

MEDAU goes BFS

Jährlicher Austausch zwischen der Medau- Schule und der Berufsfachschule für Kinderpflege.



On Monday, 26.02.2024, a class from Medau School in Coburg visited us. As our two subject areas share a focus on early childhood language support, there has been an annual exchange between the two schools for several years.

The diaper workshop

This year, the 11th grade prepared a course on the topic of "changing diapers", among other things. Here, 10 students from the class introduced the prospective speech therapists to the main topics of "changing utensils", "changing a baby's diaper" and "knowledge and reservations about changing diapers". The 25-minute course was rounded off with a quiz in which the students were able to test their knowledge.

1. Preparation

Make sure you have all the supplies you need on hand, such as diapers, wipes, a pad, and possibly creams or lotions. Organize them so you can easily access them during diaper changes.

2. Hand hygiene

Wash your hands thoroughly with soap and warm water to remove germs. This is important to avoid infection.

3. Positioning

Place the baby on his back and make sure he is safe and comfortable. If necessary, use a changing mat to protect the surface.

4. Removing the old diaper

Carefully open the old diaper's adhesive fasteners and hold them in place. Be careful not to let the dirty side of the diaper touch the clean side.

5. Cleaning

Use a wipe or damp washcloth to thoroughly clean the diaper area. Wipe from the front at the back to reduce the risk of infections. Pay particular attention to skin folds and the genital area.



6. Dry

Allow the diaper area to air dry or gently pat it with a clean towel. Make sure the skin is dry before putting on the new diaper.

7. Putting on the new diaper

Open the new diaper and carefully slide it under the baby. Make sure the back of the diaper is high enough to catch urine and stool. Position the diaper so that it fits comfortably and is not too tight or too loose.

8. Fasten the diaper

Attach the diaper's adhesive fasteners securely, but not too tightly. Check whether the diaper fits properly and not slipped.

9. Disposal

Wrap the old diaper securely and dispose of it in a diaper bag or lockable trash can. Be careful not to leave dirty diaper residue on the floor or other surfaces.

10. Hand hygiene

Wash your hands thoroughly again with soap and warm water to remove any germs.

11. Baby's comfort

Make sure the baby feels comfortable and comfortable after diaper changing. Check that the baby's clothing is appropriately dressed and that there are no signs of skin irritation or discomfort.

12. Clean work area

Tidy up the diaper changing area and clean it if necessary. Discard all used materials properly.

We were delighted with the lively exchange and the resulting great conversations. The exchange day was a complete success.

The music workshop

All Medau students participated in the music workshop. It started with an introductory question from Marya M. to the students from Medau school about how music can be used to support early childhood language development. Kidist G., Nisa Nur B. and Rosie H. began with a spoken rhyme about our body. The three of them presented the rhyme as an activity for children with variations and by incorporating the ideas of the Medau students.



During the visit of the Medau school, an offer for Boomwhackers was presented in the music room. Boomwhackers are colorful plastic tubes that emit different tones depending on the color. This was led by Lara M. and Mandy K. They performed the song "Bruder Jakob" with the students of the Medau school, which was first sung together and then the Boomwhackers were used. For the first round, the song was played by the entire group and then accompanied by singing. Finally, Paula E. and Katharina K. presented another rhyme suitable for the morning circle. The rhyme was accompanied by rattles.

Klasse 11 Ki

The "Fingerspiel" workshop

The room was carefully prepared to create an appropriate environment for the event. The organization went smoothly, with the team having clear roles and responsibilities. Before we started, the rough process was discussed.

When the Medau students arrived, we greeted them kindly and began with an introductory speech. Here we explained the organization of a finger play and explained the structure with introduction, main part and conclusion.

Then we practically carried out a finger game. The introduction was that the students should blindly erect honeycombs blindly in order to introduce the topic of bees. In the implementation, we then demonstrated the finger play step by step.

In the final part, the students had the opportunity to taste honey and they received mayable pictures for home. The event was therefore not only informative, but also interactive and creatively designed to make the learning content tangible.

The “Brettspiel” workshop

First we welcomed the Medau students, then we explained to them something about board games and the skills that are promoted. We asked them what their favorite board game was as a child and when was the last time they played a board game. We showed them the games we had made at home and explained them.

They have chosen one of our games that they wanted to play.

We said goodbye to them and then the next group came.

Klasse 10 Ka

BFS goes Medau

On February 27th, 2024 we were invited to the Medau-School. At the beginning we were warmly welcomed. We were then presented with a presentation about language development and language support. Later we were divided into groups for the workshops.

Workshop 1 - straw football

In this workshop you train the mouth, tongue, cheeks and breathing functions. We got a straw and used it as play football. You had to blow into this straw in order to blow the ball into the opponents goal.

Another exercise was to suck up small pieces of paper with the straw and transport them to the other side.

Workshop 2 - syllable hopping

In this workshop you train to jump the syllables of a word. There was a parkour set up in the room. We were shown cards with pictures that we had to guess and guess the syllables contained in the word. At the end of the parkour we played a rhyming memory.



Workshop 3 – being active

Parcour:

We first had to go around an obstacle around it. Then we had to jump over another obstacle and then run around a ball and go back the way

Throwing cans:

We had two attempts to knock over as many cans as possible.

soap bubbles:

There were different shapes through which we had to try to blow soap bubbles. There were shapes, such as a circle, that were easier to hit, but there was also a star that was harder to hit

tongue muscles:

At the end of the station, we should do various tongue exercises, such as moving the tongue in circles in the mouth or letting the tongue run along the outside of the teeth.

Workshop 4 – stories

There were many pictures arranged in a circle on the floor. We would then have to run quickly to the picture we were looking for as puzzles, rhymes or a story was told. For example in the story the dog was named so we would have to run quickly to the picture of the dog.

Klasse 10 Ka