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**UNIT:** Developmentally Appropriate  
Teaching Techniques

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**LESSON:** Guidance Skills

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**COMPETENCIES:**

1. Identify and demonstrate appropriate discipline and guidance skills for preserving and building self esteem in children attending a child care facility.
  2. Practice speaking from a positive viewpoint.
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**OVERVIEW/SUMMARY:**

Guidance skills are vital for maintaining order in the child care center. Positive guidance will enhance a child's self esteem and teach him/her appropriate methods of behavior.

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**MOTIVATOR:**

Close your eyes for a moment and think about a child care setting. Imagine that there are no rules in this center. The children arrive and do just what they wish. Are the children having fun? What is happening? Would you like to work in a center like this?

Now, open your eyes and think how long the children would enjoy this type of environment. Some students say that they wish there were no driving laws. What do you think would happen if this were the case? In both situations, we wouldn't survive very long without some type of order or discipline. Maintaining order and respect for one another in the child care center is called guidance. We are guiding the children to act appropriately in order that they can enjoy themselves.

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**LESSON OPTIONS/SUPPLIES:**

**OPTION 1--Competency 1--CDA III**

**GUIDANCE FOR YOUNG CHILDREN:** Review the basic types of guidance used with young children found on the transparency, "Guidance for Young Children". Then have students complete the observation, "If I Were the Teacher".

**OPTION 2--Competency 1--CDA III**

**PERSONAL EXPERIENCE:** Discuss various methods of child guidance students have learned in their homes and school(s). Each student should give a specific example and explain what type of discipline was used and how it affected his/her self esteem.

**OPTION 3--Competency 1--CDA III**

**GUIDANCE:** Discuss appropriate methods of guidance to be used in a child care center, with friends, adults, teachers, etc. Have students identify a technique they would like to practice and write a short paper explaining why they think it would be effective and how it would preserve or build a child's self esteem. Bonus points could be given for students who actually try and report on the method of guidance they identified, but must include comments from an adult who has observed the situation.

**OPTION 4--Competency 2--CDA III**

**ENCOURAGE RATHER THAN PRAISE:** Review this information with the students.

**OPTION 5--Competency 1--CDA III**

**CAUSES OF BEHAVIOR CASE STUDIES:** Review this material as a class or as a worksheet.

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**OVERVIEW--page 2, GUIDANCE SKILLS**

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**OPTION 6--Competency 2--CDA III**

**SPEAKING POSITIVELY:** Assign the class the following assignment in the following way. "Today's assignment will not be easy. You cannot use dull pencils to answer these questions. You cannot talk while you do this assignment. You cannot use your textbook as a reference. Don't get out of your seat during the entire class. Don't use cursive writing and don't go out of the lines on your paper. Don't ask for more time to complete the assignment when I tell you it's time to turn it in. Don't write with colored ink. Don't look at the clock more than twice. Don't daydream. Don't ask me any questions today. Whatever you want to do, **DON'T!!!!!!**"

At this point the students should be a bit confused. Ask them if they have any questions. Regardless of their response, ask them how they felt with all the negative language you were using. It is not fun to be spoken to in negative terms. Ask the students how they would turn what you said into positive statements. Discuss how important it is to speak positively to children. If we only tell them what they should NOT do, they will never know what we WANT them to do. Have students complete the worksheet, "Positive Statements".

Explain to the students that speaking positively is not being bossy. Children do not know what is expected of them until it is explained. Courtesy should still be used when making requests of students or children. After telling the child what to do, explain why he/she should do as you request. Remember to use a kind tone of voice. This is not a reprimand.

Positive statements help to preserve and build a child's self esteem because they know what is appropriate and how they should behave.

**OPTION 7--Competency 1--CDA III**

**INDIVIDUALIZED UNIT:** Have students complete the individualized unit, "Guidance and Discipline".

**OPTION 8--Competency 1--CDA III**

**GUIDANCE TECHNIQUES:** This information may be presented in a number of ways:

1. **Worksheets:** Have students research various guidance techniques and complete the worksheets.
2. **Class discussion:** Place the terms and situations on transparencies and work through the information as a class.
3. **Small groups:** Divide the class into small groups and have them complete the information assigned to their group; then share the information with the rest of the class.

**OPTION 9--Competency 1**

**TEXTBOOK READING:** Have students read corresponding information from the textbook and answer the questions.

**OPTION 10--Competency 1, 2--CDA III**

**YOUR CHILD'S SELF ESTEEM:** As an ongoing project throughout the class, have the students read the book Your Child's Self Esteem by Dorothy Briggs. They should take notes that will help them write a term paper on the importance of guidance in caring for children. When they have spare time in class, they may read the book, or it may be read out of class. Papers must be turned in by the last week of class. (For further information on self esteem, see the Child Development Curriculum.)

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**RESOURCES:**

"A Practical Guide To Solving Preschool Behavior Problems"  
Eva Essa, Delmar Publishing, ISBN# 0-8273-2082-5