



## **Guideline for writing the assignment on “Child Observation” (Block 1)**

### **Observation:**

1. Choose a child – male or female - between 3 and 6 years of age to observe.
2. Observe child for 30 minutes – inside or outside; alone or with another child; or in a group of children
3. Observe child in play, at home, at a park or at kindergarten (your own kindergarten or someone else's kindergarten)
4. Do not play with the child, do not interrupt his play or ask him questions
5. If the child comes to you, interact naturally and briefly then withdraw and continue observing
6. Observe according to the method learned in Module 1 training – observe in detail; observe objectively without judgement
7. If a feeling rises up in you while you are observing the child, observe your feeling objectively then put it aside while continuing to observe the child
8. Do not take notes; try to remember as many details as possible and write them down later when you are away from the situation

### **Writing the report:**

1. Write in narrative style, in concise and short sentence
2. Write a description of clear, objectively observed details (child's physical appearance, surroundings, behaviours, actions, interactions, conversations etc.) without adding the observer's interpretations or personal emotions.
3. At the end of the report, write a couple of sentences about the feelings that arise up in you during the observation.
4. Type your report in Word document. - length of report: approximately 2 typed pages, font size 12, single spacing
5. At the top of the page, type the following information:
  - **Child observation assignment**
  - **Name of Student**
  - **Date of submission**
  - Child's made-up name: DO NOT use child's real name. If prefer, you can use child's



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nickname or initials

- Child's age and gender
- Time and date of observation (starting time and finishing time of observation; day of the week and date)
- Place of observation (home, kindergarten, park, public playground, inside or outside etc.)



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## **Guideline for Morning Circle Assignment (Block 2)**

1. The assignment should be typed; the heading of the assignment includes:

Morning circle assignment

Name of Student

Date of Submission

2. Guidelines for writing the circle:

- Choose a seasonal or nature theme to compose a story, with enough events and details for the length of the morning circle play that you are going to create. Choose the age group that you want to create the circle for, roughly:

2-3 years: 5-7 minutes long

3-4 years: 7-15 minutes

years: 15-25 minutes

- Write the story in a few verses – verses should best be between 2 to 6 lines.
- Some of these 'verses' can be proses (unrhymed and not in separate lines). In this case, the prose should have a cadence to it with sounds which are rhythmical when spoken.
- Take one of these verses, set music to it and use it as a linking song. This song can be repeated more than once or a few times as the linking element. In this case, there will be more verses than songs – 1, 2 or 3 linking songs, depending on the length of circle.
- Alternatively, use one of the verses or proses as linking element, connecting the songs and other verses. In this case there might be more songs, only 1,2 or 3 linking verses, again depending on the length of the whole circle.
- Compose the tunes to 2 or 3 of the verses to make 2 or 3 songs. One song will serve as “linking song”. You can also compose the tunes first then write the words to fit the music. To facilitate the process, use a pentatonic lyre or zylaphone or flute (recorder), or any other



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musical instruments, to compose the songs. **You are required to create at least one song of your own in the mood of the 5<sup>th</sup> for the circle.**

Write down your circle play as a sequence:

Song – verse – song – verse – song – verse – song....

or: Verse – song – verse – song – verse - song – verse....

Choose your movements and gestures, paying attention to the use of polarities:

- moving-standing still
- walking-dancing (or running, skipping, hopping, jumping...)
- stamping-tiptoeing
- standing-sitting
- up-down; left-right; back-front
- whole arm - finger tip
- whole body movement - one part of body (eg. hand)
- loud-soft (whisper...)
- slow-fast
- cheerful-sad
- Etc.



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## **Guidelines for Puppet Show Assignment**

### **(Block 2)**

Each student is required to write a description of your individual proposed puppet show with the following information:

- (a) Summary of story
- (b) Age group
- (c) Puppets used, colours of cloths and reasons why
- (d) How many puppeteers
- (e) Songs and musical instruments used

The assignment should be typed; the heading of the assignment includes:

- Puppetry Assignment
- Name of student
- Date of submission



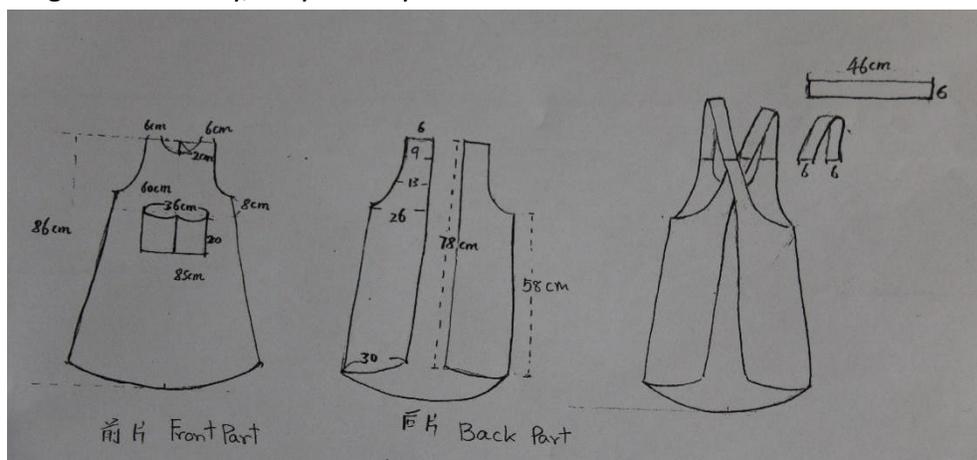
## Introduction & Instruction for making a Teacher's Apron (Block 2)

Purpose: It's for the teacher to wear in the kindergarten to keep her clothes clean and also for children to experience and get a warm/soft/neat feeling from seeing it on the teacher. It should be comfortable for the teacher to wear and beautiful for the children to see.

Instructions on how to make the apron:

- 1 Reflect on the subject: why wearing the apron; consider the age of children etc.
- 2 Choose the right material – should be natural material such as cotton or linen; not too thin material so the apron can hang well.
- 3 Color: Choose only one plain color with no patterns, line or flowers etc - Pink, peach or ultramarine warm blue are appropriate colours.
- 4 Style: Please use the pattern here attached. It is simple and easy to put on and take off.
- 5 Pocket: One or two big pockets in the front at center is enough.
- 6 Length: Long enough to cover the knees.

Sew apron by hand. Use back stitch for the joints and hiding stitch for the hems. Teacher should have at least two aprons to have a change when one needs washing. No need to wear it all day long from morning till end of day, only when you need it for work.





## **Stuffed Animals Assignment (Block 4)**

1. Making a stuffed animal with your own pattern.
  - Reflect on the subject: what animals do you want to do make? What is the function of the stuffed animals? (For season table, storytelling, children to play?) What is the size of the stuffed animals?
  - Method: crochet with yarn or sewing with felt
  - Colour: Choose colour similar to the animals in real life
  - Choose the right material – should be natural material such as felt or cotton;
  - Style: you should design your own pattern

Sew or crochet the stuffed animals by hand. Use the stitches introduced in the class.

2. Description of the process of making the stuffed animals
  - What method and materials did you use? what is the stuffed animal for? and why did you make that choice?  
Describe the design, size and layout of your stuffed animal
  - Describe the steps you making the stuffed animal, what stitch(es) did you use?
  - Are there any difficulties you encountered during the process? and how did you tackle them?
  - How long did it take you to finish the stuffed animal?
3. Submission of the assignment
  - The finished stuffed animals should be presented to the tutor in class for assessment.
  - A photo of your finished stuffed animal and the written description should be submitted
  - The written description should be typed; the heading of the assignment includes:
    - i. Sewing kit Assignment
    - ii. Name of student
    - iii. Date of submission



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## **Guidelines for Poem Assignment (Block 5)**

Choose a topic to write about - a seasonal or nature phenomenon or an image that is suitable for one particular child in your kindergarten.

**If your poem is about nature or the season and is for the whole class**, then describe carefully the essential characteristics of your subject.

**If your poem is for an individual child**, observe the characteristics of the child and see if this can produce an image in you that is related to this child. Starting from where the child is now, can you imagine the child taking a step in his or her development to somewhere that is be healthier than now? Can you put this into the poem? Write your poem in such a way that you start with where the child is now and you bring this new development in. (An example is the poem about the horse in the workbook.)

Choose the words, sounds and rhythm which help you to express your image and the movement you are conveying.

Write your poem in a way that you can use it as a birthday poem or a spoken verse in your morning circle.

The poem should not be longer than just EIGHT LINES. If it is longer at the beginning, work to shorten and make it more essential.

The assignment should be typed; the heading of the assignment includes:

- Therapeutic Story Assignment
- Name of student
- Date of submission



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## **Therapeutic Story Assignment (Block 6)**

1. Write a therapeutic story for a child aged between 3 and 7 years.
2. Length of story: Minimum 500 words - Maximum 1000 words.
3. Your story should reflect an understanding of 'healthy ingredients for stories for young children' plus age appropriate guidelines - as covered in the training. Do not use the child's real name.
4. Please introduce your story with a short description of the 'out of balance' behaviour or situation PLUS state the age of the child. If possible, use your story first with the child (if you are already a teacher or parent) and include a brief report of any possible effects/outcomes.
5. Your story must be freshly written by you! Do not use the story idea already discussed during the training.
6. The assignment should be typed; the heading of the assignment includes:
  - Therapeutic Story Assignment
  - Name of student
  - Date of submission



## **Guideline for Daily Rhythm Assignment (Block 7)**

1. Describe the group of children for whom the rhythm is intended
  - What is the age range?
  - How many children in the group; what is the age and gender balance?
  - Briefly describe the local environment from which the children come. Is it urban or rural, for example?
  
2. Describe the situation of the kindergarten
  - What is the immediate environment like?
  - How much space is there, indoors and outdoors?
  - How many adults are available to care for the children?
  - Write down the timetable from the time the children arrive till the time they go home.
  
3. Carefully consider the daily rhythm
  - Does your rhythm breathe in and out in a balanced way?
  - Is there enough time for the children to 'breathe out' in free play?
  - Is there enough time for the children to rest?
  - Are the domestic activities practical and age appropriate - meal preparation and food-serving times, for example?
  - Is the rhythm sustainable for the adults who work in the kindergarten?
  
4. If you have had the opportunity to use this rhythm in your kindergarten, how did it work? Did you need to make any changes? Why do you think the changes were necessary?



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5. Please add any further information that you think significant, about why you have arranged the daily rhythm in this way.

The assignment should be typed; the heading of the assignment includes:

- Daily Rhythm Assignment
- Name of student
- Date of submission



## **Guidelines for Wood Carving Assignment (Block 8)**

Assignment: Carve an object of your own design and write down a description of your process.

### 1. Carving the item -

- a. Decide on the item that you would like to carve – a spoon, a boat, an animal, a human figure on a trapeze, etc.
- b. Draw a rough sketch of the item to be carved
- c. Choose the kind of wood that you will need for simple woodworking - it can be any piece of wood from a fresh branch, with a diameter of no more than 6cm. You can also use, for example to make a boat, a piece of flat wood that you can find at a builder's shop. The wood should not be too hard.
- d. What kind of tools do you need for simple woodworking? Best will be a good pocketknife, a sharp knife, a very sharp knife, a very-very sharp knife!!!
  - i. A saw
  - ii. A rasp
  - iii. A drill
  - iv. Sandpaper
  - v. Plaster for cut fingers (just in case!)
  - vi. Very useful is a set of different carving tools. But they do not replace the knife

### 2. Description of the process of carving this particular item -

- a. Describe what you have carved
- b. Why did you make that choice?
- c. What kind of wood did you use - is it hard or soft, fresh or old - what measurements did the wood have before you started carving and what measurements the finished object



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has?

- d. What kind of tools did you use - knife (pocketknife, kitchen knife), special tools (rasp, drill, sandpaper...)?
- e. How long did it take you to finish the carved item?
- f. Is this something the children could make themselves, or is it something the children could only watch the adult make for them?

The assignment should be typed; the heading of the assignment includes:

- Wood Carving Assignment
- Name of student
- Date of submission