have any family or friends nearby who can help you and support you at this time?
  - Do you have any family or friends who you talk with?
  - Do you want to meet other families with young children?

- **Infant feeding**
  - Are you breastfeeding your baby, or giving your baby any formula or anything else to drink or eat?
  - Are you breastfeeding your baby, or giving your baby a bottle or anything else to drink or eat?
  - Are you still breastfeeding your baby?
  - How often is your baby breastfeeding?
  - What formula are you using?
  - Have you started to give your baby any food to eat?
  - Can you tell me what you would do if your baby was choking?

- **Family and child nutrition**
  - What types of food does your family eat?
  - Are there any types of foods your family doesn’t eat?
  - What types of food does your child eat?
  - What does your child usually like to eat?
  - Are there any foods your child doesn’t eat?
  - Do you have any concerns or worries about your child’s eating?

- **Do you have any concerns or worries about your child?**
  - Do you have any concerns or worries about your child’s behaviour?
    - What do you do when your baby cries?
    - Do you have any concerns or worries about how your child is learning to interact and get on with other people?
  - Do you have any concerns or worries about your baby’s (child’s) sleeping pattern?
    - Where does your baby sleep?
    - What type of bed does your baby sleep in?
    - Can you show me where you put your baby when you want your baby to have a sleep?
• When you put your baby down for a sleep, do you put your baby down on their back, side or tummy?
  o Do you have any concerns or worries about how your child is learning to talk?
    ▪ Tell me some of the words your baby is saying.
    ▪ How does your baby let you know what he (she) wants?
    ▪ Tell me some of the sentences your child is saying?
  o Do you have any concerns or worries about how your child is learning to move around?
    ▪ When your baby is lying down, is she moving around, can she roll over?
    ▪ How do you prevent your baby from falling off things like a bed or the changing table?
  o Do you have any concerns or worries about how your child is growing?
  o Does anyone in your family have any concerns or worries about your child?

• General health
  o Has your child been unwell at all since we spoke last?
    ▪ Has your child had any illness, and/or injury?
    ▪ What type of illness or injury was it?
    ▪ Has your child been seen by your GP (doctor), or been in hospital?
  o Has your child been given any medicine to help them get better from any illness or injury?
    ▪ What was the medicine your child was given?
  o Has your child been given any remedy or medicine to help them stay well?
    ▪ What was the remedy or medicine your child was given?

• Immunisations
  o Has your child had their immunisations yet?
  o Do you know when the next immunisations are due?

• Environmental safety
  o Car seat restraints
    ▪ Do you have a car seat (car safety seat) (car seat restraint) (booster seat) for your baby (child) to sit in, in the car?
    ▪ Do you use the baby (child) car seat rear-facing or forward facing?
    ▪ Do you have any worries or concerns about the baby (child) car seat that you are using?
Feeding, food and family food

You can watch these three videos on breastfeeding on the “Raising Children” website. If your learner has decided to formula-feed, there is advice on how to do this safely here on the HealthEd website. You can download the PDF and print it out.

For older children you can find some family-friendly Kiwi style recipes here on the kidspot website. There are recipes suitable for babies, toddlers and older children. Read a recipe here first and then write one from your learner’s culture.

Playgroups and ECE

Help your learner became acquainted with the various early childhood education options in New Zealand, including kindy, daycares and playcentres.

There are also local casual playgroups, music classes often provided by libraries and Mainly Music, and the home-based Hippy programme to help parent support their children to get ready for school.

Sleeping arrangements

Watch a video on putting your baby to sleep safely. Read an article on getting your newborn to sleep

The Plunket nurse/Well Child provider will have information on pepi-pods including how to access one.

/ Family time, toys and books

Take your learner to your local library, where you can borrow children’s books, nursery rhymes, CDs and DVDs. If the learner comes from a culture where early literacy is not actively fostered, you can model reading a book to the children, and then encourage your learner to have a go. This can help both with the parent’s English and the child’s literacy development.
Teach your learner some words for toys – either ones in the house, or use an worksheet from a site such as “ISL collective” (you need to register to use the site but it’s free).

You can also use these worksheets to practice structures such as
- *My son plays with / doesn’t play with (cars)*
- *My child has / doesn’t have (a toy car)*
- *When I was young I played with / didn’t play with…*
- *When I was young I used to play with / didn’t use to play with…*

Check whether there is a toy library close to your learner. These allow families to borrow a range of toys to suit the age and stages of the children. You can choose and borrow toys then bring them back in to exchange for others, just like library books, and without having to purchase new ones.

Be aware though that the fees can be quite high, and that there are requirements such as caring for the toys and cleaning them before return.

Take a walk with the learner and their children to the nearest playground. Teach the vocabulary (e.g. swing, slide), and also phrases of encouragement and caution.

“You can do it”
“Well done”
“Hold on tight”
“One foot after another”

**Safety in the home**

If your learner is not used to living in a Western style house, they may not have thought about the dangers for babies and toddlers.

An article on safety in the house – including living room, kitchen, bathroom, bedroom. Look at the pictures and discuss the hazards and safety messages. Encourage your learner to discuss her situation and home.
Toothcare

Information on Free dental care on for under 18s

Watch this Ministry of Health video on healthy teeth – when teeth come in, brushing teeth gently, routines, who should brush teeth, tooth-friendly snacks, the two minute song

A 2-minute song from NZ for brushing your teeth, with instructions

A rather gruesome article on tooth decay in children – only use if you have serious concerns about your learner’s children and sugary drinks, or if the baby goes to bed with a bottle.

Immunisation

General information on immunisation schedule.

There is also special information for migrants and refugees – catch up programme, Tuberculosis and BCG vaccine, Hepatitis B; and downloadable leaflets in community languages – results vary by language.

Conversation about children and parenting

Here are some questions from ESL discussions you can use with your learner:

Babies
Children
Family
Fathers
Having children
Mothers
Parenting
Toys
Reading and Listening practice

**Breaking News English** is a wonderful resource based on simplified news articles at seven different levels, with reading, listening, vocabulary, and discussion activities. Here are some ideas to start you off; choose the most appropriate level for your learner.

- Older mothers
- Breastfeeding
- Dirt and babies
- Baby talk
- Children and smoking
- Mothers and sleep
- Eating greens
The Early Years – vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to Ideas for using the sequence story on page 2 of this document.

Target Vocabulary (see page 2 for instructions)

Plunket Nurse, visit, chat, check, healthy, well, measure, weigh, vision, hearing, make sure, feed, put on weight, breastfeed, bottle feed, Pepi Pod, lay, back, front, prevent, Sudden Unexplained Death in Infants (SUDI), progress, growth, development, story, highchair, feed, sippy cup, bib, messy, mobile, make friends, remind, safety, danger, brush teeth, toothbrush, toothpaste, oral health, height, doctor’s surgery, immunisation, scared, brave, up-to-date, weight, get ready for school, B4 School Check

Basic Story

Anita at 6 weeks: “The Plunket Nurse visits”
Miriama had a baby recently. The baby’s name is Anita and she is now 6 weeks old. The Plunket Nurse visits Miriama’s house to check that both the mother and baby are healthy and well. She chats with Miriama about how things are going. She then measures and weighs the baby, checks her vision and hearing, and makes sure she is feeding and sleeping well. While the Plunket Nurse is there, Miriama breastfeeds the baby. The baby then goes to sleep in her Pepi Pod. The Plunket Nurse checks that Anita is being laid on her back in the Pepi Pod to prevent Sudden Unexplained Death in Infants (SUDI). The Plunket Nurse is pleased with Anita’s progress.

Anita at 6 months: “Family Time!”
Anita is now 6 months old. She sits in the armchair with her dad and her big brother and enjoys a story. At dinner time, she sits in her highchair at the dinner table. She feeds herself with a plastic spoon and with her fingers, and her dad feeds her too. She drinks water out of her sippy cup. She wears a bib as dinner time can be messy! She is developing well.

Anita at 15 months: “Making Friends!”
Today Miriama and Anita are at a Plunket meeting with some other parents and children. Anita is now 15 months old and she can walk. She plays with the other children while the parents chat. As most of the children are now mobile, the Plunket Nurse reminds the parents about safety in the home.

Anita at 3 years: “At Plunket”

Miriama and Anita visit the Plunket Nurse. Anita is now 3 years old. The Plunket Nurse teaches Anita how to brush her teeth properly. She also checks that Anita is developing well. She measures her and tells her that she will be tall like her mum! The Plunket Nurse is pleased with Anita’s progress.

Anita at 4 and 4 and a half years: “Getting Ready for School”

Anita is now 4. She gets an immunisation at the doctor’s surgery. She is a little scared but she is very brave. While the doctor gives her the immunisation, her mum comforts her and her big brother tries to distract her.

When she is 4 1/2, Anita goes to Plunket with her mum and baby brother for a B4 School Check. The Plunket Nurse checks her vision, hearing, height, weight and makes sure that she is up-to-date with her immunisations. She talks to Miriama about preparing Anita for school. This is Anita’s last check with Plunket. The Plunket Nurse is happy with her growth and development and says that Anita is all ready for school.
Questions for “Question Stories” (see page 2 for instructions)

Anita at 6 weeks: “The Plunket Nurse visits”
Pic 1  Who is in the picture?
   How old is the baby?
   What is the baby’s name?
   What is the mother doing?
   What is the Plunket Nurse doing?
   Is the baby feeding well?
   Is the baby putting on weight?
   Is the Plunket Nurse pleased with the baby’s progress?

Pic 2  What is the baby doing?
   Where is she?
   Is she lying on her front or her back? Why?
   What do you think the Plunket Nurse is saying?

Anita at 6 months: “Family Time!”
Pic 1  Who is in the picture?
   Where are they?
   What are they doing?
   How do they feel?
   How old is Anita?
   What time of year is it? How do you know?

Pic 2  Who is in the picture?
   Where are they?
   What are they doing?
   Where is Anita sitting?
   What is she wearing around her neck? Why?
   What does she use to drink from?
   What do you think she has eaten?
   Can she feed herself?
   What is her dad doing?

Anita at 15 months: “Making Friends!”
Pic 1  How old is Anita now?
   What is she doing?
   Can she walk?
What are the parents doing?
Where are they?

Pic 2  Who is in the picture?
What is the Plunket Nurse telling them about?
Why do you think it is important?

Anita at 3 years: “At Plunket”
Pic 1  Where is Anita?
How old is she?
Who is she with?
What is she learning to do?
Why is this important?

Pic 2  What is the Plunket Nurse doing?
Is Anita growing well?
Is Anita’s mum tall?

Anita at 4 and 4 and a half years: “Getting Ready for School”
Pic 1  Who is in the picture?
Where are they?
What is the doctor doing?
How old is Anita?
How does she feel?
What is her mum doing?
What is her brother doing?
Why do children need immunisations?

Pic 2  Where is Anita?
Who is she with?
What is the Plunket Nurse checking?
How old is Anita now?
What will she be doing when she is 5?
Is the Plunket Nurse pleased with her progress?
Is Anita ready for school?
Descriptions for “Jumbled Sentences” (see page 3 for instructions) Photocopy and cut up.

<table>
<thead>
<tr>
<th>Miriama is breastfeeding Anita while the Plunket Nurse visits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita is sleeping in her Pepi Pod.</td>
</tr>
<tr>
<td>Anita is enjoying a story with her dad and brother.</td>
</tr>
<tr>
<td>Anita is having dinner with the family.</td>
</tr>
<tr>
<td>The Plunket Nurse is telling the parents about safety in the home.</td>
</tr>
<tr>
<td>Anita is learning how to brush her teeth.</td>
</tr>
<tr>
<td>The Plunket Nurse is measuring Anita.</td>
</tr>
<tr>
<td>Anita is getting her B4 School Check at Plunket.</td>
</tr>
</tbody>
</table>