

Names: _____

Topic: _____

Unit 4: Child Development Test

1. Write the names of the people in your unit at the top of this page. Now write the topic that has been chosen for your class.

2. **Description of Activity:** Today, you are preparing activities that would be done in a preschool. You must plan ideas for a snack activity, an art activity, a game activity, and a music activity for the topic your class has been assigned. Be very, very thorough and detailed in your lesson planning. Be sure the activities are age appropriate (you are planning for 3-5 year olds). You need to describe the activity in detail.

3. **Lesson Objective:** Describe why you are doing the activity you chose and what the children would learn from that activity! Be prepared to defend your activity- I am looking for more than simply "fun".

4. You will only have 30 minutes to prepare. Be prepared to share your ideas with the class. This is what you will be graded on!

Snack Activity: **Remember to avoid sweets!!**

Description of activity: _____

Lesson Objective: _____

Art Activity:

Description of activity: _____

Lesson Objective: _____

Game Activity:

Description of activity: _____

Lesson Objective: _____

Music Activity:

Description of activity: _____

Lesson Objective: _____

Story Activity:

Earlier in the unit, your group created a book. Please answer the questions below using your book. You will turn in your book with the test today.

1. What is your book about? _____

2. What age group would it be best for? (toddler, preschooler or older kids?)

3. Did everyone help participate in making the book? (circle one) Yes No

**Be prepared to present your book to the class.

GRADING/SCORING

Cross out your group column. Each group will be grading the other groups. You will be given 30 seconds to discuss as a group and assign a grade to the other groups. Please rank them by placing an "X" on the chart below. Rank the other groups according to the following scale:

5: They did amazing! They had every part filled in, their ideas were really creative and out of the box. Their book would be a book kids would like.

4: They did really great! They had every part filled in and their ideas were really creative, but one or two of their ideas were pretty average. Their book would be a book kids would like.

3: They did great! They had every part filled in, but more than 3 of their ideas were pretty average or typical preschool ideas. Their book would be a book most kids would like.

2: They did good! They had every part filled in, but all of the ideas were pretty average or typical preschool ideas. Their book would be a book that some kids would like, but not very many.

1: They did okay! They were missing a part and or their ideas were very average and not exciting ideas. Their book would be a book that kids probably wouldn't enjoy.

| | Unit #1 | Unit #2 | Unit #3 | Unit #4 | Unit #5 | Unit #6 | Unit #7 |
|---|---------|---------|---------|---------|---------|---------|---------|
| 5 | | | | | | | |
| 4 | | | | | | | |
| 3 | | | | | | | |
| 2 | | | | | | | |
| 1 | | | | | | | |

EVALUATION OF UNIT

Please fill out the evaluation of the unit below for Miss Langston. This will NOT impact your grade at all. This is simply to make it better! Please be as specific as possible!

1. What was your favorite part of this unit? What did you like about this unit?

2. If you designed this unit, what would you do differently? (Please suggest something other than cooking more)

3. Do you feel like you learned something in this unit?

| | |
|--|---|
| Class: FACS Exploration Unit/Lesson: Child Development Lesson I Topic: Child Care and Development | |
| Objectives: Students will review the responsibilities of childcare providers (FE Standard 5 Objective 1) | Essential Questions: I will identify caregiver responsibilities and describe developmentally appropriate practices and the value of play. |
| Prep: *Child Care and Development PP *Copies of Child Development Packet *Supplies for Elephant Toothpaste (Hydrogen peroxide vol. 20, yeast, water, dish soap and food coloring) *Kids games (Candyland, Chutes and Ladders, Card games) | Introduction: (5 min.) *Take roll *Assign new seating chart *Go over test and review concepts *Read a story! |
| Time: | Procedure: |
| 15 Min. | Start out with the first slide of the powerpoint about what is a caregiver. Ask students who have brothers, sisters, nieces, nephews, or they babysit? They are considered caregivers, which means they have certain responsibilities to ensure those kids get the development and care they need. They are not a replacement for the parents, but they are there to help raise a child. Go through the 8 responsibilities of caregivers and have students take notes in their packets. |
| 25 Min. | Now, explain to students that to be a successful caregiver, we have to know a little bit about child development. There are a ton of age groups in child development and we are covering the surface of it. We are focusing more on toddlers and preschoolers because that is when you see the most developmental advances in kids. They are developing at an extremely fast rate from ages 0-5, so we are focusing on 1-5 age groups. (1-3=toddlers, 3-5=preschoolers) There is overlap in the development and some kids can develop faster. Go through the powerpoint, showing the videos when directed and explain the different developmental aspects of each age group. |
| 20 Min. | Start talking about how now that we know their development stages, we can plan activities around those stages and make sure they are developing the things they need to. Explain that we are going to talk about 6 different areas we can do this in- music, science, math, games, art, and reading. We will also talk about nutrition in kids too. Go through and talk about each of the first four. After science and math, do the elephant toothpaste or a quick science project you can do with kids and invite the students to come touch it, smell it etc. Explain that for kids, it's basic science stuff, basic math stuff, etc. After you finish if you have time, get out the kids games and let the students play games for the rest of class. |
| 5 Min. | Make sure the students have cleaned up after themselves and put the games away. Have students check each other off in their packets. |
| Assessment Questions: 1. T/F: A developmentally appropriate activity is activities based on the developmental progress of a child and their friends. (False) 2. How do children learn best? (Through Play) 3. Which of the following is an example of a large motor skill? (C. Running) 4. Name one skill that music helps develop. 5. What kinds of activities do kids love best? (A. Hands on) | |
| Reflection: | |

Elephant Toothpaste

Supplies Needed:

- Bottle of some kind-16 oz. soda bottle, water bottle, etc.
- 1/2 c. 20-volume hydrogen peroxide (you can get this from a beauty supply store)
- 1 Tbsp. yeast
- 3 Tablespoons warm water
- Liquid dish washing soap
- Food coloring
- Small cup or bowl

NOTE: Foam will overflow from the bottle, so be sure to do this experiment on a washable surface, or place the bottle on a tray.

1. Pour the hydrogen peroxide into the bottle. Add 8 drops of food coloring and 1 Tbsp. of liquid dish soap into the bottle and swish around to mix it.
2. In a separate small cup or bowl, combine warm water and yeast. Mix for about 30 seconds.
3. When ready to do experiment, pour the yeast/water mixture into the bottle (a funnel helps) and watch the foaminess begin!

How it works:

The yeast acted as a catalyst or helper to remove the oxygen from the hydrogen peroxide. Since it did this very fast, it created the foam. This is called an exothermic reaction, which means it produces heat. The foam produced is just water, so

Class: FACS Exploration

Unit/Lesson: Child Development Lesson 2

| Topic: Child Nutrition and Crazy Pancake Lab | |
|--|---|
| Objectives: Students will plan and prepare a food experience that appeals to children, promotes healthy eating habits, and follows current USDA guidelines for preparing foods for children. (FE Standard 5 Objective 3) | Essential Questions: I will identify proper nutrition for children and participate in a lab experience that would appeal to children that promotes healthy eating habits. |
| Prep: *Nutrition PP *Crazy Pancake Supplies (milk, eggs, baking powder, baking soda, salt, vanilla, and butter, whole wheat flour, food coloring, fruit (strawberries and bananas), whipped cream, chocolate chips), syrup | Introduction: (5 min.) *Take roll *No Quiz Today |
| Time: | Procedure: |
| 10 Min. | Go through the nutrition PowerPoint, touching on the fact that we need to make sure that we are feeding kids nutritious foods and letting them practice their eating and feeding skills. Then, move on to cooking with kids. Kids love to be in the kitchen, and it's okay for them to help! Go through what each age group can help with and emphasize that we need to set the example of safety and sanitation in the kitchen as well. |
| 60 Min. | Review lab expectations that need to be reviewed. Go over the recipe with the students making sure to point out that they need to make this creative for kids. It needs to teach them something through the process, whether it's how to make different shapes or colors, or faces. Tell them what they have to work with, and also that each group will enter a pancake into the class contest, where the winner will get extra credit on the test. (You take pictures of the pancake and get a winner for next time.) Turn the class over to the students and excuse them to work in the lab. Walk around and answer questions and keep an eye on lab behavior. Make sure to give students warnings on time. Close the front table with about 10 minutes left of class so there is time to clean it up. Check their products and lab clean up at the end. They are not allowed to leave unless their lab is clean. Once they are done, they are free to leave when the bell rings. |
| Assessment Questions: 1. Fill in the blank: Toddlers have little tummies so we need to serve foods packed with _____ (nutrients) 2. T/F: You should only offer 3 meals and 2-3 snacks per day to kids. (True) 3. Which of the following is a task that a 4 year old can do in the kitchen? (A. Mash Bananas) 4. Which side of the brain does art activities help develop? (A. Right) 5. T/F: Reading to children increases their aptitude for learning and they are more likely to do well in school. (True) | |
| Reflection: | |

Crazy Pancakes

$\frac{3}{4}$ C. all-purpose flour
 $\frac{3}{4}$ C. whole wheat flour
2 Tbsp. sugar
2 tsp. baking powder
 $\frac{1}{2}$ tsp. baking soda
 $\frac{1}{2}$ tsp. salt
1 $\frac{1}{4}$ C. milk
2 eggs
 $\frac{1}{4}$ C. butter, melted
1 tsp. Vanilla

1. Preheat your griddle to 350*.
2. In a large bowl, mix together with a whisk the flour, sugar, baking powder, baking soda and salt.
3. In a separate bowl, mix milk, egg, melted butter and vanilla.
3. Make a well in the center and pour in the milk mixture into the flour mixture; mix just until combined. It will be a little lumpy.
4. Pour or scoop the batter onto the griddle, using approximately $\frac{1}{4}$ cup for each pancake. Brown on both sides and serve hot.

Yield: 8 servings

****You must make your pancake in a creative way, whether it is a different shape, different colors (ask for Food Coloring) or it is decorated in a fun, way that kids would enjoy!! (I have chocolate chips, strawberries, bananas or whipped cream to decorate with). Make this enjoyable for a child!!**

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| Class: FACS Exploration Unit/Lesson: Child Development Lesson 3 Topic: Reading and Art | |
| Objectives: Students will identify age appropriate activities that promote creative play and discuss how play influences social, emotional and physical development. (FE Standard 5 Objective 2a, 2b) | Essential Questions: I will discuss the importance of reading and art for children and create an appropriate children's book. |
| Prep: *Thunder Cake Supplies (shortening, eggs, pureed tomatoes, cocoa, choc. frosting, strawberries, etc.) *Reading and Art PP *Cardstock, white paper, and coloring supplies | Introduction: (5 min.) *Take roll *Take Quiz #1 |
| Time: | Procedure: |
| 15 Min. | Go through the power point called "Reading and Art". Explain why art is important, especially because it develops the right side of the brain, which is important for subjects in school like English, and other projects in different subjects. Continue with reading and make sure to point out that reading to a child is one of the most important things you can do to help a child develop, grow and succeed. Show the video from "Despicable Me" where he makes the book special for them. |
| 10 Min. | Continue with other ways to make books special, like by doing activities with them. Read to the "Thunder Cake" by Patricia Polacco, and have them join in with you on parts of the book, like the counting. Then, show them the "Thunder Cake" cupcakes and tell them that you could easily make this with kids to make it fun. |
| 40 Min. | Explain the book project to the students. Each group will make a children's book. The book needs to be kid appropriate, and be at least 6 pages. Have the cardstock and pages sitting on the counter. The cardstock is for the front cover and the paper is for the inside. The book can be about anything-it can be a recreation of a popular story or a new story they came up with. The book will be a part of the test (20 pts.) and isn't due until test day. They will get a few opportunities to work on it in class, but they need to use their time wisely. Release them to work on their books. Make sure they are working as a group and that everybody is doing their part. While they are working, pass out the Thunder Cake Cupcakes. |
| 5 Min. | Have students check each other off in their packets.. Make sure the students have cleaned up after themselves and excuse them when the bell rings. |
| Assessment Questions: 1. Fill in the blank: Toddlers have little tummies so we need to serve foods packed with _____ (nutrients) 2. T/F: You should only offer 3 meals and 2-3 snacks per day to kids. (True) 3. Which of the following is a task that a 4 year old can do in the kitchen? (A. Mash Bananas) 4. Which side of the brain does art activities help develop? (A. Right) 5. T/F: Reading to children increases their aptitude for learning and they are more likely to do well in school. (True) | |
| Reflection: | |

Thunder Cake

½ C. shortening
½ C. butter, softened
1 ¾ C. sugar
1 tsp. vanilla
3 egg yolks
1 C. cold water
1/3 C. pureed tomatoes
3 egg whites, whipped until stiff
2 ½ C. flour
1/2 C. cocoa
1 ½ tsp. baking soda
1 tsp. salt

1. In a large bowl, cream together shortening, sugar, vanilla, and egg yolks. Add in cold water and pureed tomatoes. Mix well.
2. Whip the egg whites until they are stiff peaks, and then fold in to the creamy mixture.
3. In a separate bowl, mix together flour, cocoa, baking soda and salt. Add the creamy mixture to the flour mixture and mix well.
4. Spray two 8 inch round cake pans or one 9X13 cake pan. Add the batter and bake at 350° for 35-40 minutes. Check with a toothpick in the center to make sure it is done.
5. When cooled, frost with chocolate frosting and top with strawberries.

Time for Different sizes of cake:

Cupcakes (12 per pan)-18-20 minutes

Doctored Up Cake Mix

1 box devil's food cake mix
1 3.9 oz. box chocolate pudding
¾ C. sour cream
¾ C. oil
2 tsp. vanilla
½ C. warm water

Mix all together and scoop into lined muffin tins. Bake at 350° for 18-20 min.

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| Class: FACS Exploration Unit/Lesson: Child Development Lesson 4 Topic: Mock Preschool | |
| Objectives: Students will role-play and practice early childhood education activities. (FE Standard 5 Objective 4b) | Essential Questions: I will role-play and practice childcare activities that are developmentally appropriate for my age group. |
| Prep: *Mock Preschool Supplies (Listed on paper) *Preschool Stations Set Up Around the room. | Introduction: (5 min.) * Take Roll *Take Quiz #2 |
| Time: | Procedure: |
| 10 Min. | Explain the mock preschool and how it works. They will have about half of the class period to do the preschool. They can spend as much time as they want at each station, but they have to make sure they go to each station and do the activity. There are 7 different stations. Depending on the time of year, there is either a Christmas theme or a Spring theme. Each is listed on a separate paper. Go over what they are doing at each station and emphasize at each one that they need to make sure they clean up after themselves before they leave the station so the cleanup is a lot smoother and faster at the end. |
| 30 Min. | Turn the class over to the students and excuse them to work at each station. Walk around and answer questions and keep an eye on behavior. Keep reminding them they need to go to each station and also to write in their packets and answer the questions. |
| 25 Min. | Give the students the rest of class to work on their books. They will be due the day of the test (2 class days left) |
| 5 Min. | Have students sign off each other's packets and put them away. They need to clean up after themselves before they leave and be sitting when the bell rings to be excused. |
| Assessment Questions: None. | |
| Reflection: | |

Station #1: Snack

Make a "Dirt Cup" Each person gets the following amount of ingredients:

2 scoops chocolate pudding
1 gummy worm

Use 1 Tbsp. crushed up chocolate crackers on top to create your dirt! Mix all together and eat your yummy snack!

Please leave the station the same way you found it

Station #2: Art

Using the art supplies provided create your best flower, sun or ladybug. Make sure to decorate with all kinds of fun things!

Please leave the station the same way you found it.

Station #3: Small Motor

Choose a puzzle and dump out the pieces. Try to put the puzzle together as fast as you can. To add more challenge, try putting together the puzzle blindfolded and have a partner help you out (they can see)

Please leave the station the same way you found it.

Station #4: Math

The objective is to be the first person to score 100 points or more.

How to play: Players take turns rolling two dice and following the following rules:

1. On a turn, a player may roll the dice as many times as he/she wants, mentally keeping a running total of the sum that comes up (i.e. count the dots and keep adding them together). When the player chooses to stop rolling, he/she records the total and adds it to the scores from previous rounds.
2. If a "1" comes up on one of the dice before the player decides to stop rolling, the player scores a "0" for that round and it becomes the next players turn.
3. Even worse, if a "1" comes up on both dice, not only does the turn end, but the player loses all their accumulated points and must start over at "0" on their next turn.

Please leave the station the same way you found it.

Station #5: Games

Using the cards provided, play a game of concentration (memory).

Another option is to play "Chutes and Ladders".

Please leave the station the same way you found it.

Station #6: Reading

On the table there are story books provided. Take turns reading stories to members of your group. If you finish one story, read another.

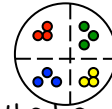
*You are welcome to read your own books if you choose

Please leave the station the same way you found it.

Station #7: Science

Rainbow Milk

1. Pour 1/2 cup of milk into the bowl.
2. Using the food coloring bottles, drop 2-3 drops of each color into the dish of milk- be sure to put the colors in 4 separate areas. (Like the diagram)
3. Take a toothpick and dip it in the bowl. Does anything happen?
4. Now take a toothpick, dip it in the magic juice first, then dip it in the bowl. Now does anything happen?
5. Play with the experiment for a moment. Can you figure out what is happening?
6. Once you have completed this activity, please dump your milk down the drain, wash, rinse and dry your dishes, throw your toothpicks away, and wipe off the counters.



Please clean up after yourself before leaving this station!

| | |
|---|---|
| Class: FACS Exploration Unit/Lesson: Child Development Lesson 5 Topic: Homemade Ice Cream Lab | |
| Objectives: Students will plan and prepare a food experience that appeals to children, promotes good eating habits, and follows current USDA guidelines for preparing foods for children. (FE Standard 5 Objective 3) | Essential Questions: I will identify proper nutrition for children and participate in a lab experience that would appeal to children and that promotes healthy eating habits. |
| Prep: *Homemade Ice Cream Supplies (Milk, Rock salt, ice, bags, etc. flavoring, syrup, sprinkles, choc. chips, etc.) | Introduction: (5 min.) *Take Roll *No Quiz Today |
| Time: | Procedure: |
| 5 Min. | Review lab expectations that need to be reviewed. Go over the recipe with the students making sure to point out that this is a healthier option than the normal ice cream and kids get to experience a little science while doing it. Each group is going to make the ice cream for themselves, but it will take some time and you will have to change who works on it (it gets cold!) They need to get 4 bags, 2 quart size and 2 gallon size. They will put the milk, sugar, and vanilla, (and any flavoring they may want) into a quart bag. Then they will seal it really well, and put it into another quart bag. Then they will fill the gallon bag up with about 2 c. of ice, put the quart bag in, and fill with 2 c. more of ice. Make sure they layer rock salt in between each cup layer. Then they have to manipulate it for 15-20 minutes until it turns to ice cream. Then they can add some fun toppings if they choose! |
| 35 Min. | Turn the class over to the students and excuse them to work in the lab. Walk around and answer questions and keep an eye on lab behavior. Make sure to give students warnings on time. Check their products and lab clean up at the end. |
| 20 Min. | When they are finished, they can use the rest of class to work on their books. They will be due next time. |
| 10 Min. | Use the rest of class to determine the theme for the test for next time. Their options to choose from as a class are Space, Spring, Farm Animals, Colors, Numbers, Dinosaurs, Water Animals, Shapes, Princesses and Pirates, or the Circus. Do a class vote to find the overall favorite. Tell them that next time, when we take the test, we will use this theme and they will need to create various activities that could be done in a preschool. They are allowed to research ideas between now and next time. Have students clean up after themselves and make sure they are sitting when the bell rings to be excused. |
| Assessment Questions: None. | |
| Reflection: | |

Homemade Ice Cream

2 Tbsp. sugar
1 ½ C. milk
1 ½ tsp. Vanilla

2-gallon Ziploc bags
2-quart Ziploc bags
¼ C. rock salt
3 C. ice cubes

*You will make 2 batches per group.

1. Mix together the sugar, milk and vanilla in a small bowl. Carefully pour into a quart size Ziploc.
2. Squeeze as much air out as possible and seal the bag carefully and tightly. Put the bag into another quart Ziploc and repeat the process. (Squeeze our air and seal.
3. Fill the bottom of the gallon Ziploc with 1 ½ C. ice cubes and about 1/4 C. of the rock salt. Place the quart Ziplocs inside in the middle of the ice. Add another 1 ½ C. ice.
4. Follow the same process with the bags. Squeeze as much air out as possible and seal the bag carefully and tightly. Finally, put your gallon Ziploc insides your 2nd gallon Ziploc and repeat the process again.
5. Pass the bag back and forth, gently tossing and flipping it for about 15-20 minutes. If the bag gets to cold to handle, wrap it with a towel. Don't open the bag to check the ice cream because it won't seal afterwards and salt water can seep in.
6. When you think the mixture is finished, carefully open the bag, making sure the salt water doesn't seep into the ice cream. Spoon the ice cream into bowls and enjoy!

Flavor Variation:

Chocolate or strawberry: Remove vanilla and flavor the milk with chocolate or strawberry syrup

Coconut: Use ½ tsp. coconut extract and 1 tsp. Vanilla.

Mint: Use ¼ tsp. mint extract and 1 tsp. Vanilla.

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| Class: FACS Exploration Unit/Lesson: Unit 4 (Child Development) Lesson 6 Topic: Unit 4 Test | |
| Objectives: Students will plan a hands-on childcare experience. They will select a theme, games, snacks, stories, finger plays, art project, and science or sensory projects to use for child care activities. (FE Standard 5 Objective 4a) | Essential Questions: I will plan a hands-on childcare experience using developmentally appropriate practices. |
| Prep: *Unit 4 Test Papers | Introduction: (5 min.) * Take Roll *Pass out test papers |
| Time: | Procedure: |
| 5 Min. | Go through the test paper with the class, making sure to emphasize that they need to be creative activities (something other than the "norm") and they need to be very, very thorough in their planning. They also need to include what the kid would learn specifically from that activity. (Learning Objective.) All of the activities need to center around the theme they chose last time. On the story section, they will fill out what their story is about, the age group it is appropriate for and if everyone helped or not. They will need to share their story with the class. They can either read it or if it's too long, summarize what it is about. |
| 25 Min. | Turn the class over to the students and excuse them to work on their test. Walk around and answer questions if needed. Give warnings on time, and remind students that they are presenting this to the class at the end of 35 Min. |
| 5 Min. | Explain how the grading of the test will work. Each group will present. Then after they present, each group will decide on a score out of 5. (1=not very well planned, easy ideas 5=very well planned, creative ideas) They will put their score in the table on the bottom of their test. Also, explain how you want them to present their test. They need to be organized, efficient and clear on what they are doing and everyone needs to participate in the presentation. |
| 35 Min. | Have each group go up to the front and explain the activities they planned on their test. Each group will only get 5 min. After each group presents, remind the groups to score the presenters out of 5 and write their score down. You need to score each group as well. When everyone has presented, you need to collect the test papers. Explain that the class score is out of 20 and the teacher score is out of 10 and the book they created is out of 20. We will pass back the test scores next time. |
| <p><i>*When you score the test, your score (out of 5) needs to be multiplied by 2 to get the teacher score. Then add all of the group scores together to get the class score and multiply by .66 (20/30). Finally, add the teacher score, book score and class score together to get the final score. For example: Group A: You gave them a 4.5. So their teacher score is 9/10. (4.5 * 2 = 9)</i></p> <p><i>The class score is 26 (All group scores added together) 26 * .66 = 17. Book score = 17 (based on appropriateness, language, color, pictures, etc.)</i></p> <p><i>Final Score = Class Score + Book Score + Teacher Score (9+17+17)=43/50 ← This is their FINAL score)</i></p> | |
| Assessment Questions: None. | |
| Reflection: | |

Child Care & Development



What is a Caregiver?

- a person who meets the many NEEDS of children
- They help prevent HARM OR INJURY
- They help provide an environment that fosters GROWTH (mentally, physically and socially)



Responsibilities of Caregivers



I. Provide Safe Environment

- Keep children free from physical and emotional harm
- Keep unsafe objects locked up or out reach
- Correct any potential dangers around the house (baby proofing)
- Take safety precautions



2. Provide Basic Needs

- Nutritious food and water
- Shelter
- Appropriate clothing
- Warm Bed
- Medical Care as Needed
- Space



3. Provide Self esteem needs

- Accept the child's Uniqueness and Respect
- Encourage and motivate them in everything they do
- Notice and praise the child's achievements
- Set expectations that are realistic and age-appropriate



4. Teach Morals and Values

- Honesty
- Respect
- Responsibility
- Determination
- Compassion
- Patience
- Sharing
- Forgiveness
- Generosity



5. Develop Mutual Respect

- Use respectful Language
- Listen to them
- Respect their feelings, opinions, privacy and individuality



6. Provide Appropriate Discipline

- Discipline is NOT punishment!
- The purpose of discipline is to teach
- Discipline is:
 - Structured
 - Consistent
 - Predictable
 - Fair



7. Provide and Encourage Education

- Education doesn't just happen in school!
- Encourage Lifelong Learning
- Foster Learning opportunities through discover and exploration



8. Know them!

- Spend quality time together
- Ask questions
- Communicate...communicate...communicate!



Child Development



Child Development

- Before you can become a successful caregiver, you must know a thing or two about Child Development.
- Child Development: how a child develops physically, socially, emotionally and cognitively



Terms

- Gross Motor: using Large groups of muscles to sit, stand, walk, run, etc.
- Small Motor: using hands to be able to eat, draw, dress, play, write, etc.
- Cognitive: thinking, brain development



Toddler vs. Preschooler

- Toddler: Ages 12 months (1 year) to 3 years
- Preschooler: ages 3 to 5 years



Cognitive Development

TODDLER

- First words are Nouns except “No”
- Encourage Language development by using proper Language
- Law of Conservation (Jean Piaget)
- Reading becomes EXTREMELY important



PRESCHOOLER

- Uses Language well. They make mistakes, but they know a large number of words.
- Can identify differences between objects
- “Why?” It becomes their FAVORITE word!
- Begin problem solving



Emotional Development

TODDLER

- Very negative, stubborn, throws temper tantrums
- Tend to be extremely independent, want to do everything on their own!
- Give hugs and tell them they are loved!

PRESCHOOLER

- Preschooler's emotions are largely on the surface.
- More able and willing to share with others
- Imaginary friends are common and normal
- Gains inner self-control




Physical Development

TODDLER

- Starts walking 12-15 months
- Walks/RUNS with feet FURTHER apart than an adults
- Going downstairs is the most difficult
- Start self-feeding with simple finger foods
- Start dressing themselves- help them!

PRESCHOOLER

- Very active
 - Growth slows down a Lot!
 - Refines the gross and fine motor skills
 - Like doing things over and over again (going down slide)
 - More control of balance and motor skills.
- 

Social Development

TODDLER

- Often play next to, but not with other children (parallel play)

PRESCHOOLER

- Typically play together, especially dramatic or pretend play
- Their play commonly is to obtain a specific goal



Developmentally Appropriate Activities



Developmentally Appropriate Activities

- Activities based on developmental progress of each individual child. They must be:
 - Age appropriate
 - Individually appropriate



How Do Children Learn?

CHILDREN LEARN
THROUGH PLAY!!!!



Play

- Children learn everything from playing
- Everything is a game to kids!
- Kids love hands on activities
- The idea is to do different activities with kids to help them develop and grow, all while playing!



Music activities



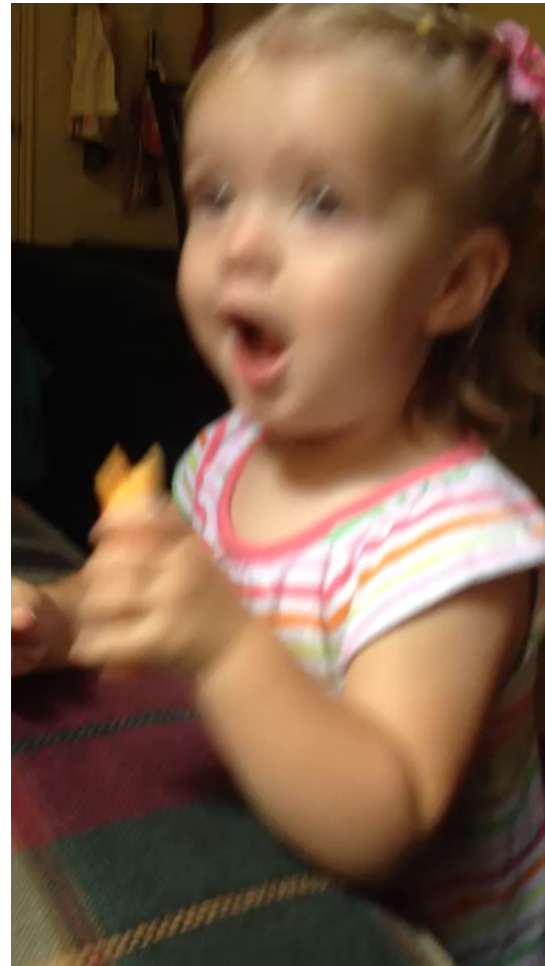
Music

- Music engages the brain and stimulates neural pathways associated with abstract thinking, empathy, and math
- Provides exercise for the brain and helps develop memory
- Young children learn by sound



Music Develops...

- Singing
- Listening
- Playing
- Movement
- Vocabulary
- Patterns
- Hand-eye coordination



Some Popular Songs

- Popcorn Popping
- Little Bunny Foo Foo
- 5 Little Ducks
- 5 Little Speckled Frogs
- What were some of your favorite songs?



Science and Math Activities




Science activities

- Science is important because it helps them experience the world around them
- They Learn:
 - To ask questions
 - Solve problems
 - Use critical thinking
 - Find explanations
 - Using and communicating information



Math activities

- Math is most exciting for children when it is hands on.
 - They Learn:
 - To ask questions
 - To count
 - Shapes
 - Measuring
 - The basis for every type of math!
- 

GAME Activities



Games

- Teach about aspiration, success, and disappointment
- They Learn about winning and losing. The next time they play, they will begin with a clean slate
- Helps sharpen academic skills
- Helps counting, colors, matching, etc.



Skills Developed

- Rules, integrity, honesty, and LUCK (helps them understand)
- Focuses attention
- Social skills (taking turns, sharing, patience)
- Learning how to be a good sport



Some Classic Games

- CandyLand
- Chutes and Ladders
- Hi-Ho Cherry-O
- Go Fish!

- What was your favorite game?



Child Nutrition



Nutrition

- Food preferences are set early in life
- Toddlers have little tummies, so serve foods packed with nutrients
- Limit sweets and empty calories
- Toddlers will start self-feeding, first with fingers and then with utensils.
- Main job: introduce new flavors and textures and let them practice their skills.



Control

- allow the toddler to respond to internal cues for hunger and fullness.
- Don't make them "clean their plate"
- You decide what variety of healthy foods to offer
- They decide which food to try and how much
- Kids have to try something 8-10 times before they decide if they like it or not



How Much?

- Offer 3 meals and 2-3 healthy snacks a day.
- It is common for toddlers to skip meals
- Maintain a regular schedule of meals and snacks.
- Toddlers need about 1,000-1,400 calories a day
- Starting at age two, have them follow the MyPlate guidelines.



Cooking With Kids



Cooking Skills by Age

- Match their skill levels with various tasks for safe kitchen fun.



3-Year Olds

○ Tasks they can do:

- Wash fruits and vegetables
- Stir ingredients in a bowl
- Tear Lettuce
- Pour Liquids Like adding measured amounts to batter.



4-Year Olds

○ Tasks they can do:

- Grease pans
- Open packages
- Peel scored oranges
- Snip fresh herbs with dull scissors
- Mash bananas



5-to 6-Year Olds

○ Tasks they can do:

- Measure ingredients
- Cut soft foods with a knife
- Set the table
- Garnish food



Safety



Safety

- Adult supervision is mandatory.
- Set an example!!
- Instill cleanliness by washing hands in hot soapy water before and after handling food, pulling back long hair, wearing aprons, or cleaning countertops, etc.

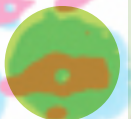




Art

Art

- Expands a child's ability to interact with the world around them
- Provides a new set of skills for self-expression and communication
- Helps develop the right side of the brain
- It's more about the process rather than the product!!



Skills Developed

- Communication
- Problem-Solving
- Fine Motor
- Diversity/Differences
- Critical Thinking
- Creativity



Playing with Art

- Fingerpainting
- Coloring
- Painting
- Playdough
- Making Collages
- Sidewalk Chalk



A close-up photograph of an open book with many pages, showing the binding in the center. The pages are slightly aged and yellowed. A white rectangular box with a black border is superimposed over the center of the book, containing the word "Reading" in blue. The background is blurred, showing other books on a shelf.

Reading

Benefits of Reading

- Reading at a young age increases the aptitude for Learning in general
- Student exposed to reading before preschool are more likely to do well in school.
- They learn better communication skills and basic speech skills
- They learn to LOVE reading! Most kids hate reading because they struggle at it!

Reading Helps Develop...

- Vocabulary
- Fluency
- Speaking
- Comprehension
- Brain Development
- Social Skills
- Basic Knowledge
- Imagination



How to Encourage Reading

- Read everyday!!! Be fun!
- Let Kids see you Read
- Let them play with and name alphabet magnets
- Help them recognize Letters everywhere you go
- Trace Letters
- Be patient-they WILL Learn! Reading is much more than sounding out words. It is the result of many small skills building on each other!
- Make books special

