

# Professional Development KITS

in-house

## *Trainer Guide*

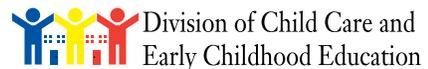
2013

Focus Area Discussed

### **A Supportive and Caring Community of Learners**

Guides are available for the other three focus areas in this series. They are:

- Professionalism
- Families
- Learning Environment / Program for Children



**Professional Development KITS  
In-house Trainer Guides**

**FOCUS AREA: A Supportive and Caring Community of Learners**

**Introduction**

<p><b>Objectives</b></p>	<p>The material in <b>KITS IV</b> is designed as a guide for in-house trainers as they involve staff in five professional development sessions, each lasting approximately 60 minutes. The objectives of the sessions are:</p> <ul style="list-style-type: none"> <li>• To enhance participants’ understanding of the importance of establishing a supportive and caring community of learners</li> <li>• To identify the elements of a supporting and caring community of learners</li> <li>• To explore activities that support a sense of community in an early care and education program</li> </ul>
<p><b>Outline of Sessions</b></p>	<ol style="list-style-type: none"> <li>1. The importance of teamwork in an early care and education program</li> <li>2. Strategies that support teamwork</li> <li>3. Relationships and interactions between teachers/caregivers and infants and toddlers (birth to 36 months)</li> <li>4. Preschool (3 -5) community of learners</li> <li>5. Activities and experiences in a preschool classroom that support a sense of community</li> </ol>
<p><b>Trainer Notes</b></p>	<p><i>Consider these suggestions prior to beginning the 5 sessions in this Focus Area:</i></p> <ul style="list-style-type: none"> <li>• <i>Review the Trainer Tips and Techniques section that introduces the Trainer Guides.</i></li> <li>• <i>Review the Glossary of Terms so that you are familiar with the terms used in the sessions.</i></li> <li>• <i>Review each of the 5 sessions in this Focus Area before beginning Session 1. This review will give you a complete picture of how the sessions flow and what is to be covered. This will also give you an opportunity to make any adjustments to the materials that you think are necessary to meet the needs of the participants in your group.</i></li> <li>• <i>Understand that Sessions 1 and 2 support each other and are much more effective if both sessions are presented in sequence.</i></li> </ul>

- *Pay particular attention to the handouts for participants. Each handout is numbered (HO #). Some handouts are followed by a Trainer Support document with the same handout number and title. This document is included so that you have a guide for appropriate answers for the assignments and activities. Should participants not include all of the suggested answers, introduce into the discussion those you think are important for participants to know.*
- *Decide on dates, times and location for sessions and give this information to participants.*
- *Review the materials listed at the beginning of each session guide.*
- *Collect the materials and place them in a container such as a storage tub.*
- *Prepare a file folder for each session, copy the handouts, place in the appropriate folder and add to container.*

***Now you are ready for the session!***

## References and Resources

Adventures in Learning – Taking Time for Goodbyes and Hellos  
<http://humanservices.arkansas.gov/dccece/Pages/ResourceCenter.aspx>

Arkansas Framework Handbook: For Benchmark Summary Table and Strategies & Activities  
<http://humanservices.arkansas.gov/dccece/Pages/ResourceCenter.aspx>

Developmentally Appropriate Practice in Early Childhood Programs – 3<sup>rd</sup> Edition, Carol Copple & Sue Bredekamp, editors (2009) NAEYC Washington, DC

Nailing Jelly to the Wall, Nancy P. Alexander, Gryphon House, Lewisville, NC (2012)

Powerful Interactions, Amy Laura Dombro, Judy Jablon & Charlotte Stetson, NAEYC, Washington DC (2011)

Prime Time, Jim Greenman, Anne Stonehouse, Gigi Schweikert. Redleaf Press, St. Paul, MN (2007)

Young Children, Vol 64 – No 4 – July 2009 Encouraging Prosocial Babies in Group Settings, p 20-28

Young Children, Vol 67 - No 4 - September 2012 – The Wonder and Complexity of Infant and Toddler Peer Relationships / Donna Wittmer, p. 16

Young Children Vol 66 - No 4 - July 2011 Caring about Caring: What Adults Can Do to Promote Young Children’s Prosocial Skills...Marilou Hyson & Jackie L. Taylor, p. 74

**FOCUS AREA: A Supportive and Caring Community of Learners**

Session # 1	The Importance of Teamwork in an Early Care and Education Program
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>✓ Banner: <b>Teamwork Is Important!</b></li> <li>✓ Poster: <b>A Team is a group of people working together toward the same goal</b></li> <li>✓ Chart Sheet #1: <b>Team Essentials</b></li> <li>✓ Chart Sheet #2: <b>Our Team</b></li> <li>✓ 10 Index Cards</li> <li>✓ Small basket</li> <li>✓ Trainer Support #1: Team Essentials</li> <li>✓ Trainer Support #2: Who Benefits?</li> <li>✓ Handout #1 – Behaviors and Attitudes of Team Members</li> </ul>
<p><b>Trainer Note Preparing for Session</b></p>	<ul style="list-style-type: none"> <li>• <b>Prepare</b> a large banner with this statement: <b>Teamwork Is Important!</b></li> <li>• <b>Display</b> the banner in the training area so that it can easily be seen by all participants as they enter the room</li> <li>• <b>Prepare</b> a poster that states the definition of a team as follows: <b>A Team is a group of people working together toward the same goal</b></li> <li>• <b>Display</b> the poster so that it can easily be seen by all participants.</li> <li>• <b>Prepare</b> chart sheet #1 with the following heading: <b>Team Essentials</b></li> <li>• <b>Prepare</b> chart sheet #2 with the following heading: <b>Our Team</b></li> <li>• <b>Prepare HO#1:</b> Behaviors and Attitudes of Team Members</li> <li>• <b>Review Trainer Support #1:</b> Team Essentials prior to the session.</li> <li>• <b>Review Trainer Support #2:</b> Who Benefits? Prior to the session</li> </ul>
<p><b>Session 1 Introductory Activity</b></p>	<ul style="list-style-type: none"> <li>• <b>Invite</b> participants to read the poster that states the definition of <b>Team</b> and <b>involve</b> them in discussion of the definition.</li> <li>• <b>Post</b> on wall chart sheet # 1: <b>Team Essentials</b></li> <li>• <b>Invite</b> participants to think of a college football team and identify the members of the team. (Examples: athletic director, coach, assistant coach(s), players, team manager, trainer)</li> <li>• <b>Invite</b> participants to identify the primary goal of the football team. (To win games)</li> </ul>

- **Involve** participants in a partner/small group/individual activity in which they discuss things that must happen if the football team is to be successful. What are the essentials of a successful team?
- **Ask** them to record on sticky notes three essentials (one per note) they identified and post them on the **Team Essentials** chart sheet.
- **Collect** the sticky notes and **read** them aloud, one at a time, to the group.
- **Ask** if any other group recorded the same essential and if group agrees that this is important to a successful team.
- **Continue** with this activity until all of the sticky notes have been read (eliminating duplicates); **recording** on the chart sheet the agreed upon essentials.
- **Ask** participants to transition from a football team to their center/school.
- **Post Chart Sheet #2: Our Team**
- **Involve** participants in a discussion of the goal of their center. What are we working toward? (Goal: To provide a \_\_\_\_\_).
- **Guide** participants to reach a consensus/agreement of the goal and record the agreed upon goal at the top of the chart sheet.
- **Invite** participants to discuss the difference between the goal of a football team, which is to win games, and the goal they have set for their center.
- **Involve** participants in identifying the members of “our team” and their contributions to the team. Identify members by category rather than by individual names. For example, director, teachers/caregivers (by ages of children they work with: infants, toddlers and preschool, for example), assistants, cook, and so forth.
- **Record** the identified team members on the chart sheet, **adding** members they may have not included.
- **Review** with participants chart sheet #1: **Team Essentials**, and put a check mark by each one that not only refers to a football team but also “Our Team”.
- **Refer to Trainer Support #1** and **add** to the list additional essentials that you think are important to include.
- **Conclude** the activity by stating that you will give to each of them a printed copy/handout of the **Our Team Essentials** as a reminder to them of what it means to be a member of a team. The handout will also include the goal of the center.

<p><b>Activity</b></p> <p><b>Who Benefits?</b></p>	<ul style="list-style-type: none"> <li>• <b>State</b> the following: “You have just identified the members of your team, set a goal for the team, and agreed on the essentials for a successful and supportive team. Now it is time to look at why teamwork is important in your center/school if the stated goal is to be reached.”</li> <li>• <b>Invite</b> participants to identify who benefits from teamwork. The beneficiaries should be stated in categories rather than by individual names. (Examples: children, families, staff, director/administrator, center)</li> <li>• <b>Record</b> the name of each beneficiary on a separate index card and place in a container such as a small basket.</li> <li>• <b>Decide</b> if the next step is to be an individual, partner, small group or total group activity. This decision will be based on the number of people in the group. If it is a small group activity, ask the group to identify a recorder (person who records on the card) and a reporter (person who reports to the total group.)</li> <li>• <b>Invite</b> each group or individual to draw an index card from the container, discuss with their group members how their assigned category benefits from supportive teamwork, and record at least 2 benefits that category receives.</li> <li>• <b>Bring</b> the group back together and ask each reporter or individual to share what they have recorded by role playing the category they were assigned. For example, the person who represents the children will say, “I am the children in the center and I benefit from supportive team work because.....”</li> <li>• <b>Invite</b> others to suggest additional benefits and have them added to the appropriate card.</li> <li>• <b>Conclude</b> the activity by inviting participants to share with the group one benefit they had not previously thought about; one that is really important to them. It can be a benefit to their category (classroom teacher, for example), or another category such as family.</li> <li>• <b>Explain</b> to participants that they will be provided a handout containing the information from the cards.</li> </ul>
<p><b>Participant Preparation for Next Session</b></p>	<ul style="list-style-type: none"> <li>• <b>Distribute</b> to participants <b>HO #1: Behaviors and Attitudes of Team Members</b>.</li> <li>• <b>Review</b> the handout, explaining that in the left column labeled <b>Hinders Teamwork</b> are listed behaviors and attitudes that can hinder the center in reaching its goal, with space for them to add things that were not included.</li> <li>• <b>Ask</b> them to rank the items in the column from 1 to 8, with 1 being the attitude or behavior they think most hinders teamwork, 2 being the next that most hinders, and so on.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Suggest</b> that as they read and rank the items, they reflect on their own behaviors and attitudes that may be on the list.</li> <li>• <b>Invite</b> participants to look at the right column which is labeled <b>Helps Teamwork</b>, and to note that nothing is written in this column because they are to record in the column the behaviors and attitudes of team members they think can be most helpful to the center in reaching its goal.</li> <li>• <b>Explain</b> to participants that they are to complete this handout and return to you in five days; that you will review the handouts as the foundation for the next training session or for individual conferences with you.</li> </ul> <p><b>Trainer Note:</b> If you plan to follow Session #1 with Session #2, consider this next activity as optional, based on your knowledge of the group of participants.</p> <ul style="list-style-type: none"> <li>• <b>Invite</b> participants to create a team yell or song that reflects the goal of the center. This can be an individual, partner or group activity.</li> <li>• <b>Explain</b> that they are to bring their creation to the next training session and present to the team.</li> </ul>
<p><b>Trainer Note</b></p>	<p>It is recommended that Session #2 be scheduled to follow this session within a month, if possible.</p> <p>If you plan to follow Session #1 with Session #2, do the following:</p> <ul style="list-style-type: none"> <li>• <b>Review HO #1</b> that participants have completed and turned in to you.</li> <li>• <b>Compile</b> a master list that includes all of the suggestions submitted.</li> <li>• <b>Copy</b> the master list for all participants.</li> <li>• <b>Choose</b> items to include in the next session that appear most often in the completed handouts and that seems to be the most important to promote teamwork.</li> <li>• <b>Include</b> items that you feel are important; items that may not have been selected by staff.</li> <li>• <b>Use</b> these items as the foundation for Session #2.</li> </ul>
<p><b>Trainer Note</b></p>	<p>If you plan this to be a stand-alone session do the following:</p> <ul style="list-style-type: none"> <li>• <b>Review HO #1</b> that participants have completed and turned in to you.</li> <li>• <b>Compile</b> a master list that includes all of the suggestions submitted.</li> <li>• <b>Copy</b> the master list for each staff member.</li> <li>• <b>Distribute</b> a copy of the list to staff members and ask them to review the list and to check three items that they would like to discuss with you.</li> <li>• <b>Meet</b> with individual staff members and <b>discuss</b> with them the items they have checked, plus any items you think should be discussed with individuals.</li> <li>• <b>Avoid</b> discussion about individual members of the team with other members.</li> </ul>

<b>Trainer Note</b>	<p>Do the following as a follow-up to this session:</p> <ul style="list-style-type: none"> <li>• <b>Compile</b> a list of the essentials for “Our Team” that the group identified in the Introductory Activity.</li> <li>• <b>Compile</b> a list of the benefits the group identified for each of the members of “Our Team.”</li> <li>• <b>Distribute</b> the completed lists to participants for reference and review.</li> </ul>
<b>Trainer Note</b>	<ul style="list-style-type: none"> <li>• <b>State</b> date, time and location of next session.</li> </ul>

## Trainer Support #1 – Team Essentials

Here are some possible responses participants might give when invited to identify the essentials of a successful team.

**Team** – a group of people working together toward a common goal

- Members have the same goal for the program (goal-sharing)
- Members are able to communicate with each other in a positive way (communication)
- Each member knows his or her role and fulfills it; each member carries his or her own weight (responsible)
- All members understand the rules/policies of the program (rules/policies)
- Members show respect for each other (respect)
- Members are dependent on each other in order for the team to be successful (interdependence)
- Members support each other and step in to help when needed (supportive)
- Members understand that there is one leader who has the ultimate responsibility for the team (one leader)

**Note:** You and your staff members may have additional ideas to add to this list.

## Trainer Support #2 – Who Benefits?

### Children Benefit

- They receive better care because staff members are more likely to focus on children
- They receive better care because staff members are more likely to share the workload
- They see positive role models when staff members support and show respect for each other
- They feel safe and secure in an environment where there is harmony among the adults in the program

### Families Benefit

- They feel welcome in the center
- They feel comfortable leaving their children in an environment where staff members are supportive of each other

### Staff Members Benefit

- They feel accepted and welcome in the work environment
- They look forward to coming to work each day
- They feel that they are valued and respected by coworkers
- They can focus on the children and on other job responsibilities

### Benefits to the Director/Administrator

- She is free to focus on making the center a better place for everyone
- She can use her time constructively
- She can truly present the program to families and the community as a supportive and caring community of learners

### Benefits to the Center/School

- There will be less turnover of staff; thus insuring continuity of care for children
- Families will view the program in a positive way and will be more likely to refer other families

**BOTTOM LINE: The quality of the program depends on the team!**

**Note:** Use the following format/headings to create and complete a handout for your staff with the information from the Activity: Who Benefits? Include the information contributed on the cards by your staff and the ideas from this Trainer Support.

#### Benefits to Our Team

To children

To families

To staff

To Director/Administrator

To center/school

## HO #1: Behaviors and Attitudes of Team Members

**Directions:**

- Review the list of behaviors and attitudes in the left column that may not support teamwork, but may **hinder** it instead.
- Record in the right column those behaviors and attitudes you think can support teamwork; that can **help** it. Let your help items be in contrast with the hinder items when possible. Add additional items in one or both columns that you feel are important.
- Give the completed list to your Director within five days of receiving it

Hinders Teamwork	Helps Teamwork
"It's not my job" attitude	
Tattles to Director about other staff	
An "It's mine" attitude about materials such as books and CDS that belong to the center/school and are for sharing	
Some staff members viewed as being less important/valued than others Some staff members viewed as "different" than everyone else on the team.	
Openly discusses information about children, families, co-workers and center business in the center and in the community.	
Frequently late for work, causing others to have to cover her classroom, for example	
Does not share classroom responsibilities such as diapering or helping to keep classroom clean and orderly	
Brings personal problems to the center/school	

## Trainer Support - HO #1: Behaviors and Attitudes of Team Members – Possible Responses

### Directions:

- Review the list of behaviors and attitudes in the left column that may not support teamwork, but may **hinder** it instead.
- Record in the right column those behaviors and attitudes you think can support teamwork; that can **help** it. Let your help items be in contrast with the hinder items when possible. Add additional items in one or both columns that you feel are important.
- Give the completed list to your Director within five days of receiving it

Hinders Teamwork	Helps Teamwork
"It's not my job" attitude	Team first attitude rather than "Me first" Helps others without being asked.
Tattles to Director about other staff	Works to solve differences with co-workers by talking honestly with them
An "It's mine" attitude about materials such as books and CDS that belong to the center/school and are for sharing	Shares ideas and resources with others
Some staff members viewed as being less important/valued than others Some staff members viewed as "different" than everyone else on the team.	Shows respect for all members of the team including those with education, experiences and/or values different from theirs, or that come from a culture with different practices and beliefs than theirs.
Openly discusses information about children, families, co-workers and center business in the center and in the community.	Avoids being caught up in gossip about others Keeps information about children, families, co-workers and the center confidential.
Frequently late for work, causing others to have to cover her classroom, for example	Demonstrates professionalism by being on time for work
Does not share classroom responsibilities such as diapering or helping to keep classroom clean and orderly	Works as team member, sharing responsibilities
Brings personal problems to the center/school	Keeps personal problems out of the center/school

## FOCUS AREA #4: A Supportive and Caring Community of Learners

Session # 2	Strategies that Support Teamwork
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>✓ Handout #1: Behaviors and Attitudes of Team Members (master list with both columns completed)</li> <li>✓ Handout #2: Scenarios of Behaviors and Attitudes of Team Members</li> <li>✓ Banner: Teamwork Is Important</li> <li>✓ Poster: A Team is a group of people working together toward the same goal</li> <li>✓ Index cards – 1 per participant and 1 for each small group</li> <li>✓ Basket or other container</li> </ul> <p><b>Note: If this session follows Session # 1, add to the poster the goal agreed upon by the group in that session.</b></p>
<b>Trainer Note</b>  <b>Preparing for a Stand-Alone Session</b>	<p><i>If this session is being presented in sequential order as part of the 5-part session series on A Supportive and Caring Community of Learners, skip the information given here and go to the next trainer note for information on how to prepare for the session.</i></p> <p><i>However, if this is a stand-alone session, read and follow the directions given here, plus the Trainer Note that follows.</i></p> <ul style="list-style-type: none"> <li>• <b>Download and copy</b> from Session 1 the following:  <b>HO #1: Behaviors and Attitudes of Team Members</b></li> <li>• <b>Distribute</b> the handout to staff at least two weeks before this session and <b>ask</b> them to complete the handout and return to you within five days of receiving it.</li> <li>• <b>Review HO #1</b> that participants have completed and turned in to you.</li> <li>• <b>Choose</b> items to include in this session that appear most often in the completed handouts and that seem to be the most important to promote teamwork</li> <li>• <b>Compile</b> a master list and <b>distribute</b> to all participants in the training.</li> <li>• <b>Ask</b> them to review the list prior to this training session and to bring to the training session.</li> </ul>
<b>Trainer Note</b>  <b>Preparing for Session</b>	<ul style="list-style-type: none"> <li>• <b>Distribute HO #1</b> (master list) to participants and <b>ask</b> that they review and bring to the training.</li> <li>• <b>Display</b> the banner so that it can easily be seen by all participants as they enter the room.</li> <li>• <b>Display</b> the poster so that it can easily be seen by all participants.</li> </ul>

<p><b>Session 2</b></p> <p><b>Introductory Activity</b></p> <p><b>Are We Alike or Are We Different?</b></p>	<p><b>Are We Alike or Are We Different?</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> to participants that you are going to make some statements and if they agree with the statement, they are to stand. If they disagree with the statement, they are to remain seated.</li> <li>• <b>Read</b> the statements, pausing between each one to allow participants to react. <ul style="list-style-type: none"> <li>○ You are all the same height and the same weight</li> <li>○ You are all the same age</li> <li>○ You all have the same color eyes</li> <li>○ You all drive the same make, model and color car</li> <li>○ You all ate the same food for dinner last night</li> <li>○ You all have worked at the center the same amount of time</li> <li>○ You all came to this program with the exact same education, training and experience</li> <li>○ You all are a member of the same team</li> <li>○ You would all like to feel respected by the other members of the team</li> </ul> </li> <li>• <b>Invite</b> participants to discuss what they learned from this activity. In what ways are they different and in what ways are they alike?</li> <li>• <b>Involve</b> participants in discussing the challenges and the benefits of being a member of a team that is different in many ways.</li> <li>• <b>Conclude</b> this activity by stating that “We are different in many ways, but we are all members of the same team and each of us deserves to be respected by all of the members of the team.</li> <li>• <b>Refer</b> participants to the banner and poster on display and <b>ask</b> them to read the words on each in unison.</li> </ul>
<p><b>Activity</b></p> <p><b>Respect</b></p>	<ul style="list-style-type: none"> <li>• <b>Begin</b> this activity by distributing index cards to each participant.</li> <li>• <b>Ask</b> them to write the word “Respect” on the card and to add the following definition: Respect – to show consideration and/or appreciation of another person</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Invite</b> them to write on their card the following: I know I am respected by the other members of the team/or a member of the team when...and to complete the sentence in their own words.</li> <li>• <b>Collect</b> the cards and <b>place</b> them in a container such as a basket.</li> <li>• <b>Pass</b> the basket around the room and ask each participant to draw a card. <b>Remind</b> them that the card cannot be their own.</li> <li>• <b>Invite</b> participants, one at a time, to stand, face the group, and read the sentence from the card they have drawn.</li> <li>• <b>Allow</b> time for a brief discussion about the statements written on the cards</li> <li>• <b>Invite</b> participants to add statements that may not have been included on any of the cards</li> <li>• <b>Conclude</b> the activity by stating that respect can be shown in many ways, but that respect for each member of the team is essential for team work.</li> </ul>
<p style="text-align: center;"><b>Activity</b></p> <p style="text-align: center;"><b>Behaviors and Attitudes of Team Members</b></p>	<ul style="list-style-type: none"> <li>• <b>Distribute</b> to participants <b>HO #1</b> and <b>HO #2</b>.</li> <li>• <b>Explain</b> to participants that <b>HO #1</b> is a master list of the suggestions they submitted and in <b>HO #2</b> are some scenarios that relate to behaviors and attitudes of team members.</li> <li>• <b>Divide</b> participants into small groups, give each group an index card, and <b>assign</b> each group one of the scenarios. <b>Ask</b> them to discuss and record on their card the following:  The behavior or attitude the scenario represents  Actions a staff member might take that could <b>hinder</b> teamwork  Actions a staff member might take that could <b>help</b> teamwork</li> <li>• <b>Invite</b> each group to share their scenario, the attitude or behavior it represents, the actions that might hinder teamwork, and the actions that might help teamwork.</li> <li>• <b>Allow</b> comments from others in the group after each scenario if time allows.</li> <li>• <b>Suggest</b> that participants read the scenarios not covered in discussion and reflect on actions they could take that might help teamwork.</li> </ul> <p><b>Note: The number of teams formed and the number of scenarios assigned will depend on the size of the group and the time available for the activity.</b></p>

<p><b>Activity</b></p> <p><b>Team Spirit</b></p>	<p><b>Include</b> this activity if this session follows Session 1 and you invited participants to create a team yell or song that reflects the goal of the session.</p> <ul style="list-style-type: none"> <li>• <b>Invite</b> participants to present their team yell or song to all of the team members and to invite them to join in.</li> </ul>
<p><b>Follow Up</b></p> <p><b>Respectful Notes</b></p>	<ul style="list-style-type: none"> <li>• <b>Have</b> available in the Director's office individual mailboxes or envelopes labeled with each staff person's name.</li> <li>• <b>Suggest</b> that participants write Respectful Notes to other team members and place them in that person's mailbox or envelope.</li> </ul>
<p><b>Follow Up</b></p> <p><b>Am I Hindering or Am I Helping?</b></p>	<ul style="list-style-type: none"> <li>• <b>Suggest</b> to participants the following strategy when they encounter a situation with a co-worker that has the potential to create problems between the two of them or with others in the center: Think about actions they might take that could hinder a solution to the problem. Then think about actions they might take that could help find a solution to the problem. Opt for the actions they think would help the situation and try it. Pat yourself on the back if it works.</li> <li>• <b>Explain</b> to participants that sometimes another person such as the Director or a supervisor may have to be a part of the solution to a problem that cannot be worked out by team members.</li> </ul>

## **HO #2: Scenarios of Behaviors and Attitudes of Team Members**

### **Scenario #1**

When you ask a co-worker to help you locate two children's books that you need for next week's curriculum plans, she tells you that another co-worker has them locked in a cabinet in her room, plus many other books, CDs and games that belong to the center.

### **Scenario #2**

After Mrs. Alexander, a parent, checks in her child and leaves your classroom, a co-worker says to you, "Did you hear that the Alexander family is having problems? Someone who lives next door to them told me they fight all the time. I told her it's no wonder we have so many problems with their child."

### **Scenario #3**

You are a newly hired assistant teacher in a toddler classroom. On the first day the lead teacher tells you that you are to do all of the diapering and are responsible for keeping the classroom and bathroom clean, that she will be busy "teaching" the children. However, when you review the job description given to you by the Director you see that classroom responsibilities are to be shared equally by all adults in the room.

### **Scenario #4**

You and a co-worker are responsible for the preschool children when they arrive in the center each morning. During a one-week period of time, the co-worker has been late three times, and on one of these occasions, the classroom was out of ratio until she arrived because there was no one to take her place.

### **Scenario #5**

A co-worker comes in most days and tells you about a crisis that is taking place in her family. One day she tells you about her husband who lost his job and is too lazy to go out and look for another one. The next day the story revolves around her children and the many problems they are having in school. On another day she says the electricity was cut off in their home because she forgot to pay the bill. Each day it's a new crisis that she talks about throughout the day.

### **Scenario #6**

A co-worker says this to you about another co-worker: "She sure has weird eating habits. At lunch she said she is a vegetarian, that she doesn't eat meat. And she said it had something to do with her religion. What kind of religion is that? And I can't imagine anyone not eating meat. That doesn't sound very healthy to me."

**FOCUS AREA: A Supportive and Caring Community of Learners**

<p><b>Session # 3</b></p>	<p><b>Relationships and Interactions between Teachers/Caregivers and Infants and Toddlers (birth to 36 months)</b></p>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>✓ Handout #1: Checklist of Your Relationships and Interactions with Infants and Toddlers</li> <li>✓ Sequentially numbered slips of paper, beginning with 1. The number of slips of paper will equal the number of participants who will be in the session.</li> <li>✓ Container such as a basket for the numbered slips of paper</li> </ul>
<p><b>Trainer Note</b> <b>Preparing for Session</b></p>	<p><i>Two or three weeks prior to the training session, distribute to participants <b>HO#1 – Checklist of Your Relationships and Interactions with Infants and Toddlers.</b></i></p> <p><i>Explain that they are to read the handout and rate themselves in each of the practices/strategies for their particular age group(s).</i></p> <p><i>They are to select two practices/strategies that they feel they perform consistently and be prepared to share this with others during the scheduled training. They are to bring with them materials such as a favorite book they read to children or toy that they and the children play with together, or a photo that depicts an activity they are doing with the children in their group.</i></p> <p><i>Give them the date, time and place of the training session.</i></p> <p><i>Prepare the sequentially numbered slips of paper and place them in a basket.</i></p>
<p><b>Introductory Activity</b> <b>Format for the Session</b></p>	<ul style="list-style-type: none"> <li>• <b>Welcome</b> participants and <b>state</b> that today they will be leading the session. They will be sharing their assigned experiences with the group.</li> <li>• <b>Invite</b> participants to draw a numbered slip of paper from the basket and <b>explain</b> that this will be the order in which they share experiences with others.</li> <li>• <b>Explain</b> the format for sharing as follows: State age group of children with which you work. Read the practice/strategy you will be discussing. Share specifically what you did that supports the consistently rating. If a book, toy, song or game was involved, share this with the group.</li> <li>• Explain to participants that they will share one experience, then if time allows, they will share the second experience from the assignment.</li> </ul>
<p><b>Sharing Experiences</b></p>	<ul style="list-style-type: none"> <li>• <b>Invite</b> participant #1 to share one of the assigned experiences with the group.</li> <li>• <b>Invite</b> participant #2 to share one of the assigned experiences with the group.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Continue</b> the sharing format so that each participant has an opportunity to present at least one experience to the group.</li> <li>• <b>Repeat</b> the sharing experience as time allows.</li> <li>• <b>Guide</b> the sharing so that participants present an activity that is different from the previous ones.</li> </ul>
<b>Wrapping up the Session</b>	<ul style="list-style-type: none"> <li>• Explain to participants that they will now share one practice/strategy that they rated as “Seldom” or “Sometimes”.</li> <li>• Follow the same procedure as for the preceding activity. However, reverse the order of sharing so that the participant with the highest number shares first.</li> <li>• Invite others who rated the item as “Consistently” to share what they do to merit this rating.</li> <li>• Make note of the practices/strategies that were rated “Seldom” or “Sometimes” and explore ways you can help them make the experience be successful.</li> <li>• Explain to participants that they will continue to be involved in including practices and strategies in their classrooms that support positive relationships and interactions with the children in their care.</li> </ul>
<b>Follow up to the Training</b>	<ul style="list-style-type: none"> <li>• <b>Explain</b> to participants that they will continue to use <b>HO #1</b> as a guide for improving their relationships and interactions with the children in their group,</li> <li>• <b>State</b> that the ultimate goal is to be able to rate themselves “Consistently” in all items on the checklist that relate to their particular age group(s) of children.</li> <li>• <b>Explain</b> that you will be supporting them in various ways to reach the goal.</li> </ul>
<b>Trainer Note</b>	<p>Consider the following ways to support participants in the areas where they rated themselves Seldom or Sometimes.</p> <ul style="list-style-type: none"> <li>• Provide the resources they need to enable them to rate themselves “Consistently”. For example, provide them appropriate books to read with the children, songs and games to play with them, and toys that support interactions between adults and children.</li> <li>• Observe in the classroom and model appropriate practices/strategies.</li> <li>• Give participants feedback from your observations and involve them in</li> </ul>

	<p>developing strategies for improvement.</p> <ul style="list-style-type: none"><li>• Provide articles for them to read or a video to view.</li><li>• Allow them to observe in a classroom where the teacher consistently demonstrates positive relationships and interactions with the children in her group. Suggest that they take notes of their observations, discuss them with you and implement those they think will help them.</li><li>• Check the TAPP Registry to determine if training is available in your area that relates to relationships and interactions with infants and toddlers. This training may be face-to-face or online. There may be training for individual programs. <a href="http://professionalregistry.astate.edu">http://professionalregistry.astate.edu</a></li><li>• Seek out an early childhood professional in your area who would be willing to observe in the classrooms and give feedback to you and to your teachers.</li><li>• Schedule individual conferences to review the progress that each person has made in the area of relationships and interactions with their children and to continue to offer support.</li></ul>
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## HO #1 – CHECKLIST OF YOUR RELATIONSHIPS AND INTERACTIONS WITH INFANTS AND TODDLERS

**Introductory Information:** This checklist is for the purpose of examining and rating your relationships and interactions with infants and toddlers. The checklist contains practices and strategies for three age groups.

- Young infants (birth to 9 months) need security most of all. They need a close relationship with the adults who care for them; caregivers who are warm and caring and who respond quickly to their needs. **(Security)**
- Mobile infants (8 to 18 months) thrive on exploration and interactions. They need caregivers who will provide a safe environment in which they can move about and explore their environment, but who be there when they are needed. **(Exploration)**
- Toddlers (16-36 months) are primarily concerned with their identity; who they are and what they can do. They need caregivers who respect their need for choices and independence, while providing an environment that is safe and predictable. **(Identity)**

**Directions:**

- Evaluate your relationships and interactions with the age group(s) of children in your care by completing the following checklist. Bring the completed checklist to training as directed by your Director/Trainer.
- Select two practices/strategies that you feel you perform consistently. Be prepared to share this with others during the scheduled training. Bring materials such as a favorite book or toy that you and your children enjoy together, or a photo that depicts an activity you are doing with the children in your group.

Practices/Strategies	Seldom	Sometimes	Consistently
<b>Young Infants (birth to 9 months) (Security)</b>			
1. Greet each infant and family member by name upon arrival			
2. Communicate with families to learn more about the infants in your care; the infant’s eating and sleeping schedules and how the infant likes to be held, for example			
3. Become familiar with each infant’s cues or messages that indicate a need to eat, discomfort, or would like to be held, and respond to the specific need			
4. Adjust to each infant’s individual feeding and sleeping schedule			
5. Model the behavior you want infants to develop. Touch them gently, handle their bodies with respect			

6. Make caregiving routines such as diapering and feeding a one-to-one interaction. Talk with the infant about what is happening			
7. Show pleasure when an infant develops a new skill			
8. Spend most of the day in one-to-one warm and caring interactions with infants; interactions include those that occur during caregiving tasks such as diapering and feeding			
9. Talk with, sing to, and read to infants			
10. Respond to an infant's coo or babble or smile. They are inviting you to be their social partner			
11. Hold an infant in your lap while enjoying a book together			
12. Play appropriate game such as peekaboo with interested infants			
13. Allow infants to be near each other and explore each other while making sure they are safe and are gentle with each other			
14. Be near for comfort and reassurance if the infant shows wariness (fear) of strangers			

<b>Practices/Strategies</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Consistently</b>
<b>Mobile Infants (8 to 18 months) (Exploration)</b>			
15. Greet each child and family member by name upon arrival			
16. Provide a safe environment in which they can move about and explore on their own			
17. Be there as a secure base from which mobile infants can explore their world, sometimes returning to you or looking at you to make sure you are still there			
18. Allow them to have a cherished object (a "lovey") such as a blanket or a stuffed toy			
19. Be near for comfort and reassurance if the mobile infant shows wariness (fear) of strangers			

20. Give and return affection: hugs, smiles and nods of approval			
21. Provide toys that you and the mobile infant can play with together: books, balls, dolls and blankets, musical instruments, pop-up toys			
22. Play games such as peekaboo, hand-clapping, bouncing games, rolling ball to each other, or games that involve pointing or gesturing, and naming			
23. Cuddle with one or two mobile infants and read simple board books with them. Mobile infants are not ready for group reading			

<b>Practices/Strategies</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Consistently</b>
<b>Toddlers 18 - 36 Months) (Identity)</b>			
24. Greet each toddler and family member by name upon arrival			
25. Be available to the toddler who needs help separating from parents. Ask parents to establish a good-bye ritual such as a hug and a kiss and "I'll be back to pick you up"			
26. Assist toddlers to settle into the group after arrival			
27. Plan and follow through with a daily schedule that is consistent and predictable so that toddlers know what to expect. Toddlers need predictability			
28. Provide an orderly classroom that is organized to give children a sense of security (children have space for personal belongings, they know where things belong)			
29. Give toddlers choices when possible; a choice of which puzzle to work or which book to read, for example			
30. Provide an environment which offers toddlers many chances to be in control; to do things for themselves			
31. Provide materials and opportunities for pretend play: dolls and blankets, simple dress-up clothes, both male and female			
32. Recognize signs of frustration and step in to redirect the child to a less frustrating activity			

33. Read to, sing with, do finger plays, and play simple games with toddlers			
34. Read with small groups of children and understand that some may wander in and out of the group, but are often listening			
35. Listen attentively to children and respond to them. Their language is developing rapidly and is often difficult to understand. Patience is needed so that they don't become frustrated with their inability to be understood			
36. Try to limit telling children "No!" only to situations that relate to their immediate safety or safety of others, or destruction of property			
37. Give positively worded directions or choices. For example, say "Bang on the drum or the floor" instead of "Don't bang on the table"			
38. Model how you want toddlers to behave. Remember that they are great imitators and are not selective in who and what they choose to imitate			

**FOCUS AREA: A Supportive and Caring Community of Learners**

<b>Session # 4</b>	<b>A Preschool (3-5) Community of Learners</b>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>✓ Handout #1: Classroom Community Rating Scale (1 per participant)</li> <li>✓ Banner or Poster with definition of Classroom Community of Learners</li> <li>✓ Benchmark Definition Banner or Poster</li> <li>✓ Benchmark Summary Table (1 per participant)</li> <li>✓ Handout #2: Match Benchmarks to Practices/Strategies</li> <li>✓ Sample Prop Box</li> <li>✓ Handout #3: Activities and Materials to Support a Community of Learners (1 per participant)</li> <li>✓ Handout #4: Classroom Community Experiences (1 per participant)</li> </ul>
<b>Trainer Note Preparing for Session</b>	<p><i>At least five days prior to the training session, give each participant <b>HO #1: Classroom Community Rating Scale</b> and ask them to complete the scale, bring the completed handout to the session and be prepared to discuss with the group.</i></p>
<b>Trainer Note Preparing for Session</b>	<ul style="list-style-type: none"> <li>• <b>Prepare</b> a banner or poster with the following definition of a Classroom Community of Learners. <b>Classroom Community of Learners</b> – an environment in which children learn to work and play together and to respect one another.</li> <li>• <b>Display</b> the banner or poster so that it can easily be seen by all participants.</li> <li>• <b>Prepare</b> a banner or poster with the following definition of a Benchmark: <b>Early Childhood Benchmark</b> - A level of performance that can be supported through observations, descriptions and documentation of a child's performance or behavior and by samples of a child's work.</li> <li>• <b>Display</b> the banner or poster so that it can easily be seen by all participants.</li> <li>• <b>Review</b> the list of prop boxes themes listed in <b>HO #2</b>, <b>select</b> one and <b>prepare</b> as directed.</li> </ul>
<b>Session 4 Introductory Activity</b>	<ul style="list-style-type: none"> <li>• <b>Ask</b> participants to have ready their completed Classroom Community Rating Scale for this first activity.</li> <li>• <b>Explain</b> that the Procedures/Strategies listed under <b>Physical and Emotional Safety</b> and <b>Predictability</b> help children feel safe and secure in their classroom each day.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Allow</b> participants time to review the items listed under <b>Physical and Emotional Safety</b> and <b>Predictability</b> and how they rated themselves.</li> <li>• <b>Invite</b> each participant to share one item they rated as Seldom or Sometimes and what they plan to do so that in the future they can rate themselves Consistently.</li> <li>• <b>State</b> that the Practices/Strategies listed under <b>Identity</b> help children take pride in who they are, their identities.</li> <li>• <b>Allow</b> participants time to review the items listed under <b>Identify</b> and how they rated themselves.</li> <li>• <b>Invite</b> each participant to share one item they rated Seldom or Sometimes and what they plan to do so that in the future they can rate themselves Consistently.</li> <li>• <b>State</b> that the Practices/Strategies listed under <b>Cooperation &amp; Collaboration</b> encourage children to work and play together.</li> <li>• <b>Allow</b> time for participants to review the items listed under <b>Cooperation &amp; Collaboration</b> and how they rated themselves.</li> <li>• <b>Invite</b> each participant to name one item they rated Consistently and explain why they gave themselves this rating.</li> <li>• <b>Conclude</b> the activity by asking participants to really focus on changing the ratings on the Seldom and Sometimes items on the entire rating scale to Consistently, and to share their progress with you and their co-workers within the next month.</li> </ul>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Introduction to the Benchmark Summary Table</b></p>	<ul style="list-style-type: none"> <li>• <b>Invite</b> participants to read the banner or poster that states the definition of a Classroom Community of Learners and involve them in discussion of the definition.</li> <li>• <b>State</b> the following: “YOU are the key to creating a classroom community of learners. By doing this, you are helping children achieve Benchmarks in the Learning Strand: <b>Social/Emotional Development</b>. The Benchmarks are a part of the Arkansas Early Childhood Education Framework Handbook for Three and Four Year Old Children.”</li> <li>• <b>Invite</b> participants to read the posted definition of Early Childhood Benchmark.</li> <li>• <b>Distribute</b> to participants a copy of the Benchmark Summary Table and allow them a few minutes to review it.</li> <li>• <b>Explain</b> to participants that Benchmarks are the foundation for why we plan and carry out activities and experiences for children.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Invite</b> them to read <b>Benchmark 1.2</b> Demonstrates independence in personal care, and to list some personal care skills they help children acquire and practice (examples: washing hands and faces, brushing own teeth, zipping and unzipping coats, toileting)</li> <li>• <b>State</b> that when they help children acquire and practice these skills, they are helping them achieve <b>Benchmark 1.2</b> Demonstrates independence in personal care. They document these achievements through observing each child and perhaps completing a checklist of personal skills achieved by each.</li> </ul>
<p style="text-align: center;"><b>Activity</b></p> <p style="text-align: center;"><b>Match Benchmarks to Practices/Strategies</b></p>	<ul style="list-style-type: none"> <li>• <b>Distribute</b> to participants <b>Handout #2: Match Benchmarks to Practices/Strategies</b>.</li> <li>• <b>Review</b> the handout with participants to make sure they understand their task, which is to match selected Benchmarks in Learning Strand: Social/Emotional Development with certain Practices/Strategies in <b>HO #1</b>.</li> <li>• <b>Explain</b> that all of the Practices/Strategies may not match the selected Benchmarks and that there may be more than one practice/strategy for some Benchmarks.</li> <li>• <b>Involve</b> the entire group in a practice activity to help them understand the assignment. Read with them the first <b>Benchmark: 1.3</b> Demonstrates ability to play independently.</li> <li>• <b>Invite</b> them to review <b>HO #1</b> and record in the right column the number for the practices/strategies that can help children to play independently. (Answer: #5 &amp; #6).</li> <li>• <b>Have</b> them identify the practices/strategies they selected. If they selected practices/strategies other than #5 &amp; #6, ask them to explain why they selected the ones they did. If the reason makes sense, accept it. If not, help them understand the reasons for the correct ones.</li> <li>• <b>Form</b> small groups or partners and allow them 15 minutes to complete the remainder of the activity</li> <li>• <b>Review</b> with participants the activity by stating the Benchmark and inviting them to identify and read the selected practices/strategies.</li> <li>• <b>Guide</b> participants to discuss any differences in their matches, help them understand the reasons for the correct ones, and add any practices/strategies that were not selected.</li> </ul>

<p><b>Participant Preparation for Next Session</b></p>	<ul style="list-style-type: none"> <li>• <b>Distribute Handout #3: Activities and Materials to Support a Classroom Community of Learners</b>, to participants and allow them a brief time to examine it.</li> <li>• <b>Review</b> the handout with participants and allow them to ask clarification questions.</li> <li>• <b>Share</b> with participants the objects in the Prop Box you have developed and <b>explain</b> that they will be developing a Prop Box to share with the group at the next training session.</li> <li>• Ask that participants talk with you after the training about the theme of the Prop Box they plan to develop so that each person develops a different one.</li> <li>• <b>Distribute Handout #4: Classroom Community Experiences</b> and allow them time to review it.</li> <li>• <b>Explain</b> that <b>HO #3</b> is needed in order to complete <b>HO #4</b>, which is an assignment to be completed before the next session.</li> <li>• <b>Explain</b> that they will have four weeks to complete the assignment.</li> </ul>
<p><b>Trainer Note</b></p>	<p>It is recommended that Session #5 be scheduled to follow this session in about five weeks.</p> <p>If you plan to follow Session #4 with Session #5 do the following:</p> <ul style="list-style-type: none"> <li>• <b>Have</b> participants bring their completed assignments to Session #5 to share with group as the major focus of the session.</li> </ul>
<p><b>Trainer Note</b></p>	<p>If you plan this to be a stand-alone session, do the following:</p> <ul style="list-style-type: none"> <li>• <b>Schedule</b> a time to meet with each participant and review the activities and materials they selected to complete in Handout #4.</li> <li>• <b>Observe</b> in each participant's classroom to see the activities put into practice and the materials used with the children.</li> <li>• <b>Give</b> feedback that is supportive with suggestions for improvement if needed.</li> </ul>
<p><b>Trainer Note</b></p>	<ul style="list-style-type: none"> <li>• State date and time of next session.</li> <li>• Emphasize to participants that the primary focus of the session will be their materials and activities as outlined in <b>HO #4</b>.</li> </ul>

## HO #1 - Classroom Community Rating Scale

**Directions:** Evaluate your classroom environment in four major areas (**in bold and underlined**) by completing the following scale. Bring the completed scale to training as directed by your Director/Trainer.

<b>Practices/Strategies</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Consistently</b>
<b><u>Physical &amp; Emotional Safety</u></b>			
1. Treat each child with respect			
2. Listen attentively to each child			
3. Talk frequently with individual children at their eye level			
4. Give physical cues of encouragement, for example, smiles, nods, & pats			
5. Allow children to explore their environment and try things on their own			
6. Provide play materials that children can use independently and successfully			
7. Provide private space where a child can go to be alone			
8. Provide soft spaces with rugs, pillows, soft toys			
9. Provide sensory materials such as sand, water and play dough that are soothing and allow children to work out feelings			
10. Provide children's books and plan activities that encourage them to express feelings and emotions			

<b>Practices/Strategies</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Consistently</b>
<b><u>Identity</u></b>			
11. Greet/address each child and family by name			
12. Plan activities that encourage children to use each other's names			
13. Invite families to send photos of their child and family members; display photos in classroom			
14. Include books and props and collect and post realistic pictures that reflect the culture and ethnicity of enrolled families			

<b>Practices/Strategies</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Consistently</b>
<b>Predictability</b>			
15. Develop and follow a schedule that children can depend on; review the schedule with children. Include routines such as meals and rest			
16. Post at child's eye level the schedule with photos of major events of the day (snack/breakfast, lunch, whole-group time, learning centers, rest, outdoor play)			
17. Let children know in advance of any schedule changes so they can be prepared for the change			
18. Provide an orderly classroom that is organized to give children a sense of security (children have space for person belongings, they know where things belong)			

<b>Practices/Strategies</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Consistently</b>
<b>Cooperation &amp; Collaboration</b>			
19. Use words and phrases such as "our class," "we," and "all of us together."			
20. Make classroom rules together so that each child is involved and has an understanding of expectations			
21. Plan whole-group times where children sing, dance, say finger plays and Nursery Rhymes, share experiences, plan for the day, and discuss issues that arise during the day			
22. Plan partner activities such as setting the table, cleaning up an area, playing a game			
23. Plan the day to allow children time and opportunities to work and play together in learning centers that can accommodate partners and small groups of children			
24. Provide dramatic play prop boxes that include items that encourage cooperation (example: restaurant, medical office, grocery store, gardening)			
25. Plan cooperative games and activities that stress cooperation rather than competition (painting an appliance box together, parachute play)			

## HO #2: Match Benchmarks to Practices/Strategies

### Directions:

- Work with your group or partner to match the following Benchmarks with the appropriate Practices/Strategies listed in **Handout #1: Classroom Community Rating Scale**.
- Be aware that some Benchmarks may be matched with more than one Practice/Strategy, and that all Practices/Strategies do not have to be matched with a Benchmark.
- Be prepared to discuss the reasons your group made the matches it did.

Benchmark	Practices/Strategies
1.3 Demonstrates ability to play independently	
1.10 Trusts adults for help and comfort	
1.13 Participates in routines activities easily	
1.14 Socializes with adults and children	
1.15 Understands and respects differences	
1.18 Respects the rights of others	
1.19 Works cooperatively with others	
1.22 Shares, takes turns	
1.23 Follows rules	
1.25 Identifies one's own feelings	

## Trainer Support - HO #2: Match Benchmarks to Practices/Strategies

### Directions:

- Work with your group or partner to match the following Benchmarks with the appropriate Practices/Strategies listed in **Handout #1: Classroom Community Rating Scale**.
- Be aware that some Benchmarks may be matched with more than one Practice/Strategy, and that all Practices/Strategies do not have to be matched with a Benchmark.
- Be prepared to discuss the reasons your group made the matches it did.

Benchmark	Practices/Strategies
1.3 Demonstrates ability to play independently	#5 & #6
1.10 Trusts adults for help and comfort	#3 & #4
1.13 Participates in routines activities easily	#15, #16 & #17
1.14 Socializes with adults and children	#21, #22, #23, #24 & #25
1.15 Understands and respects differences	#13 & #14
1.18 Respects the rights of others	#1 & #20
1.19 Works cooperatively with others	#23, #24 & #25
1.22 Shares, takes turns	#21, #24 & #25
1.23 Follows rules	#20
1.25 Identifies one's own feelings	#9 & #10

### HO #3 - Activities and Materials to Support a Classroom Community of Learners

**Note:** The activities and materials listed in this handout connect to three of the four major areas addressed in **HO #1 – Classroom Community Rating Scale**, the handout you completed prior to the training session you just completed. The three areas are: **Physical and Emotional Security, Identity and Cooperation and Collaboration.**

You will be given assignments from each of the three areas.

### Physical/Emotional Safety

Sensory materials:

- **Sand Area**

Clean white sand

Sand table or small tub or dishpan (place towel on table under tub or dishpan)

Sand toys such as gardening tools, plastic containers, measuring cups, scoops, funnels, rocks, shells, plastic worms

Whisk broom and dust pan for sweeping up sand

**Teacher Note:** Limit the number of children in this area at one time. The number will depend on the size of the container.

- **Water Area**

Near a water source

Water table or small tub or dishpan (place towel on table under tub or dishpan)

Old shirts or smocks to cover clothing

Plastic containers: butter tubs, whipped topping tubs, bottles, small pitchers

Kitchen items: measuring cups, spoons, funnels, turkey baster, egg beater, whisk, colander, sifter

Items from nature: pebbles, rocks, shells

Plastic worms, rubber animals and people

Water wheel

Sponge or small mop for cleaning up water spills

**Teacher Note:** Limit the number of children in this area at one time. The number will depend on the size of the container.

- Play dough

### **Scented Play Dough**

1 cup flour  
1 cup salt  
1 tablespoon cooking oil  
1 small package unsweetened flavored drink mix  
1 cup boiling water

Mix together flour, salt, oil and unsweetened flavored drink mix  
Add the cup of boiling water. Mix well  
Knead the mixture until it forms a soft ball. Cool mixture.  
Store cooled mixture in a sealed container.

**Teacher Note:** Add play dough props such as small rolling pins and cookie cutters. Vinyl place mats or individual trays give each child his or her space help keep play dough contained.

- **Sensory bottles**

Sensory Bottles are clear, plastic bottles filled with a variety of liquid and solid materials that provide opportunities for observation and experimentation. These bottles are inexpensive to make, and appeal to infants through school-age children.

#### **Tips for Making and Using Sensory Bottles**

- Collect clear plastic water or drink bottles
- Wash bottles and remove all labels
- Fill bottles with a variety of solid and liquid materials
- Securely glue the bottle caps onto the bottles
- Cover the caps with a strong tape
- Make collections of bottles available to children on shelves or in a basket or other container
- Observe children as they experiment with the bottles.
- Sanitize bottles after children play with them.

#### **Shiny Bottle**

- Fill a bottle with shiny objects such as sequins, beads and satin ribbon, leaving enough space so that objects move when children shake or roll the bottle.
- Glue on the bottle cap and cover the cap with strong tape

#### **Confetti Bottle**

- Put several spoonful of confetti in the bottle
- Add water and food coloring
- Glue on the bottle cap and cover the cap with strong tape

#### **Star Bottles**

- Add color hair-setting gel to bottle, leaving about 2" of air space
- Add a small package of confetti star shapes in the bottle and shake to combine with gel
- Glue on the bottle cap and cover the cap with strong tape

#### **Sound Bottles**

- Place sound-making objects inside individual bottles: buttons, small jingle bells, or paper clips, for example.
- Glue on bottle caps and cover the cap with strong clear tape

## Quiet Place

- Create a space where a child can go to be alone as they make the transition from home to the classroom or if they feel a need to get away from the stresses of group living
- Locate the area away from the hustle and bustle of the classroom; yet an area that can be observed by an adult.
- Create a feeling of protection and softness in the area. For example, use pillows or a fluffy rug and add stuffed animals or a soft doll.
- Discuss with the children about times when they may want to visit the Quiet Place.

**Teacher Note:** This area is **NOT** for time out. The child chooses to go there.

## Children's books

- *Corduroy* by Don Freeman (Illustrator)
- *Goodnight Moon* by Margaret Wise Brown, Clement Hurd (Illustrator)
- *Guess How Much I Love You* by Sam McBratney, Anita Jeram (Illustrator)
- *Have You Seen My Duckling?* by Nancy Tafuri
- *Let's Go Home Little Bear* by Martin Waddell
- *Mama Do you Love Me?* by Barbara M. Jooisse, Barbara Lavalley (Illustrator)
- *On Mother's Lap* by Ann Herbert Scott
- *Owl Babies* by Martin Waddell, Patrick Benson (Illustrator)
- *Peter's Chair* by Ezra Jack Keats
- *The Runaway Bunny* by Margaret Wise Brown, Clement Hurd (Illustrator)
- *The Kissing Hand* by Audrey Penn
- *Time for Bed* by Mem Fox, Jane Dyer (Illustrator)
- *Whose Mouse Are You?* by Robert Kraus
- *You Are Special Little One* by Nancy Tafuri

## Reading Books with Children

- Group children comfortably in front of you
- Hold book at child's eye level
- Make sure all children can see the pictures
- Be familiar with story
- Use transition activity to prepare children for the story
- Introduce title, author and illustrator
- Ask children to predict what story is about
- Hold book in one hand, turn pages with other hand
- Vary voice to match characters, mood and action
- Encourage participation
- Pause at end of story to allow children to react
- Invite discussion at end of story
- Place book in library area for independent reading

## **Identity**

- Family photos for display in classroom or to be included in a classroom family album
- Name activities: songs, finger plays, games, for example:

### **Look Who Came to School Today!** (Sing to tune of "Mary Had a Little Lamb")

Look who came to school today,  
School today.

Look who came to school today  
\_\_\_\_\_ (child's name) came to school.

### **Did You Ever See Our Ryan?** (Sing to tune of "Did You Ever See a Lassie?")

Did you ever see our Ryan,  
Our Ryan, our Ryan?  
Did you ever see our Ryan,  
Our Ryan, our friend?

**Teacher Note:** Continue the songs until everyone's name has been included.

### **Activity: Beanbag Name Game**

- Invite children to hold hands and form a circle, drop hands and sit down.
- Sit in the circle with children, holding a beanbag in your hand.
- Say, "Hello, my name is (teacher's name)." and hand beanbag to the child on your right.
- Invite the child with the beanbag to say "Hello, my name is (his name)" and hand the beanbag to the next child.
- Continue around the circle until the beanbag gets back to you.

### **Activity: Selecting Leaders**

- Write each child's name on a craft stick.
- Have 2 containers for sticks.
- Place all sticks with names down in one can to begin.
- Show sticks to children and ask them to identify names so they understand that there is a craft stick for each child.
- Explain that when their name is drawn from the can, they will be the leader for that day. Then their name will be put in the other can.
- Draw a name for the first day and place that stick in the other can.
- Draw out another name the next day and that child will be the leader for that day, then put that name in the other can.
- Continue until each child has a turn being leader.

**Teacher Note:** Place sticks with names up in the second can so that children can see that they have had a turn.

**Teacher Note:** Being a leader is a child's right. It is neither reward nor punishment.

## Cooperation and Collaboration

Partner and small group activities

### **Activity: Row Your Boat**

#### **Row, Row, Row Your Boat**

Row, row, row your boat  
Gently down the stream.  
Merrily, merrily, merrily,  
Life is but a dream.

- Introduce the song, Row, Row, Row Your Boat to the children and sing it with them a couple of times.
- Explain that rowing takes two people working together.
- Have the children sit on the floor in pairs with bottoms of their feet together and holding hands.
- Invite them to rock back and forth, keeping in rhythm with the tune as you sing.
- Sing song at different speeds and ask children to move accordingly.

### **Activity: Share Materials**

- Place a basket of art materials between 2 children.
- Invite children to share the materials.

### **Activity: Mirror Game**

- Create partners and invite each set of partners to sit cross-legged, knee to knee.
- Designate one child in each set as the leader and say, “Leader, make a silly face” and partner follows lead.
- Ask children to change roles and other child becomes leader. Give the new leader an instruction such as “Leader, clap your hands three times.”
- Continue this activity with children changing roles and you giving different instructions.

### **Activity: Create a Class Mural**

- Invite children to create a wall mural about your current topic of study or something in which the children are really interested: water, pets, farm animals, travel/transportation.
- Provide a long strip (6') of butcher paper, magazines/catalogs, scissors and glue.
- Explain that they are to look through the magazines and find pictures about the topic, cut them out and glue them to the paper. Children who are inexperienced in using scissors can be helped to tear out pictures or you may want to cut out a selection of pictures in advance.
- Label the mural to reflect theme. For example, **Our Pets**.

**Teacher Note:** The activity may take place over several days so that each child has an opportunity to contribute. This is a “child choice” activity, not an activity where all of the children sit at the table and do this activity at the same time.

### **Activity: Painting Together**

- Allow a small group of children (3 or 4) to paint a large appliance box together.
- Make sure that each child has an opportunity to participate in the activity.
- Use the box as a quiet area by adding softness such as a fluffy rug, pillows and stuffed animals.

## **Activity: Developing and using prop boxes for Dramatic Play**

Prop boxes include a variety of materials relevant to a particular theme or topic of study. As children use the items in the prop boxes, they are recreating and exploring the topic-related and life experiences they have had and gaining a better understanding of the world around them. They are learning to interact socially with other children and with the adults in the classroom.

### **Tips for Organizing and Storing Prop Boxes**

- Store props for each theme or topic in a box or plastic tub with a lid.
- Label each container with the name of the topic of study or theme.
- Tape an inventory list to the inside cover of the container.
- Check prop boxes periodically and repair or replace items that are torn or broken.
- Invite families to provide materials for the prop boxes.

### **Tips for Introducing Prop Boxes and Integrating Them Into the Learning Environment**

- Introduce the materials in the prop box to children at group time.
- Allow them time to explore and examine the materials.
- Involve them in discussing the props and how to use them.
- Explain that the props will be in the learning center (dramatic play/home living) for at least a week so that each will have a turn to play with the props.
- Have strategies for ensuring that each child who wants a turn to use the props will be given that opportunity.
- Leave the props in the center as long as children remain interested in them.

### **Topics and Materials for Prop Boxes**

- **Supermarket:** empty food containers, cash register, paper or plastic money, paper bags for groceries, plastic fruits and vegetables, supermarket ads, signs for different sections such as meat, dairy, fruit and vegetables, canned goods and cereals
- **Barbershop/hairdresser:** empty shampoo bottles (clean) with labels, wigs on stands, hair dryer (minus electric cord), towels, basin, hair styling magazines, magazines for the waiting room
- **Medical Office/Hospital:** stethoscope, blood pressure cuff, ace bandages, white “lab” coat, scrubs, prescription pads and pencils, telephone, x-rays, clipboards for patients’ charts
- **Shoe Store:** chairs to sit in, variety of old shoes (sanitized), shoe boxes (labeled and priced), play money, shoe horn, ruler to measure foot or a foot measurer from a shoe stores, sign with name of store
- **Bakery:** baker’s hat, apron, small plastic bowls, muffin tins, cake pans, spoons, spatulas, empty cake mix boxes, recipe book or recipe cards
- **Gardening:** gardening gloves, small gardening tools, vegetable and flower seed packs

- **Florist or flower arranging:** various types of artificial flowers and greenery, plastic vases
- **Pet store:** pet carriers, stuffed animals, food dishes, toys for pets, leash
- **Car Wash (for tricycles outdoors):** bucket, sponges, cloths, water source
- **Restaurant:** menus, order pads, pencils, telephone, tray, dishes, sign with name of restaurant

## HO #4 – Classroom Community Experiences

### Directions:

- Review **HO #3 – Activities and Materials to Support a Community of Learners**
- Select six activities as designated below and incorporate them into your plans for your classroom.
- Complete the information requested for each experience, including date(s) each experience was included in your classroom.
- Be prepared to share the experiences during the next training session or for review by the Director. This includes bringing this handout (completed), materials you made, books you read to children, photos of what you did and of children's involvement in the experience, for example.

### Experience #1 – Physical and Emotional Safety – Sensory Materials

- Include one or more of the sensory experiences in your classroom for at least a week.

**Note:** If you choose to make sensory bottles for your classroom, make at least three so that all children can have an opportunity to play with them and have experiences with different materials.

Children's Ages \_\_\_\_\_ #of children involved in experiences (entire time)\_\_\_\_\_ Date(s)\_\_\_\_\_

Name of Sensory Experience\_\_\_\_\_

Describe what you did. Be sure to include the suggestions from the handout that you included.

Describe children's responses to the experience.

### Experience #2 – Physical and Emotional Safety – Quiet Place

- Create a quiet place in your classroom.
- Observe children and their responses to the quiet place.

Children's Ages\_\_\_\_\_ # of children who used the quiet place in a week's time \_\_\_\_\_ Date(s)\_\_\_\_\_

Describe what you did. Be sure to include the suggestions from the handout that you included.

Describe children's responses to the quiet place.

**Experience #3 – Physical/Emotional Safety – Reading Books with Children**

- Select one of the books listed in **HO #3** to read with the children in your group.
- Read the book with children at least three times during a one week period.
- Complete the information requested below.
- Bring the book to the next session and be prepared to share the experience with others.

Children’s Ages \_\_\_\_\_ # of children involved in the reading \_\_\_\_\_ Dates \_\_\_\_\_

Title of book \_\_\_\_\_ Author/Illustrator \_\_\_\_\_

Describe what you did. Be sure to include the strategies and suggestions from **HO #3** that you incorporated into the reading.

Describe children’s responses to the book. Was there a different response during the three readings?

**Experience #4 – Identify (Family photos or name activities)**

- Select one of the activities listed under Identity to incorporate into your classroom activities.
- Be prepared to share the experience with the group. Bring materials such as family photos, beanbags or Leader craft sticks to the training session.

Children’s Ages \_\_\_\_\_ # of children involved in the experience \_\_\_\_\_ Date(s) \_\_\_\_\_

Name of activity \_\_\_\_\_

Describe what you did.

Describe children’s responses to the activity.

**Experience #5 – Cooperation and Collaboration – Partner or small group activity**

- Select one of the partner or small group activities to incorporate into your daily plans.

Children's Ages \_\_\_\_\_ # of children involved in the activity \_\_\_\_\_ Date(s) \_\_\_\_\_

Name of Activity \_\_\_\_\_

Describe what you did.

Describe children's responses/involvement in the activity:

**Experience #6 – Cooperation and Collaboration – Prop Boxes**

- Select one topic or theme and develop a prop box for that topic.
- Review the information about prop boxes included in **HO #3**.
- Add the prop box to your learning environment and observe children as they play with props.
- Bring the prop box to the next training session to share with coworkers.

Name of Prop Box Topic/Theme \_\_\_\_\_ Date(s) \_\_\_\_\_

List materials included in the prop box

Describe what you did. Be sure to include the strategies and suggestions included in HO #3.

Describe the children's responses to the prop box.

**FOCUS AREA: A Supportive and Caring Community of Learners**

Session # 5	Experiences in a Preschool Classroom that Support a Sense of Community
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>✓ Sequentially numbered slips of paper, beginning with 1. The number of slips of paper will equal the number of participants who will be in the session.</li> <li>✓ Container such as a basket for the numbered slips of paper.</li> </ul>
<p><b>Trainer Note</b> <b>Preparing for Session</b></p>	<p><i>Two or three days prior to the training session remind participants that they are to bring to the session <b>HO#4 – Classroom Community Experiences</b> (completed), the materials they made or developed, books they read to the children, photos of what they did and of children’s involvement in the experiences.</i></p> <p><i>If possible, set up the training room so there are tables for participants to display their material, especially their Prop Boxes. If this is not possible, designate an area of the room for each participant and have a table where each in turn can share their materials with the group.</i></p> <p><i>The size of the group will determine how much time you allow for sharing by each participant.</i></p> <p><i>Prepare the sequentially numbered slips of paper and place them in a basket.</i></p>
<p><b>Introductory Activity</b> <b>Format for the Session</b></p>	<ul style="list-style-type: none"> <li>• <b>Welcome</b> participants and <b>state</b> that today they will be leading the session. They will be sharing their assigned experiences with the group.</li> <li>• <b>Invite</b> participants to draw a numbered slip of paper from the basket and <b>explain</b> that this will be the order in which they share experiences with others.</li> <li>• State that you will identify the area from which each will present. The areas are: <b>Physical and Emotional Security, Identity and Cooperation and Collaboration.</b></li> </ul>
<p><b>Activity</b> <b>Sharing Experiences</b></p>	<ul style="list-style-type: none"> <li>• <b>Ask</b> that each participant share the experience by following the format in Handout #4. This includes showing materials they used or prepared. For example, if the experience is <b>Reading Books with Children:</b> Show the book and give title and author State the ages and number of the children involved in the reading Describe what you did Describe children’s response to the book.</li> <li>• <b>Invite</b> participant #1 to share an experience from area one, <b>Physical and Emotional Security</b>, with the group.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Invite</b> participant #2 to share an experience from area two, <b>Identity</b>, following the same format.</li> <li>• <b>Invite</b> participant #3 to share an experience from area three, <b>Cooperation and Collaboration</b>.</li> <li>• <b>Continue</b> the sharing format so that each participant has an opportunity to present at least one experience to the group.</li> <li>• <b>Guide</b> the sharing so that participants present an activity that is different from the previous ones.</li> </ul>
<p><b>Trainer Note</b></p>	<p><i>Allow participants to examine all of the Prop Boxes if time permits.</i></p> <p><i>Designate a central place for storing the Prop Boxes and develop a checkout system that participants understand. It is suggested that Prop Boxes be checked out for one to two weeks.</i></p>
<p><b>Wrapping up the Session</b></p>	<ul style="list-style-type: none"> <li>• Invite participants to share successes with the experiences they planned and implemented with their children.</li> <li>• Invite them to share experiences that were less successful and why they think they were not successful.</li> <li>• Make note of the less successful experiences and explore ways you can help them make the experiences be successful.</li> <li>• Explain to participants that they will continue to be involved in including materials and activities in their classrooms that support a community of learners.</li> </ul>
<p><b>Follow up to the Training</b></p>	<ul style="list-style-type: none"> <li>• Distribute <b>HO #1 – Continuation of Classroom Community Experiences</b>.</li> <li>• Allow participants a brief time to examine the handout and to understand the assignment.</li> </ul>

## Handout #1 – Continuation of Classroom Community Experiences

**Directions:**

- Continue to incorporate into your plans experiences listed in **HO #3: Activities and Materials to Support a classroom Community of Learners.**
- Use the following list to document the experiences you have included.
- Turn in the completed list to the Director at the end of two months, or on the date she requests.

EXPERIENCES	Date(s)
<b><u>Physical/Emotional Safety</u></b>	
<b><u>Sensory Materials</u></b>	
• Sand Area	
• Water Area	
• Play Dough	
• Sensory Bottles (3 or more) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	
• <b>Quiet Place</b>	
• <b>Children’s Books (3 or more)</b> Book #1 – Title & Author _____ Book #2 - Title & Author _____ Book #3 - Title & Author _____ Book #4 - Title & Author _____ Book #5 – Title & Author _____	
<b><u>Identity</u></b>	
• Display or album of family photos	
• Songs, finger plays, games Song: Did You Ever See a Ryan? Beanbag Game Selecting Leaders	
<b><u>Cooperation and Collaboration</u></b> (3 or more partner and small group activities)	
• _____ • _____ • _____ • _____ • _____	