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IDENTIFIERS *CDA: Child Development Associate

ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to give the CDA intern experience in constructing card files of lessons, activities and environmental conditions (classroom equipment and arrangements of equipment). At the highest level of proficiency, upon completing this module, it is intended that the CDA intern will be able to set up a card file box and identify, select and record two lessons, two activities and two environmental conditions which are used to teach the child about his or her self. Instructional and behavioral objectives are given. Teacher's materials consist of pre-test directions, an answer key and activity guides. Trainee materials include a pre- and post-test, an activity list and record, a glossary and 12 lessons. (Author/RH)

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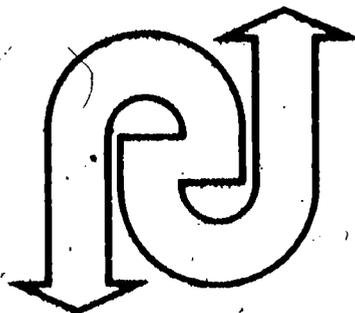
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 2

PLANNING CURRICULUM FOR THE PERSONAL DEVELOPMENT OF YOUNG CHILDREN



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School District of Philadelphia

THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 2

PLANNING CURRICULUM FOR THE PERSONAL
DEVELOPMENT OF YOUNG CHILDREN

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Unit II

Module 2

Unit II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Overview
of
Module 2

PLANNING CURRICULUM FOR THE PERSONAL
DEVELOPMENT OF YOUNG CHILDREN

Purpose of Module 2

It is the purpose of this module to help trainees:

1. Learn what lessons, activities and environmental conditions are;
2. Learn what teaching techniques are and be able to see the differences among them;
3. Learn some lessons, activities, environmental conditions and techniques for helping develop a good sense of identity;
4. Learn what a card file is, how to record cards for lessons, activities, and environmental conditions and how to maintain a file of lessons, activities and environmental conditions for developing a good sense of identity.

Unit II

Module 2

PLANNING CURRICULUM FOR THE PERSONAL
DEVELOPMENT OF YOUNG CHILDREN

COMPETENCY

The Trainee can make and maintain a card file of lessons, activities and environmental conditions which will teach a child a sense of identity.

INSTRUCTIONAL OBJECTIVES

Entry Level

The Trainee will know some lessons which will teach the child about himself.

The Trainee will know some activities which will teach the child about himself.

The Trainee will know some environmental conditions which will teach the child about himself.

The Trainee will know some techniques which can be applied to help the child gain a better understanding of himself.

Intermediate Level

The Trainee will know how to select and record lessons which will teach the child about himself.

The Trainee will know how to select and record activities which will teach the child about himself.

The Trainee will know how to select and record environmental conditions which will teach the child about himself.

Unit II

Module 2

INSTRUCTIONAL OBJECTIVES (cont.)

Mastery Level

The Trainee will set up and maintain a card file of lessons which will teach the child about himself.

The Trainee will set up and maintain a card file of activities which will teach the child about himself.

The Trainee will set up and maintain a card file of environmental conditions which will teach the child about himself.

BEHAVIORAL OBJECTIVES

Entry Level

Given a list of 22 items, the Trainee will be able to correctly identify, define and differentiate between lessons, activities, environmental conditions and teaching techniques on at least 18 of the items.

Intermediate Level

Given an Early Childhood classroom, the Trainee will be able to select and record two lessons, two activities, and two environmental conditions which will teach the child about himself.

Mastery Level

Given an Early Childhood classroom, the Trainee will be able to set up a card file box, and identify, select and record two lessons, two activities and two environmental conditions which are used to teach the child about himself at her Center in the prescribed format presented in this module.

Unit II.

Module 2

Trainee

Pretest

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.
2. Review the Pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the Pretest, or do not know how to do these things:

1. Fill out the Cover Sheet for this Module.
2. Read the Glossary.
3. Begin work on Activity 1.

Unit II

Module 2

Resource Person Directions

PRETEST

Hand out the Pretest. Use your Answer Key to review the Pretest when finished. 85% mastery on this Pretest is passing.

Unit II

Module 2

PRETEST

ANSWER KEY

PART 1

1. L
2. EC
3. A
4. EC
5. L
6. A

PART 2

1. The purpose should include what it is the Lesson, Activity, or Environmental Condition is supposed to help the child learn. The purpose is based on the title.
2. The number of children should be decided by whether or not it is a lesson activity or environmental condition. A lesson can have all the children participating at one time. An activity and an environmental condition can not have all of the children participating at one time. A decision should have been made based on what the activity or environmental condition was as to how many children should participate.
3. The steps should include all of the preparations needed to be made before you teach the lesson or plan the activity or environment as well as what you were going to do with the children or have the children do as well as how you planned to complete the lesson, activity or environmental condition.

The outcome should include what exactly the child should know when s/he completes the lesson, activity or environmental condition.

Unit II

Module 2

PRETEST

ANSWER KEY

PART 3

1. A; E; F
2. B; C; E; F; H; I
3. B; E; F; H; I

Possible answers for #3

- I can take my file box with me
- I can always add to it

Possible answers for #4

- Yes

Possible answers for #5

- It is important for children to know about themselves
- Children need to know about themselves before they can learn about other things

Possible answers for #6

- No
- No
- They are all worth the same

Unit II

Module 2

PRETEST (cont.)

PART 4

Possible answer for #1:

- It's a way to have lessons, activities, etc. on every-thing that's taught in the classroom.
- It's a way of having on file things I have seen other teachers do.
- It's a way of keeping on file things I have read about.

Possible answers for #2:

- When I find things in books I can write them on cards and put them in my box.
- When my co-workers talk about things I can write them on cards and put them in my box.
- When I visit other centers, I can write things on my card.
- When I take In-Service courses, I can write some things on my cards.

Unit _____

Module _____

NAME _____

Date _____

PLACEMENT TEST

Time Started _____

Time Finished _____

Mastery _____

No Mastery _____

Resource Person _____

Unit II

Module 2

PRETEST

PART 1

This part of the pretest will test your ability to tell the difference between lessons, activities and environmental conditions.

Directions

Here are six examples of things that go on in a preschool classroom every day. Next to each example, there is space provided for you to write down whether you think the example is a lesson, an activity, or an environmental condition. Write the letter "L" in the space if you think the example is a lesson. Write an "A" in the space if you think the example is an activity. Write an "EC" in the space if you think the example is an environmental condition.

Definitions:

Here are short definitions for lessons, activities, and environmental conditions:

Lessons:

Anything that happens during the school day that is led by the teacher.

Activity:

Anything that happens during the school day that children can do on their own.

Environmental Condition:

Equipment and furniture that the children see when they walk into the classroom. The way the equipment and furniture are arranged.

Unit II

Module 2

PRETEST

Example:

Here's an example of how to answer a question on this pretest.

EC The teacher puts a mirror on the wall where the children can see it.

A mirror is an ENVIRONMENTAL CONDITION so the correct answer to the question is "EC".

QUESTIONS

1. _____ The teacher puts a picture of a large ball on the flannel board. Next to that, she puts a picture of a small ball. She asks the children to describe each picture. She then asks the children to tell how the two balls are different. When the children can identify that one ball is big and the other is little, the teacher tells the children that these are opposites. Teacher shows them more pairs of opposites.

2. _____ The teacher arranges the room in areas. In one section she puts all the puzzles. In another section she puts all the dolls. In another section she puts all the blocks.

3. _____ The child goes to the puzzle rack. He takes out a puzzle. He brings the puzzle to the table. He removes the pieces of the puzzle. He puts the pieces back in the puzzle. He brings the puzzle back to the puzzle rack. He takes another puzzle to play with.

Unit II

Module 2

QUESTION (cont.)

4. _____ The teacher sets up an aquarium in the classroom.

5. _____ The teacher teaches the children a song.

6. _____ Two children go over and paint at the easel.

Unit II

Module 2

PRETEST

PART 2

This part of the pretest will test your ability to keep file cards of lessons, activities, and environmental conditions that help give a child a good sense of identity.

Directions

You will be given three piles of index cards. One pile will be white. One pile will be pink. One pile will be blue.

You will be given a list of nine lessons, activities, and environmental conditions. Some of these lessons, activities and environmental conditions will help give a child a good sense of identity. Some of these lessons, activities and environmental conditions have nothing to do with identity. Pick out the ones that have to do with identity.

You will write the lessons that have to do with identity on the white index cards. You will write one lesson per card.

You will write the environmental conditions that have to do with identity on the blue index cards. You will write one environmental condition per card.

After you have finished writing your lessons, activities and environmental conditions on the right cards, do the following things with each card:

One: Write the purpose of the lesson or activity or environmental condition.

Two: Write the number of children who can do the lesson, activity, or environmental condition at one time.

Three: Write all the things you have to do in order to teach the lesson, do the activity or set up the environmental condition.

Unit II

Module 2

Four: Write what you think the children will know when they have finished the lesson, the activity, or the environmental condition.

Write these things down first like it is written on the sample card below

Purpose:
Number of Children:
What To Do: 1.
2.
3.
4.
5.
6.
7.
Outcome:

Unit II

Module 2

Here is a list of things that have to do with lessons, activities and environmental conditions. Select the ones that have to do with identity. Place them on the correct index cards.

1. The children learn their first and last names.
2. The children make books about their families.
3. The teacher puts the names of the children on each of their cubbies.
4. The children string beads.
5. The teacher reads a story to the children.
6. The teacher teaches the children parts of the body using "My Face and Body" flannel board set by Instructo-McGraw Hill.
7. The children play Parts Of The Body Lotto.
8. The teacher makes a chart of the children's heights and hangs it on the wall.
9. The children play with a color wheel.

Unit II

Module 2

PART 3

This section of the Pretest will test your understanding of problems and issues for planning and recording lessons, activities, and environmental conditions aimed at teaching identity.

Directions

There are three questions in this part of the test. Under each question, there is a list of possible answers. Some of these answers are correct. Some of these answers are wrong. You are to put check marks next to the answers that are correct.

Example:

1. There are two correct answers to this question.

It is good to warm up your car in the morning because (There are 2 correct answers)

It makes your engine last longer in the long run.

It helps keep you from stalling.

It helps waste gasoline.

NOTICE THAT THE NUMBER OF CORRECT ANSWERS IS GIVEN BEFORE EACH QUESTION.

QUESTIONS:

1. There are three correct answers to this question.

It is important to know the difference between lessons, activities and environmental conditions because knowing the difference helps you to:

- a. _____ Organize your day in a better way.
- b. _____ Have better discipline in your class.
- c. _____ Keep up attendance.
- d. _____ Know your children better.
- e. _____ Teach the same thing in different ways.
- f. _____ Set up the room in a way that will make children want to use the equipment.

2. There are six correct answers to this question.

Teaching a good sense of identity to the children can go on at any time during the school day. Some of those times OTHER THAN LESSONS AND ACTIVITY TIMES are:

- a. _____ Nap time.
- b. _____ Lunchtime.
- c. _____ On the playground
- d. _____ Before the children arrive.
- e. _____ Snacktime.
- f. _____ Anytime you're talking to a child informally.
- g. _____ At a performance of a child's theater group.

Unit II

Module 2

- h. _____ When children are just coming to school or just leaving school.
- i. _____ When two or more children are talking and you join in the conversation.

3. There are five correct answers to this question.

What teaching techniques could you use to help give a child a good sense of identity?

- a. _____ Scolding him when he does something wrong to make sure he gets it right the next time.
- b. _____ Commenting on the way the child looks.
- c. _____ Commenting on how the sun helps plants grow just like it helps little children grow.
- d. _____ Allowing the child the freedom to play with the toys he wants to play with all day long.
- e. _____ Commenting on a child's new haircut or new clothes.
- f. _____ Commenting on what a child seems to like or dislike.
- g. _____ Commenting on the child's ability to follow directions promptly.

Unit 11

Module 2

- h. _____ Talking to the children about what they did during the day.
- i. _____ Point out the differences between the children in a positive way.

Unit II

Module 2

PART 4

This part of the Pretest is made up of different questions about all aspects of skills in Module 2.

Directions

Give a one or two sentence answer for each question.

1. How do you think you could use a card file to help you teach things that DON'T have to do with identity?
2. How can you add to your card file?
3. What happens to your card file if you change jobs?
4. Can you REALLY teach a sense of identity?
5. Why should you bother teaching a sense of identity?

Unit II

Module 2

6. Is a lesson more important than an activity? Is an activity more important than an environmental condition? Are they all worth the same, or is one more important than the others?

When you have completed the Pretest, give it to your Resource Person.

Unit II

Module 2: Planning Curriculum For the Personal Development of Young Children

Resource Person Activity List

Activity	Estimate Time For Completion	Material	Equipment
1. Module Introduction		Activity Folder U2-M2-A1	
2. Lessons for Teaching The Child About Himself		Activity Folder U2-M2-A2	
3. Activities for Teaching The Child About Himself		Activity Folder U2-M2-A3	
4. Environmental Conditions for Teaching the Child About Himself		Activity Folder U2-M2-A4	
5. Techniques for Teaching The Child About Himself		Activity Folder U2-M2-A5	
6. Field Activity		Activity Folder U2-M2-A6	
7. Checking Activity (E)		Activity Folder U2-M2-A7	
8. Keeping a Card File		Activity Folder U2-M2-A8	
9. Keeping A Card File of Lessons		Activity Folder U2-M2-A9	
10. Keeping A Card File of Activities		Activity Folder U2-M2-A10	
11. Keeping A Card File of Environmental Conditions		File 5x8 index cards Activity Folder U2-M2-A11	
12. Field Assignment Checking Activity (I,M)		Blue 5x8 index cards Activity Folder U2-M2-A12 File Boxes for 5 x 8 cards Pink, Blue, White 5 x 8 Index Cards	

Unit II

Module 2

Resource Person Directions

Activity 1: Module Introduction

Equipment and Materials:

Trainee: Activity Folder U2-M2-A1

Resource Person: NONE

Directions:

Trainee: Read the module introduction

Resource Person: Be available to answer questions

Mode of Instruction

Individual

Small Group

Resource Person is needed
is not

Unit II

Module 2

Resource Person

Activity 2: Lessons For Teaching The Child About Himself

Equipment and Materials:

**Trainee: Activity Folder
U2-M2-A2**

Resource Person: NONE

Directions:

Trainee:

1. Read the materials
2. Make a list of lessons taught in your own center.

Mode of Instruction

Individual	<input checked="" type="checkbox"/>
Small Group	<input type="checkbox"/>
Resource Person	<input type="checkbox"/>
is not needed	

Unit II

Module 2

Resource Person Directons

Activity 2 (cont.)

3. Share list with other Trainees - add lessons you don't have to other side of list page.
4. Make a list of list lessons for teaching a good sense of Identity.
5. Share list with other Trainees-add lessons you don't have to your list.
6. Go over lists with Resource Person.

Resource Person

1. Be available to answer questions.
2. Go over lists made by Trainees.
3. Must approve Identity lessons before Trainee can go on.

Unit II

Module 2

Resource Person Directions

Activity 3: Activities For Teaching The Child About Himself

Equipment and Materials:

Trainee: Activity Folder - U2-M2-A3

Resource Person: NONE

Directions:

Trainee:

1. Read the materials
2. Make a list of activities taught in your own Center.
(cont.)

Mode of Instruction

Individual

Small Group

Resource Person is needed
is not

Unit II

Module 2

Resource Person Directions

Activity 3 (cont.)

3. Share list with other Trainees - add activities you didn't have to your list.
4. Make a list of activities for learning a good sense of identity.
5. Share with other Trainees - add activities you didn't have to your list.
6. Go over your list with Resource Person.

Resource Person:

1. Be available to answer questions
2. Go over lists made by Trainees
3. Must approve identity Activity before Trainee can go on

Unit II

Module 2

Resource Person Directions

Activity 4: Environmental Conditions for Teaching The
Child About Himself

Equipment and Materials:

Trainee: Activity Folder
U2-M2-A4

Resource Person: None

Directions:

(Trainee:

1. Read the material
2. Make a list of equipment in your classroom.

) (cont.)

Mode of Instruction

Individual

Small Group

Resource Person

is
is not

needed

Unit II

Module 2

Resource Persons Directions

Activity 5: Techniques For Teaching A Child About Himself

Equipment and Materials:

Trainee: Activity Folder
U2-M2-A5

Resource Person: None

Directions:

Trainee:

1. Read the materials
2. Write the techniques for the list of lessons, in the activity. (cont.)

Mode of Instruction

Individual

Small Group

Resource Person

is

is not

needed

Unit II

Module 2

3. Draw a floor plan of your classroom with equipment in it.
4. Make a list of environmental conditions for teaching the child about himself.
5. Draw a floor plan of a room arranged to teach a child about himself.
6. Go over Floor Plan with Resource Person

Resource Person

1. Be available to answer questions
2. Go over lists made by Trainees of Environmental Conditions.
3. Go over floor plans made by Trainees.
4. Must approve Identity Floor Plan before Trainee goes on to next activity.

Unit II

Module 2

Activity 5: Techniques For Teaching A Child About Himself

ANSWER SHEET

Lesson: The teacher will teach the children what a triangle is by having them trace one on a piece of paper and writing the word triangle on their paper.

Lesson: The teacher will have a discussion with the children about their addresses

Lesson: The teacher will have the children cover their eyes while she hides an object from a try of five objects in order to improve their memories.

Lesson: The teacher will teach the children about opposites by using a flannel board and having the children place two pictures on the board which shows opposite things.

Lesson: The teacher will teach the children how to read their first names by writing their names on a card and giving it to them.

Unit II

Module 2

Resource Person

1. Be available to answer questions related to, "What is a technique".
2. Go over lists made by Trainees which underline the techniques in the lessons and have techniques for lessons on identity.
3. Approve identity techniques listed by the Trainees before they go on to next activity.

Unit II

Module 2

Activity 5: Techniques For Teaching A Child About Himself

Resource Person

Answer sheet for Lessons and Techniques for Teaching A Child About Himself

Lesson

Technique(s)

Having child learn what his voice sounds like

Use a tape recorder

Having child learn his full name

Discussion and story of names

Having child learn what he likes and doesn't like

Letting child choose what he wants to play with, keeping a chart of likes and dislikes

Having child learn his address

Discussion of chart of addresses

Having child learn who belongs to his family

Have children make a book of family members

Having child learn to describe what he looks like

Circle time-children take turns describing themselves

Having the child learn the names of the teachers in his school

Show children pictures of the teachers and have them tell their names

Having the child learn his birthday

Have calendar. Children circle the date in the month of their birthday.

Unit II

Module 2

Field Supervisor Directions

ACTIVITY 6

Purpose of Activity:

The purpose of this activity is to have the Trainee observe, identify and select lessons, activities and environmental conditions in her own Center.

The other purpose is to have trainees observe some techniques used to teach a child about himself.

Procedure to Follow:

1. Read Trainee's directions for the field activity.
2. Go over observation sheet with the Trainee.
3. Ask the Trainees the questions she was to record for the assignment.
4. Ask Trainee the following questions:

A. Lessons: Was the lesson a good one for teaching identity. Why? What other lessons does she know that can teach the same thing?

Unit II

Module 2

- B. Activities: Same as above.
 - C. Environmental conditions: Were the equipment or furniture in the best location for teaching identity. Why?
5. To make an evaluation of Trainee's performance for this activity, use the following criteria:
- A. The Trainee has followed the directions.
 - B. The Trainee has completed the observation chart.
 - C. The Trainee has correctly recorded lessons, activities and environmental conditions.

For the trainees who do not meet the above criteria, Field Supervisor should do the following:

- A. Go over directions with Trainee for clarification and if problem was not following directions have them repeat the activity.
- B. If Trainee did not complete observation find out why and have her complete it. Reschedule a time to visit.

Unit II

Module 2

C. If Trainee did not understand what a lesson, activity, or environmental condition was, have her reread the activity that explains what she did not understand, go over it with her and have her repeat the assignment.

Unit II

Module 2

Resource Person Directions

Activity 7 : Checking Activity

Equipment and Materials:

Trainee: Activity Folder
U2-M2-A7

Resource Person: Answer Sheet U2-M2-A7

Directions:

Trainee:

1. Read the instructions carefully
(cont.)

Mode of Instruction

Individual

Small Group

Resource Person is needed
~~is not~~

Unit II

Module 2

Resource Person Directions

2. Answer the questions.
3. Get answer sheet from Resource Person.
4. Check your answers.
5. Go over with Resource Person.

Resource Person

1. Give out answer sheets.
2. Go over with Trainee.
3. Passing is 18.
4. If Trainee does not get 18 right, check to see which ones gave them problems. Have Trainees reread the activity that talks about the questions they missed go over it with them when they have finished reading it. When they feel they are ready, have them take the test again.

Unit II

Module 2

ANSWER SHEET

A. Fill in the spaces

1. led or directed
to learn or to know
2. by themselves
what to do
how to do it
3. sees
sees
arranged
furniture
equipment
4. says
does
says
does
way
teaching

B. Lessons, activities and environmental conditions.

- | | | |
|-------------|------------|------------|
| 1. lesson | 7. lesson | 13. E.C. |
| 2. activity | 8. E. C. | 14. lesson |
| 3. activity | 9. E.C. | 15. E.C. |
| 4. lesson | 10. E.C. | 16. E.C. |
| 5. lesson | 11. E.C. | 17. E.C. |
| 6. E.C. | 12. lesson | 18. lesson |

Unit II

Module 2

Resource Person Directions

Activity 8: Keeping A Card File

Equipment and Materials:

Trainee: Activity Folder U2-M2-A8

Resource Person: None

Directions:

Trainee: Read materials in the Activity

Resource Person: Be available to answer questions re:
Keeping a card file
Sample card

Mode of Instruction

Individual

Small Group

Resource Person

is

needed

is not

Unit II

Module 2

Trainee Directions

Activity 3: Activities For Teaching The Child About Himeself

Equipment and Materials:

Activity Folder - U2-M2-A3

Directions:

1. Read the materials
2. Make a list of activities taught in your own Center.

(Continued on next page)

Mode of Instruction

Individual	
Small Group	
Resource Person	is is not needed

Unit II

Module 2

Resource Person

Resource Person:

Be available to answer the following questions:

- What to write on a lesson card?
- Where to write things on a lesson card?

Unit II

Module 2

Resource Person Directions.

Activity 10: Keeping A Card File Of Activities

Equipment and Materials:

Trainee:

Activities Folder - U2-M2-A1

5" x 8" Pink index cards

Resource Person: None

Directions:

Trainee

1. Read the steps for writing an activity card.
2. Write an activity card following the directions in the Activity. (cont.)

Mode of Instruction

Individual

Small Group

Resource Person is needed
is not

Unit II

Module 2

Resource Person

Resource Person

1. Be available to answer questions re:
 - A. What to write on the activity card.
 - B. Where to write the things on the activity card.

Unit II

Module 2

Resource Person Directions

Activity 11: Keeping A Card File of Environmental Conditions

Equipment and Materials:

Trainee: Activity Folder U2-M2-A11
Blue 5" x 8" index cards.

Resource Person: NONE

Directions:

Trainee:

1. Read the steps for writing an Environmental Conditions card

(over)

Mode of Instruction

Individual
Small Group

Resource Person is needed
is not

Unit II

Module 2

Resource Person Directions

2. Write an Environmental Conditions card following the directions in the activity.

Resource Person

1. Be available to answer questions re:
 - a. What to write on Environmental Conditions card.
 - b. Where to write things on the Environmental Conditions card

Unit II

Module 2

Field Supervisor Directions

ACTIVITY 12 - Field Activity

Purpose:

The purpose of this activity is to have Trainees record in proper format lessons, activities and environmental conditions. It is also the purpose of this activity to have the Trainees identify correctly lessons, activities and environmental conditions which will teach the child about himself.

Procedure To Follow

1. Read Trainee's directions for the field activity.
2. Go over Trainee's file box to make certain they have set it up in the appropriate fashion.
3. Check to make sure Trainees have used the appropriate color card for lessons (white) activities (pink) and environmental conditions (blue).
4. Check to make sure Trainees have recorded their lessons, etc. in proper format (see sample card in Activity 7).
5. Check to make sure Trainees have appropriately selected lessons, activities and environmental conditions

Unit II

Module 2

Field Supervisor Directions

6. Check to make sure the Trainees have selected Lessons, Activities and Environmental Conditions which will teach a sense of identity
7. This is the mastery activity for the module. Mastery is determined if the Trainees have done the following things:
 - a. Set up the card file appropriately.
 - b. Used the appropriate colors for the Lessons, Activities, and Environmental Conditions cards.
 - c. Used the appropriate format for recording Lessons, Activities and Environmental Conditions.
 - d. Recorded Lessons, Activities, and Environmental Condition Cards which meet the definitions and specifications for each in Activities 1, 2 and 3 in this module.
8. If the Trainee has missed any of the above, they have not mastered the activity.
9. For Trainees who do not meet the above criteria, the Field Supervisor should do the following things:
 - a. Setting up the card file - have Trainee tell you their understanding of how to do it. Identify what was the misunderstanding. Correct it. Have Trainees redo the card file.

Unit II

Module 2

Field Supervisor Directions

- b. Appropriate colors: Have Trainee reread Activities 8, 9, and 10 to find what colors cards should be used for which learning experience. Have them redo the cards.
- c. Using appropriate format - have Trainee check her cards with the sample card in Activity 7. Have Trainee pick out what was wrong - if she cannot, tell her. Have her redo the cards.
- d. Recorded appropriate Lessons, Activities and Environmental Conditions - Have Trainee tell you what a Lesson is, an Activity is and an Environmental Condition is. If she cannot, refer her back to Activity 1, 2, and 3. Then have her tell you. Have her look over what she had recorded in light of the definitions and identify what was wrong. If she cannot, tell her. Have her redo the cards.
- e. Recorded Lessons, Activities and Environmental Conditions which teach a sense of identity - Have Trainee tell you what identity is. If she cannot, refer her to Unit 2 Module 2 Activity 1 for definition. Have her tell you what was wrong. If she cannot, tell her. Have her redo the cards that were wrong.

Unit II

Module 2

Trainee Directions

Module

PLANNING CURRICULUM FOR THE PERSONAL
DEVELOPMENT OF YOUNG CHILDREN

Trainee:

Instructor:

Field Supervisor:

How Many?

Class Sessions			
Field Visits			

Unit II

TRAINEE ACTIVITY RECORD

Module 2: Planning Curriculum For the Personal
Development of Young Children

Name: _____

Date Started: _____

Date Completed: _____

Activity	Equipment and Materials	Com- plet- ed	Time	Comments, Problems or Special Plans
1. Module Introduction	Activity Folder U2-M2-A1			
2. Lessons for Teaching The Child About Himself	Activity Folder U2-M2-A2			
3. Activities for The Child About Himself	Activity Folder U2-M2-A3			
Environmental Conditions for Teaching The Child About Himself	Activity Folder U2-M2-A4			
5. Techniques for Teaching The Child About Himself	Activity Folder U2-M2-A5			
6. Field Activity	Activity Folder U2-M2-A6			

Unit II

Module 2

TRAINEE ACTIVITY RECORD

Activity	Equipment and Materials	Com- plet- ed	Time	Comments, Problems or Special Plans
7. Checking Activity (3)	Activity Folder U2-M2-A7			
8. Keeping A Card File	Activity Folder U2-M2-A8			
9. Keeping A Card File of Lessons	Activity Folder U2-M2-A10			
10. Keeping A Card File of Activities	Activity Folder U2-M2-A10 File box, 5x8 index cards			
11. Keeping A Card File of	Activity Folder U2-M2-A11 Blue 5x8 index cards			
12. Field Assignment Checking Activity (I,M)	Activity Folder U2-M2-A12 File Boxes for 5 x 8 cards Pink, Blue, White 5x8 index cards			

Unit II

Module 2

MODULE 2

PLANNING CURRICULUM FOR THE
PERSONAL DEVELOPMENT OF
YOUNG CHILDREN

GLOSSARY

Activity

- An activity is something children can do by themselves, like playing with puzzles or blocks. The children do not need the teacher to tell them exactly what to do or how to do it.

Card File

- A card file is a record of things to be done with children that are written on index cards and stored in a file box.

Environmental Conditions

- Environmental conditions means the things a child sees when he comes into a classroom, and how these things are arranged.

Lesson

- A lesson is anything that happens during the school day that is led by the teacher.

(1)

Unit 11

Module 2

Trainee Directions

Activity 1: Module Introduction

Equipment and Materials:

Activity Folder: U2-M2-A1

Directions:

Read Module Introduction individually

Mode of Instruction

Individual	
Small Group	
Resource Person	is needed
	is not

Unit II
Module 2

ACTIVITY 1

In the first module, you learned a lot about how children grow. You learned a lot about SELF-WORTH. You learned why a good sense of self-worth is important to a child. You learned what things to look for to see if a child has a good sense of self-worth. You learned a lot about IDENTITY. You learned why it is important for a child to have a good sense of identity. You learned to tell by observing a child whether or not he has a good sense of identity. You learned a lot about SOCIALIZATION. You learned why it is important for a child to know how to get along well with other people. You learned how the things a child says and does can tell you whether he gets along well with other people.

In this module, you will learn some things that you can do to help a child get a good sense of SELF-WORTH and IDENTITY. You will learn what kinds of equipment and materials you should have to help a child learn to feel good about himself (SELF-WORTH) and to help a child learn who he is (IDENTITY). You will learn:

1. The difference between LESSONS, ACTIVITIES, and ENVIRONMENTAL CONDITIONS.
2. How to make a FILE of lessons and activities that help a child learn about himself.

This module is all about how to take what you know about the way children grow and use it in the classroom. This module is about things you can do in your classroom every day to help a child learn about himself. This module will teach you what to do to help the children in your class learn about themselves.

Unit II

Module 2

Trainee Directions

Activity 2: Lessons For Teaching The Child About Himself

Equipment and Materials:

Activity Folder
U2-M2-A2

Directions:

1. Read the materials.
2. Make a list of lessons taught in your center

(Continued on next page)

Mode of Instruction

Individual	
Small Group	
Resource Person	is needed
	is not

Unit II

Module 2

Trainee Directions

Activity 2 (cont.)

3. Share list with other Trainees - add lessons you don't have to other side of list page.
4. Make a list of list lessons for teaching a good sense of Identity.
5. Share list with other Trainees - add lessons you don't have to your list.
6. Go over lists with Resource Person.

Unit 11

Module 2

ACTIVITY 2

A lesson is anything that happens during the school day that is led by the teacher, like reading a story to the class. When a teacher teaches a lesson, she has something specific in mind for the children to learn. For instance, if a teacher wants to teach a lesson about colors, she might read "Hats for Sale" to her class. Then, she might have a discussion with the children and use the story to teach colors. All together, the reading of the story and the discussion afterwards would be a lesson on colors.

The next page has two columns on it. In the first column, make a list of as many lessons as you can think of that you have taught or have seen taught in your Center. When you have finished your list, get together with one or two other trainees. Share your list with each other. In the second column on the page write down any lessons that the other Trainees had on their list that you didn't have written down.

If you have any questions about what a lesson is, ask your Resource Person before you work on your list.

When you make your list of lessons, it is important to say:

1. What it is you are going to teach
2. How you are going to teach it

Unit II

Module 2

Let's go back to the example about teaching colors. The teacher teaches the lesson on colors by reading the story "Hats for Sale" to the children. Afterwards, she talks with the children about the different colors of the hats.

If you wanted to put this lesson on your list, you would write:

Lesson: Teaching Colors

How: Reading "Hats for Sale" and discussing the colors of the hats.

When you make your lesson list, do it just like this:

LESSON PAGE

COLUMN 1	COLUMN 2
<p>Lessons you know about from your Center.</p> <p>(Example:</p> <p>Lesson: Colors</p> <p>How: Reading "Hats for Sale" and discussing colors of the hats)</p>	<p>Lessons you have heard about from other Trainees</p>

Unit II

Module 2

COLUMN 1	COLUMN 2
L	

Unit II

Module 12

Now let's think about some lessons for teaching a child about himself. Think about some lessons which will help a child have a good sense of identity.

In Module 1 we said that "To get a sense of identity, a child must answer the questions, 'Who Am I?', 'What do I look like?', and 'Where do I live?'".

Can you think of some lessons you have taught or have seen taught in your center which could help a child answer the questions "Who am I?", "What do I look like?", "Where do I live?"

Turn back to your list of lessons. Read over your lists. Put a check beside the lessons which would help a child get a good sense of identity. Go over the lessons you picked with one or two other Trainees. When you have all agreed that you have checked all of the lessons which would teach the child to have a good sense of Identity, go over your lists with your Resource Person. When every one agrees, write those lessons on the next page. The next page is called, "Lessons For Teaching A Good Sense of Identity". Write down the lessons exactly the way you did before. Be sure to place them under the proper heading.

If you did not have any lessons written down before, think about some lessons now and write them on the next page. If you can think of any other lessons for teaching a good sense of identity. Share them with another Trainee and write them on the next page too.

LESSONS FOR TEACHING A GOOD SENSE OF IDENTITY

A. Lessons for teaching, "Who am I?".

1. Can you think of some lessons which might teach a child his name?
2. Can you think of some lessons which might teach a child the names of the people in his family?
3. Can you think of some lessons which might teach a child the names of the children in his classroom?

Unit II

Module 2

C. Lessons for teaching, "Where do I live?".

1. Can you think of lessons which will teach the child his address?
2. Can you think of lessons which will teach the child the name and address of his school?

When you have finished your list, share it with one or two other Trainees. Add lessons that they had but you didn't have. Go over your list with the Resource Person. When you all agree that your list is correct, go on to the next activity.

Unit II

Module 2

Trainee Directions

Activity 3: Activities For Teaching The Child About Himself

Equipment and Materials:

Activity Folder - U2-M2-A3

Directions:

1. Read the materials
2. Make a list of activities taught in your own Center.

(Continued on next page)

Mode of Instruction

Individual

Small Group

Resource Person

is

needed

is not

Unit II

Module 2

Trainee Directions

Activity 3 (cont.)

3. Share list with other Trainees - add activities you didn't have to your list.
4. Make a list of activities for learning a good sense of identity.
5. Share with other Trainees - add activities you didn't have to your list.
6. Go over your list with the Resource Person.

ACTIVITY 3

An activity is something children can do by themselves, like playing with puzzles or blocks. The children do not need the teacher to tell them exactly what to do or how to do it. An activity is something children can do on their own. But of course, it is up to the teacher to choose what activities are there for the children to play with. It is also up to the teacher to make sure that the child can get the things he needs to do an activity. And, the teacher must also make sure that the child knows how to use the things he needs to do an activity. For instance, if a teacher has counting sticks for children to play with, the teacher must make sure that the counting sticks are kept somewhere where the children can reach them. The teacher must also make sure that the children know what to do with the counting sticks.

When a teacher chooses an activity, she should have something specific in mind for the children to learn. For instance, if a teacher wants a child to learn the difference between "Big" and "Little", she may put a puzzle that shows something big next to a puzzle that shows something little on the puzzle rack.

Can you think of some activities that you have used in your classroom? On the next page, you will find an Activities Page which has two columns on it. In the first column, make a list of as many activities as you can think of that you have used in your Center. When you have finished your list, get together with one or two other trainees and share your activities with each other. In Column 2 of your Activities Page, write

Unit II

Module 2

down any activities that the other Trainees had on their list that you didn't have written down. If you have any questions about what an activity is, ask your Resource Person before you work on your list.

When you make your list of activities, it is important to say:

1. What you want the children to learn
2. What materials you are going to use in order to have the children learn it.

An example of an activity which does both of these things is:

The teacher wants the children to learn shapes. She will have puzzles with different shapes set out for the children.

The way to write your activities list, using this example is:

Children will learn: Shapes

Materials for learning: Puzzles

When you make your Activities List do it just like this.

When you have finished making your lists, go over them with your Resource Person.

ACTIVITIES PAGE

Column 1	Column 2
<p><u>Activities you know about from your Center</u></p> <p>(Example: Children will learn: Shape Materials for learning: Puzzles)</p>	<p><u>Activities you have heard about from other Trainees</u></p>

Unit II

Module 2

Now let's think about some activities for teaching a child about himself. Think about some activities which will help a child have a good sense of identity.

Remember that in order to have a good sense of identity a child must be able to answer the questions, "Who am I?", "What do I look like?" and "Where do I live?". Can you think of some activities that you have used or seen used in your Center which answer these questions?

Turn back to your Activities Page. Read over your lists and put a check beside the activities which you could use that would help a child get a good sense of identity. Go over them with one or two other Trainees. When you have all agreed on the activities which would help a child learn a good sense of identity, write those activities on the page entitled, "Activities For Learning A Good Sense of Identity".

If you did not have any activities written down on your activities page, think about some activities and write them down on the next page. If you did have some activities written down, see if you can think of a few more.

Here are some questions which might help you think of some Identity Activities.

A. Activities for learning, "Who am I?"

Unit 11

Module 2

1. Can you think of some activities which could help a child learn his name?
2. Can you think of some activities which might help a child learn the names of other people in his family?
3. Can you think of some activities which might help a child learn the names of the children in his classroom.

B. Activities for learning, "What do I look like?".

1. Can you think of some activities which might help the child learn parts of his body?
2. Can you think of some activities which might help describe himself.

C. Activities for learning, "Where do I live?".

1. Can you think of activities which will help the child learn his address?
2. Can you think of activities which will help the child learn the name and address of his school?

Remember that an activity is something that a child can do by himself - he does not need a teacher to tell him what he

Unit 11

Module 2

should know. They do not need a teacher to tell them what to do. DO NOT confuse a lesson with an activity.

When you have finished your list, share it with one or two other trainees. Add activities that they had and you didn't have on your list. Go over your list with the Resource Person. When you both agree that your list is correct, go on to the next activity.

ACTIVITIES FOR LEARNING A GOOD SENSE OF IDENTITY

Activities for learning, "What Am I?"

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Module 2

Activities for learning, "What do I look like?".

Activities for learning, "Where do I live?".

Unit II

Module 2

Trainee Directions

Activity 4: Environmental Conditions For Teaching The
World About Himself

Equipment and Materials:

Activity Folder
U2-M2-A4

Directions:

1. Read the material
2. Make a list of equipment in your classroom.

(Continued on next page)

Mode of Instruction

Individual	
Small Group	
Resource Person	is needed
	is not

Unit 11

Module 2

Activity 4 (cont.)

3. Draw a floor plan of your classroom with equipment in it.
4. Make a list of environmental conditions for teaching the child about himself.
5. Draw a floor plan of a room arranged to teach a child about himself.
6. Go over Floor Plan with Resource Person.

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Module 2

ACTIVITY 4

Environmental conditions means the things a child sees when he comes into a classroom, and how these things are arranged. For instance, there might be one counter set off from the rest with dolls on it for children to play with. There might be a mirror on the wall or a piano in the room. These are all environmental conditions. A teacher should ask herself several questions when she is arranging a room. She should ask: Can the children reach all the toys and games they are allowed to play with by themselves? How do I want my children to feel about themselves when they are in this classroom? Are there ways I can set up the room to help them feel the way I want them to feel? What kinds of things can the children learn from using the equipment and from the way the room is set up? How can I arrange the room so I can help them learn what I want them to learn?

When a teacher picks something out to put into her classroom, she should have a specific reason for it. For instance, if a teacher wants her children to learn about themselves, she might put a full-length mirror on the wall so that the children can see themselves and look at different parts of their bodies.

Can you think of equipment and ways of arranging it that you use or have seen used in your classroom? Make a list of all of the equipment in your classroom on the next page, entitled Equipment in the Classroom Environment. If there are other Trainees from your Center in your class, you can make your

Unit II

Module 2

list up together. On the page after your List Page, draw a floor plan of your room with the equipment in it that you had on your Equipment List page. Draw your classroom as it is, not as you think it should be. When you are finished go over both pages with your Resource Person to see if you might have left anything out.

Equipment In The Classroom Environment.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
14.	
15.	
16.	
17.	

Unit II

Module 2

Floor Plan Of Room And Equipment

85

34

Unit 11

Module 2

Now let's look at equipment which teaches the child about himself. Remember, you want the child to have a good sense of identity. Can you think of equipment in your classroom which helps the child learn about himself?

Look at your equipment list. Put a check next to the pieces of equipment on your list which would answer the questions Who am I, What do I look like? and Where do I live? Go over them with your Resource Person and when you agree, write them on the next page entitled, "Environmental Conditions for Teaching a Child About Himself". If you did not have anything on your list which might help a child learn about himself, think about it now. You may talk to other trainees if you wish. You may talk to your Resource Person. If you had some things written down think of more now and add them to your list. Remember this list should have equipment which would help a child learn about himself.

Unit II

Module 2

Environmental Conditions For Training A
Child About Himself

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

Unit II

Module 2

Now let's think of a way of arranging a room so that there are many things in it that could help a child learn about himself. There are two important things to think about when you arrange a room:

1. What equipment and furniture you put in the room.
2. How you place the equipment and furniture in the room.

Use the equipment from your Environmental Conditions list. Think about how you would arrange your equipment and furniture so that the children will want to use it.

On the next page, draw a plan of a classroom that shows where you would put all the equipment on your list. DO NOT draw your Center room. Make up a room that you think would help a child learn about himself. Remember, think about what equipment and furniture you will use and how you will arrange it.

If you have any questions ask your Resource Person. When you have finished, check with your Resource Person before you go on to the next activity.

Unit II

Module 2

Floor Plan For Helping A Child Learn
About Himself

Unit II

Module 2

Trainee Directions

Activity 5: Techniques For Teaching A Child About Himself

Equipment and Materials:

Activity Folder
U2-M2-A6

Directions:

1. Read materials
2. Write the techniques for the list of lessons in the activity.

Mode of Instruction

Individual

Small Group

Resource Person

is

needed

is not

Unit II

Module 2

ACTIVITY 5

A teaching technique is something a teacher says or does and the way she says or does it. A teaching techniques is only part of what a teacher does. A teacher may use many teaching techniques during the course of a school day. She may use many teaching techniques in the course of a lesson.

Be careful not to confuse a technique with a lesson.

A lesson is something a teacher directs. It is also something she wants a child to learn. For example, a teacher might teach a lesson about the difference between big and little. For this lesson, she reads the story Jack and The Beanstalk to the class and then she talks about the story with the class. The lesson is learning about big and little. The techniques for teaching the lesson are reading the story and having a discussion with the class. The techniques are the way a teacher goes about teaching the children what she wants them to learn.

The following are several different lessons and techniques for teaching the lesson.

E X A M P L E

Lesson: The teacher will teach the children what a triangle is by having them trace one on a piece of paper and write the word "triangle" on their paper.

Unit II

Module 2

Lesson: The teacher will have a discussion with the children about their addresses.

Lesson: The teacher will have the children cover their eyes while she hides an object from a tray of five objects in order to improve their memories.

Lesson: The teacher will teach the children about opposites by using a flannel board and having the children place two pictures on the board which show opposite things.

Lesson: The teacher will teach the child how to read his name by writing his name on a card and giving it to him.

When you have finished underlining the techniques for each lessons, ask for an answer sheet and check to see if you underlined the right parts of the lesson. If you did not go over it with your Resource Person.

Now let's think about some techniques for teaching a child about himself. If a teacher wants to teach a lesson about parts of the face, she might put an empty face on the flannel board and have the children take turns putting the eyes, nose, mouth, etc., on the face. At the same time, she will have them name the parts of the face that they are adding.

Unit II

Module 2

On the next page there are two columns. In column 1, you will find a list of lessons to teach the child about himself. In Column 2 you are to list the techniques or techniques you would use to teach the lesson from Column 1. If you have trouble, speak to your Resource Person. You can also look back to the part of this activity that gave you some lessons and had you underline the techniques. You may choose one or two other people to work on it with you. When you have finished go over your list with your Resource Person and then go on to the next activity.

Unit II

Module 2

Lessons and Techniques For Teaching
A Child About Himself

Column 1 Lessons	Column 2 Technique(s)
<p>Having child learn what his voice sounds like.</p> <p>Having child learn his full name.</p> <p>Having child learn what he likes and doesn't like.</p> <p>Having child learn his address.</p> <p>Having child learn who belongs to his family</p> <p>Having child learn to describe what he looks like.</p> <p>Having the child learn the names of the teachers in his school.</p> <p>Having the child learn his birthday.</p>	

Unit 11

Module 2

Trainee Directions

ACTIVITY 6 - Field Activity

Purpose of Activity:

To have you observe, identify and select lessons, activities and environmental conditions in your own Center.

To have you observe some techniques used to teach a child about himself.

Activity 6: Field Assignment

For this assignment, you will observe:

1. Two lessons that teach a child about himself.
2. Two activities that teach a child about himself.
3. Two environmental conditions that help a child learn about himself.

REMEMBER! The three questions a child must be able to answer in order to have a good sense of identity are:

1. WHO AM I?
2. WHAT DO I LOOK LIKE?
3. WHERE DO I LIVE?

When you observe the lessons, you will write down:

1. Which one of the three questions did the lesson help the child answer?
2. What did the teacher want the child to learn?

Unit 11

Module 2

3. What techniques did the teacher use to teach the lesson?

When you observe the activities, you will write down:

1. Which one of the three questions did the activity help the child answer?
2. What was the activity supposed to teach the child?

When you observe the environmental conditions, you will write down:

1. Which one of three questions did the piece of equipment help the child answer?
2. What is the name of the equipment or furniture?

Write down what you observed on the OBSERVATIONAL CHART for this activity.

Your Field Supervisor will expect to see the Observation Chart finished when she visits you at your center. If you have any problems, talk to your Field Supervisor.

Unit II

Module 2

OBSERVATIONAL CHART

LESSON

ACTIVITY

ENVIRONMENTAL
CONDITION

Lesson 1

Teacher wanted children to learn:

Place a check next to the question on identity answered in the lesson:

- Who am I?
- What do I look like?
- Where do I live?

Activity 1

The purpose of the activity was to teach:

Place a check next to the question about identity:

- Who am I?
- What do I look like?
- Where do I live?

E.C.1

List the pieces of equipment or furniture:

The equipment or furniture will teach the child the following about himself.

Unit II

Module 2

Trainee Directions

Activity 7: Checking Activity

Equipment and Materials:

Activity Folder
U2-M2-A7

Directions:

1. Read the instructions carefully.
2. Answer the questions.

(Continued on next page)

Mode of Instruction

Individual
Small Group
Resource Person is needed
is not

Unit II

Module 2

Trainee Directions

Activity 7 (cont.)

3. Get answer sheet from Resource Person.
4. Check your answers.
5. Go over this with your Resource Person.

7-00

Unit II

Module 2

ACTIVITY 7 - CHECKING ACTIVITY

This activity is designed to help you find out if you can tell the difference between a lesson an activity, environmental conditions and a teaching technique. It is important for you to know this because in Nursery Schools we use each of the above in teaching children every day.

Sometimes you will teach children about themselves through lessons;

Sometimes you will have activities set out on a table for them to use if they want;

Sometimes the way you arrange your furniture and equipment will help children to learn about themselves;

Sometimes the techniques you use will help children find out about themselves.

On the following pages you will be asked to identify lessons, activities, environmental conditions and teaching techniques. You will have to know what each of them means and you will have to know how each is different from the other.

Follow the directions carefully. If you have any questions, ask your Resource Person. When you are finished, get an answer sheet and correct the exercise yourself. Then go over it with your Resource Person.

Unit II

Module 2

DIRECTIONS:

Fill in the blank spaces. Use one word for each space.

1. A lesson is anything that happens during the school day that is _____ by the teacher. It is also something she wants children _____
_____.
2. An activity is something children can do _____
_____. The children do not need the teacher to tell them _____
or _____.
3. Environmental conditions are what a child _____ when he comes into a classroom and how what he _____ are _____. Environmental conditions usually refer to _____ and _____.
4. A teaching technique is something a teacher _____ or _____ and the way she _____ or _____ it. Techniques are the _____ the teacher goes about _____ the children what she wants them to learn.

PART BDIRECTIONS

The following is a list of lessons, activities and environmental conditions. Put "L" beside the ones you think are lessons, and "A" besides the ones you think are activities and "EC" besides the ones you think are environmental conditions.

1. _____ story and discussion
2. _____ puzzles
3. _____ lotto games
4. _____ Simple Simon.
5. _____ songs
6. _____ mirror
7. _____ children draw pictures of what they think they look like
8. _____ chart of children's birthday
9. _____ children's name on cubby
10. _____ tape recorder
11. _____ books
12. _____ children make books with pictures of themselves, names, addresses and birthdays
13. _____ growth chart
14. _____ children guess who is talking
15. _____ dress up clothes

Unit II

Module 2

16. _____ flannel board

17. _____ birthday chart

18. _____ family book

Unit II

Module 2

Trainee Directions

Activity 8: Keeping A Card File

Equipment and Materials:

Activity Folder
U2-M2-A8

Directions:

Read materials in the activity.

Mode of Instruction

Individual	
Small Group	
Resource Person	<input checked="" type="radio"/> is not needed

Unit II

Module 2

ACTIVITY 8

What Is A Card File?

A card file is a record of things to be done with children that are written on index cards and stored in a file box. In this module, we will be talking about teaching a child about himself. We now know that there are different ways of doing things to help children learn about themselves. There are lessons to be taught; activities to be made available; and environmental conditions to be arranged and made available to the children. The lessons, activities, etc., can be written down on cards and kept in your file box.

Why Should We Keep A Card File?

The purpose for keeping a card file is so that when you want to be able to teach children a special lesson you will have a place to find that lesson in a quick and easy way. Many of you have been working with children for a long time. If you had kept a file on all of the different things you had been doing with children, you would probably have a lot of cards on lessons and activities which you could pull out and use the next year when you want to teach the same thing again. Also, you could make sure that you had not forgotten anything.

Sometimes you talk to or observe other teachers doing some things that you would like to try. If you write it down on index cards you will have it available for when you want to work with the children.

Sometimes you will go to meetings and seminars which will talk about different and new ways of teaching children. A card file is a good place for recording these new ideas - you will not forget them and you will not lose them.

A card file is also a good thing to share with other people. It is another way of learning new and different ways of teaching from other people. As trainees, you come from many different centers. Sharing your card files will be a good way of learning and recording different things from different centers. Although you will be setting a card file up now for teaching a child about himself, you will be keeping the file for other things that you learn to teach children too. So when you have completed the CDA Program, you will have a card file of lessons, activities, and environmental conditions for many different areas of teaching.

Keeping A Card File

There are many different lessons, activities, environmental conditions, and teaching techniques that you will use as a teacher. The longer you teach, the more lessons, activities, environmental conditions and teaching techniques you will know about. You will need some way to keep track of them all.

A good way to keep track of these things is by keeping a card file.

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How Do You Keep A Card File

There are several things that need to be written on your index cards. In this activity, you will learn what things you should record on every card. In the following activities, you will learn how to record cards for lessons, for activities and for environmental conditions. You will also have a chance to practice writing them. Right now, though, all you have to do is learn what belongs on each card that you keep.

1. At the very top right hand corner of the card you should write down the name of the lesson, activity or environmental condition.
2. Underneath the name, you should write down the name of the person who taught it or the company that made it. If you know both, write them both down.
3. Next write down what the lesson or activity or environmental condition is supposed to teach.
4. Under that, write down the number of children who can do this activity or lesson together.
5. Next, write down a list of what things you will do in order for the children to do the activity or in order for you to teach the lesson.

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Module 2

6. Below that, write down what you will want the children to know when they have finished the lesson or activity.

AN EXAMPLE OF A FILE CARD

TITLE: Parts Of The Body

AUTHOR/PUBLISHER: McGraw-Hill

INSTRUCTION:

PURPOSE: To have children learn parts of the body.

NUMBER OF CHILDREN: 3

WHAT TO DO:

1. Have children sit at table.
2. Introduce the Lotto game.
3. Have them select cards
4. See if children know the body parts on their card.
5. Tell children what they are if they don't know them.
6. Have child say what part of the body the card is as they pick and place it. (They may not have another turn until they can name the body parts.
7. Tell children to help one another or call you if they don't know it.
8. Children can switch cards when they have finished a card.

OUTCOME: Children will know body parts.

Unit II

Module 2

Trainee Directions

Activity 9: Keeping A Card File Of Lessons

Equipment and Materials:

Activity Folder- U2-M2-A9

File Box

Index Tabs

White 5" x 8" Cards

Directions:

Read steps for writing a lesson card, write a lesson card.

Mode of Instruction

Individual

Small Group

Resource Person



is not

needed

Unit II

Module 2

ACTIVITY 9

In this activity, you will learn how to make a card file of lessons that will help a child learn about himself.

SAMPLE CARD

TITLE:
AUTHOR/PUBLISHER:

INSTRUCTOR:

PURPOSE:

NUMBER OF CHILDREN:

WHAT TO DO:

OUTCOME:

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Module 2

In activity 1, you learned that a lesson is something that is led by the teacher. The things you will write down on your lesson card will help remind you what you need to do in order to teach your lesson.

Here are directions for writing a lesson card:

1. At the very top right hand corner of the card, write the name of the lesson.
2. Underneath the name, write where you got the lesson, from. (It could come from a book, a teacher, or company).
3. Next write down what the lesson is supposed to teach. This is called the Purpose. On the left-hand side of the card, write the word "Purpose". And, then write down the lesson you are supposed to teach.
4. Under purpose, write the words "Number of Children" and then the number of children who can take part in the lesson at one time.
5. Next, write down the words, "What To Do" and then write a list of what you will have to do to teach your lesson.
6. Below that, write "Outcome". Then write what you will want the children to know when they have finished the lesson.

Unit II

Module 2

Think about what you will do first, what you will do second, and what you will do third, fourth, etc. In this case, your list of things to do might look like this:

1. Set up flannel board and have flannel pieces ready.
2. Ask children to sit by the flannel board.
3. Tell children they will be learning parts of the face.
4. Place flannel face on board and tell children it is a face.
5. Have children tell you what the found piece is.
6. Show children eyes and ask what they are.
7. Have one child put eyes on face.
8. Show children nose and ask what it is.
9. Have one child put nose on face.
10. Show children the mouth and ask what it is.
11. Have one child put mouth on face.
12. Show children ears and ask what they are.
13. Have one child put ears on face.
14. Have children name all the parts of the face.

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Module 2

Now let's try a card together. Get a white card from your Resource Person. You can choose a partner to work with if you want. The lesson that you will write on your card is a flannel board lesson on Parts of the Face. Write the name of the lesson on the upper right-hand corner of the card. Next, write where you got the lesson from. In this case, you got it from the CDA Project. So under the name of the lesson, write CDA. Note: write "Purpose" on the left-hand side of the card. In this case, the purpose is to teach the child about parts of his face. Write what the lesson is suppose to teach. Next write the number of children who can take part in this lesson at the same time. Select the number of children you think should work on the lesson together. This is a decision only you can make. You should ask yourself these questions:

1. How many children are able to work at a flannel board together?
2. How many children can you work with at the flannel board?
3. How many children will be interested in this lesson?
4. How many children will be able to pay attention to the lesson?

Write down the number you pick.

On the next line, write the words, "What To Do". Then write down what you should do in order to teach the lesson.

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Write these steps on your card under "What to Do". If you don't have enough room on the front side of the card, turn the card over and write on the other side.

Finally, at the bottom of the card, write the word, "Outcome". The outcome is what you expect the children to know when the lesson's over. In this lesson, the outcome is: Children will know all of the parts of the face.

Write the outcome next to the word "Outcome".

You have now finished your lesson card. If you have any questions, ask your Resource Person for help. If not, go on to the next activity.

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Module 2

Trainee Directions

Activity 10: Keeping A Card File Of Activities

Equipment and Materials:

Activity Folder - U2-M2-A9

6" x 8" Pink index cards

Directions:

1. Read the steps for writing an activity card.
2. Write an activity card following the directions in the activity.

Mode of Instruction

Individual

Small Group

Resource Person

is

is not

needed

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ACTIVITY 10

In this activity, you will learn how to record a card for activities for helping a child learn about himself. First you will learn what to write on an activity card and then you will practice writing an activity card.

In Activity 3 you learned that an activity is something that children can do by themselves. This is important to know when you write your activity card because when you make your list of what to do this time, your list will be of things to have the children do themselves. Here is a list of things you will need to write on your Activity Cards:

1. At the top right-hand corner of the card write the name of the activity.
2. Underneath the name, write where you got the activity from. (It could come from a book, a teacher or a company.) Since an activity is usually a piece of material, such as a puzzle or game, always write the name of the company that made it. That way, you can contact the company if you cannot find it when you want to use it.
3. Next, write what the activity is suppose to teach. This is the Purpose. On the left-hand side of the card, write, "Purpose"

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card, write the word, "Purpose"; then write what the activity is suppose to teach.

4. Under purpose, write the word "Number of Children", and then write the number of children that can work on the activity together.
5. Next write "What to do" then write your list of what you must do to get the children ready to do the activity themselves.
6. Last, write the word "Outcomes", and then write what you will want the children to know when they have finished the activity.

SAMPLE CARD

TITLE:

AUTHOR/PUBLISHER:

INSTRUCTOR:

PURPOSE:

NUMBER OF CHILDREN:

WHAT TO DO:

OUTCOME:

118

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ACTIVITY 10

PART B

Below is a sample card completed for an activity. Study it.

Title: Learning Shapes

Author/Publisher: CDA Project

Instructor: S. Green

Purpose: Children will get practice in working with different shapes.

Number of Children: 6

What To Do:

1. Select six puzzles with different shapes.
2. Place them on the activity table so that they will be available to children during free time.

Outcome:

Children will be familiar with different shapes.

Activity 10 (cont.)

Now that you have studied the completed sample card, let's go on to the next task. Your next task is to do the following:

1. Look over the list of activities you wrote in Activity 3.
2. Select five of these activities to place on activity cards.
3. Pick one of those five activities and write it on the sheet on the next page. The sheet on the next page contains all the parts that you must write on your card.
4. Fill in all the parts on the sheet.
5. When you have finished writing or filling out the sheet, check it with your Resource Person.
6. After you have checked your sheet with your Resource Person, place it on a pink card.
7. Now, write the other four activities on pink cards. Find a partner and have him/her check them. If there are any questions, ask your Resource Person.

When you are sure that you understand what an activity is and are sure that you can write an activity card, go on to the next activity.

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Module 2

ACTIVITY 10

PRACTICE SHEET

ACTIVITY CARD

Title (Name of the Activity): _____

Author/Publisher (Where you got the activity from): _____

Instructor (Your name): _____

Purpose (What the activity is supposed to teach):

What To Do (Your list of things that you must do to get the children ready to do the activity themselves)

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Activity 10 (cont.)

Outcomes (What you want the children to know when they have finished the activity).

Unit II

Module 2

Trainee Directions

Activity: Keeping A Card Full of Environmental Conditions

Equipment and

Activity: U2-M2-All
Blue 5" x 8" index cards.

Directions:

1. Read the steps for writing an Environmental Conditions card.
2. Write an Environmental Conditions card following the directions in the activity.

Mode of Instruction

Individual	
Small Group	
Resource Person	is needed
	is not needed

Unit II

Module 2

ACTIVITY 11

Here is a list of things you will write on your Environmental Condition cards:

1. At the top right-hand corner of the card, write the name of the equipment or furniture.
2. Underneath the name, write where you got it, when you can get it from.
3. Next, write down what it is supposed to help the child learn.
4. Next, write "Number of Children" then write the number of children that can use the equipment at the same time. Some pieces of equipment don't call for a set number of children. A mirror is a piece of equipment that children will use whenever they want. It is hard to say how many children can look in a mirror at the same time. If you cannot figure out a number, don't write anything down here.
5. Next write the words "What To Do" and then write your list of things you must do to arrange the equipment or furniture so the children can use it. This will be a very short list. It should only say:
 1. Where to get the piece of equipment;
 2. Where it should be placed.

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Module 2

6. Finally, write the word, "Outcome", then write what you will want the children to know when they have finished using the equipment. If, for example, you were to have a mirror for an environmental conditions card, the outcome would be: Helping the child answer the question, "WHAT DO I LOOK LIKE?".

ACTIVITY 11

PART B

Below is a sample card completed for environmental conditions.
Study it.

Equipment/furniture:	Full-length mirror
Where to get it:	Storage closet in basement
<u>Purpose:</u>	Help children learn about themselves
<u>Number of Children:</u>	
<u>What To Do:</u>	
	1. Get the full-length mirror from the storage room
	2. Place it on the wall near the clean-up area.
<u>Outcome:</u>	
	Helping the child answer the question, "What do I look like?".

Now that you have studied the sample card, you can use it to help you complete the next task. Your next task is to do the following:

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Activity 11 (cont.)

1. Look at your list of Environmental Conditions for Teaching A Child About Himself in Activity 4.
2. Select five things from your list to write on your Environmental Conditions cards.
3. Pick one of these five things and write it on the sheet on the next page. The sheet on the next page contains all the parts that you must write on your card.
4. Fill in all of the parts on the sheet.
5. When you finished, check it with your Resource Person.
6. After you have checked your sheet with your Resource Person, write that information on a green card.
7. Now, write the other four things you have selected on green cards. Use the completed sample card and your practice sheet as a guide.
8. Find a partner and have him/her check your other four cards. If you have any questions, see your Resource Person.

When you are sure that you understand what is meant by environmental conditions and you are sure that you can write an environmental condition card, go on to the next activity.

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Module 2

ACTIVITY 11

PRACTICE SHEET

ACTIVITY CARD

Title (Name of the Activity): _____

Author/Publisher (Where you got the activity from): _____

Instructor (Your name): _____

Purpose (What the activity is supposed to teach):

What To Do (Your list of things that you must do to get the children ready to do the activity themselves)

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Module 2

Activity 11 (cont.)

Outcomes (What you want the children to know when they have finished the activity).

Unit II

Module 2

Trainee Directions

ACTIVITY 12 - Field Activity

Purpose:

1. To have you record, in proper format, lessons, activities and environmental conditions.
2. To have you identify correctly lessons, activities and environmental conditions which will teach the child about himself.

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Module 2

ACTIVITY 12 - Field Assignment

In this activity, you will set up a card file box and record six cards for your file box. You will record the cards at your Center because you will use the lessons, activities and environmental conditions taught at your Center to record.

Before you start your assignment, ask your Resource Person for a file box, cards (pink, white and blue) and index tabs. Put your name, center and address of the Center on a label to be placed on the top of your box. Your Resource Person will give you a label. Divide your box into several sections using the index tabs for the dividers. Make sure you have pink, blue and white cards in each section. On one of the index tabs write "IDENTITY". That is your section for helping the child learn about himself.

When your box is set up, you are ready to do your field assignment. You are to record two lessons, 2 activities and 2 environmental conditions from things at your Center. Use one card for each thing. Remember to use the right color card for the lesson, activity, etc. This is your mastery activity for the module. If you need help from your Field Supervisor before you write your cards, you may set up a time to meet with your field supervisor and she will come out to your Center to help you.

If you need time for practice, take it and let your Field Supervisor know when you are ready for her to come out to see your card file.

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All of the lessons, activities, etc. must be on Identity or Help a Child To Learn About Himself. That will be one of the things your Field Supervisor will be looking for.

When your Field Supervisor feels that you have mastered the activity, bring your file box to class and exchange your cards with other Trainees. Then you will have several lessons, activities and environmental conditions for your Identity section.

UNIT II

MODULE 2

PROBLEM-SOLVING

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Module 2

PROBLEM SOLVING ISSUES FOR U2 M2

1. What is the value in making a distinction between Lessons, Activities, Environmental Conditions.

Possible acceptable responses:

- A. It helps to plan learning experiences for different daily routines
 - B. It helps to be able to offer Learning Experiences in different ways
 - C. It helps in organizing and arranging the room.
2. Are there any times during the day when you can help a child develop a sense of identity other than in Lessons, Activities, and Environmental Conditions. What techniques could you use?

Possible acceptable responses:

Times of day:

- A. Lunch time
- B. Snack time
- C. When you are talking to a child informally
- D. When two or more children are talking and you join them
- E. On the playground
- F. When they are just getting to school or leaving

What to do:

- A. Comment on the way they look
- B. Comment on changes (growth, haircuts, new clothes)
- C. Comment on what they seem to like or dislike

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Module 2

Problem Solving

- D. Comment on differences among children (in a positive way).
- E. Comment on what they did during the day
3. How can the trainees see using their card files for teaching things other than identity?
4. How can the trainees see maintaining and using a card file. Will it be helpful to them? How can they add to it? What will happen if they change jobs?
5. Is it possible to teach a sense of identity? If so, is it a worthwhile thing to do?
6. Is a lesson more important than an activity? Is an activity more important than an environmental condition? If not do they all have equal value?