5-1994

The Curriculum for the Lab Portion of a Training for Day Care Providers in Developmentally Appropriate Practices

Celeste Anderson

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The Curriculum for the Lab Portion
of a Training for Day Care Providers in
Developmentally Appropriate Practices

by

Celeste Anderson

A master's project submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION
in
Elementary Education
College of Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah
1994
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The Curriculum  
For the Lab Portion of  
A Training Program for Family Child Care 
Providers in Developmentally 
Appropriate Practices
TITLE

A training program for family child care providers* in developmentally appropriate practices in a lab setting.

INTRODUCTION

Along with many areas in the United States of America, Carbon County, Utah is considered economically depressed. With the unemployment rate at nearly 14%, spouses have entered the work force. In addition there are many single parents. This has left a high rate of children at risk and increased the demand for home day care providers. Although twelve hours of training per year are mandated by state law, very few providers have had any formal or professional training beyond an occasional evening workshop. What training has been offered has generally been along the lines of managerial, business and physical environment requirements as well as state licensing and nutrition program standards. (Family Day Care Standards, 1987) Since children are the core of the day care business, emphasizing training that centers around understanding appropriate behaviors of children, and providing optimum environments for interaction with the children in developmentally appropriate activities, is critical. (Washburn, 1985)

The Children's Defense Fund states the benefits for increased availability of child care are: more supportive child care as well as increased safety of child care for children who otherwise would be left untended or in potentially harmful arrangements. An additional benefit is increased well-being of children through higher parental earnings and self-sufficiency. (CDA, 1988) Training of personnel is a key factor in the increased ability of quality child care. As a result

*The terms caregivers and providers are used interchangeably in this report.
of such training, it is expected that child care providers will increase their skills in
caring for children in developmentally appropriate ways and will increase
confidence and enthusiasm to be better caregivers.

STATEMENT OF PURPOSE

It is the purpose of this project to develop a curriculum for a training
program for family child care providers that will emphasize the instruction and
demonstration of developmentally appropriate practices.

It is expected that increasing caregiver skills will build confidence and
enthusiasm to be better caregivers thereby increasing the quality of day care
services in the Carbon/Emery County area.

OBJECTIVES

1. To provide an opportunity to review literature in the areas of family day
care providers, and developmentally appropriate practices.

2. To review the status of state requirements for family day care
providers, need for training and areas to be trained in, in the Carbon/Emery
area.

3. To provide a standard for an avenue by which area caregivers may
obtain some of the required training hours - mandated by state law - to be legally
licensed day care homes.

4. To provide a curriculum which can be utilized in a training that will
identify, select, and demonstrate developmentally appropriate methods and
activities for providers to later utilize in their own daycares while interacting with
preschool age children.

5. To provide materials that will support opportunities for building
confidence and enthusiasm in caregivers.
The overall goal of the program is to instill understanding and appreciation of the individual child through enhanced knowledge of children and developmentally appropriate practices and to build confidence and enthusiasm to be better caregivers. Much has been written about what training caregivers should receive. In a training program implemented at the College of Eastern Utah Child Development Lab, those same issues are covered during the classroom portion of the training. Since the classroom portion of the training for caregivers is interactive with the lab training, both portions will be outlined, for an example of how a training might proceed, however, the emphasis of the project will be on a curriculum to be used for the lab training and the developmentally appropriate practices and activities that the caregivers and children are encouraged to engage in.

NEED

The need for this project is made evident in light of the fact that very few providers in the Carbon/Emery County area have had any training beyond an occasional evening workshop. The Division of Family Services, under whose auspices the day care licensing program comes, requires twelve hours of training per year.

In addition, lack of job satisfaction, low pay and lack of training contribute to a high rate of turnover in the home caregiver profession resulting in a continual flow of inexperienced providers. Interactions with children that emphasized teaching (in the form of teacher direction), development of children's verbal skills, and that form of encouragement which expands upon and extends children's ongoing activities, is typical of college-educated caregivers. (Berk, 1985) In the Berk study, it is found that education is related to caregiver
actions. This project proports to begin to fill the need for education and training of providers in the Carbon/Emery County area.

BACKGROUND INFORMATION

Demand for quality child care has increased substantially in the past 20 years due mostly to the increased number of women entering the work force. (Washburn, 1985) Over the last 10 years, both short-range and long-term studies have indicated that quality child care programs can have positive results on the development of young children. (Klein, Lombardi, 1982) Guidelines for early childhood teacher education have been developed and published by the National Association for the Education of Young Children. (Smith, 1982) Various other groups have promoted their own objective such as the Child Development Associate Program for family day care training at Edmunds Community College in Washington State, (Taylor, 1984) and the child care center at Nova University whose personnel stress developmentally appropriate child care. (Blazier, 1988; Washburn, 1985) The curriculum for training proposed through this project embraces the major objectives for caregiver education endorsed by the above mentioned organizations.

The objectives to be covered during the classroom portion of a training session are:

3. Activity planning.
4. Creating safe and appropriate learning environments.
5. Discipline and guidance.
6. Health and accreditation systems.
Understanding the development and growth of preschool children provides a solid foundation for becoming an effective teacher, (McDonnell, Federer, 1982) as is an in-depth knowledge of how children learn. (Swick, 1985; Washburn, 1985) Once a knowledge based foundation is laid, the critical components of developmentally appropriate interaction with the children can be developed.

To study child behaviors and appropriate ways to interact with children through classroom instruction is one way to learn. Much has been written about programs that use this method. (SACUS, 1990)

A training utilizing the curriculum compiled for this project differs from the classroom method by incorporating the use of a child development lab for providers to learn while doing.

For both the staff and the children, a caring environment is essential. (Havercamp, Everts, 1992) Whether the concerns are with curriculum, (Wilson, 1991) or the outdoor playground, (Stewart, 1989) developmentally appropriate practices are what help shape an optimum environment.

Instruction with the use of a child development lab is not an original method, (Taylor, 1984) though it is new to the area for which this curriculum is developed.

The objectives of this project to be taught during the lab session are:

1. To begin to apply developmental causes to child behavior.
2. To link development with how children learn.
3. To apply appropriate teaching strategies to their daily routine in conjunction with developmentally appropriate activities.
4. To begin to teach self-control through positive guidance (discipline).
5. To increase awareness of good child health and their own desires to learn more.
It is hoped these objectives will be reached through the use of several of the following strategies:

Professor Jo Kuykendall uses positive suggestions to encourage appropriate behavior both from staff and toward children. When children hear supportive language, they feel approval and acceptance. (Kuykendall, 1992) This tactic works for instruction in academics and play oriented experiences as well as discipline. The goal of discipline is to guide the behavior of children in such a way that they will internalize our outward expectations and develop the inner controls they need to function as whole and happy individuals. (Modica, 1992)

Another tool helpful in classroom management is that of systematic observation correlated with behavior modification. This method notes staff response to appropriate and inappropriate behavior and the increase in appropriate behaviors in children as staff decreases reprimand rate and increases praise rate. (Smith, Newcombe, 1976)

An excellent description of developmentally appropriate practice that sheds light on the activities described in the remainder of this paper is found in an article by Joan Lombardi:

DEVELOPMENTALLY APPROPRIATE PRACTICE. Continuity across early childhood services is facilitated by the degree to which all programs are developmentally appropriate. Naturally, the setting, age range, and abilities of the children will differ across programs. As children progress from preschool to kindergarten and on to the primary grades, they show increased motor and language skills, they can pay attention longer, they can play more
cooperatively, and they are more able to develop interests that go beyond their immediate surroundings. Throughout the preschool and early elementary years, children learn best through active exploration of their environment and through interactions with adults, other children, and concrete materials that build on earlier experiences.

Programs for young children should not be seen as either play-oriented or academic. Rather, developmentally appropriate practice, whether in a preschool or a primary classroom, should respond to the natural curiosity of young children, reaffirm a sense of self, promote positive dispositions towards learning, and help build increasingly complex skills in the use of language, problem solving, and cooperation. (Lombardi, 1992, Pg. 2)

The training outlined, for an example in which the curriculum as proposed in this prospectus, provides a 2 hour period of care for the providers' children. They are supervised by trained staff, under the direction of a head teacher. The providers are in the lab for part of the 2 hours - about 30-40 minutes, to provide an opportunity for hands-on learning of developmentally appropriate practices.

The basic schedule at the College of Eastern Utah Child Development Lab is:

**GATHERING TIME**  
15 Minutes  
Story, whole language, friendshipping, sharing, and music.

**FREE-TIME**  
35 Minutes  
Child centered free choice activities: blocks, waterplay, dramatics, library, playdough, painting, manipulatives, etc.  
Clean-up/snacks
SMALL GROUP ACTIVITIES 25 Minutes
Age leveled, teacher directed experiences: science, art, math.

OUTSIDE 30 Minutes
Water play, goop, bikes, hoola hoops, climbing and sliding apparatus, jump-rope, cars, sandbox, gardening, etc.

CLOSING 10 Minutes
Song, fingerplays, etc.

As stated in the Family Day Care Standards, a publication given to licensed providers by the Utah State Department of Social Services, "There shall be a written schedule and daily activity plan posted and followed. The activity plan shall include goals and methods." (October, 1987, Pg. 8)

Providers can arrange the home environment to maximize learning for children. The time, thought, and effort that go into preparing a learning environment can have big payoffs for both the children and the care provider. Activity Centers provide spaces where children can work and play relatively free from constant surveillance. (Billman, 1992) Points to take into consideration while preparing activity centers are: the physical setting, dimensions of the space, child and adult behavior, routines, and rotation and availability of centers.

Several activity centers can be made available at one time. This allows children of different ages to gain experience making decisions as they choose where they want to work or play. Children stay longer at activities they have chosen themselves. Activity centers allow children to be "active learners".

It should be stressed to the caregivers that the adult's role while children are engaged in learning activities, is minimal involvement as much as possible; interfering only to give a supportive look, verbally mirror, occasionally question, and as infrequently as possible to redirect behavior by direct statement or
modeling. Physical intervention is saved for adding or subtracting props or help in solving disputes. (Billman, 1992)

IDEAS FOR CENTERS

<table>
<thead>
<tr>
<th>Blocks</th>
<th>Collage/gluing, cutting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative dramatics</td>
<td>Gardening</td>
</tr>
<tr>
<td>Water play</td>
<td>Reading (library)</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Math (Manipulatives)</td>
</tr>
<tr>
<td>Science</td>
<td>Art (wide variety)</td>
</tr>
<tr>
<td>Woodworking</td>
<td>Clay/playdough</td>
</tr>
<tr>
<td>Cooking</td>
<td>Sewing</td>
</tr>
<tr>
<td>Musical instruments</td>
<td>Mural</td>
</tr>
</tbody>
</table>

A variety of Prop boxes

Listening center: headphones, cassettes

Large motor skills: beanbags, jump-rope, hopscotch

The following are examples of developmentally appropriate ways to implement 2 areas of the curriculum.

ART APPRECIATION

Combine works of the masters with true stories, color activities, body parts identification, and appropriate activities such as soap carving, (plastic knives and Ivory soap) painting the Sistine Chapel, (building block and board platform, painting underside of papered table while lying on back) associating colors with artists, identifying favorite works of art and why (whole language, etc.) (Mesrobian, 1992) For activities of this nature, providers will be
encouraged to obtain background information first and work in small groups. Visual aids are a must.

MUSIC

The "time" for music has no starting or ending point. Music in its many forms is used throughout the day. A familiar song may encourage gathering together at the beginning of group time. Learning a new song provides opportunities to learn about animals, feelings, rhymes, etc., in a different format. Songs with actions encourage involvement and provide a break from sitting quietly.

The College of Eastern Utah Child Development Lab uses background music during free time. This music can be lively or calming, depending on the desired effect.

The use of store bought and child-produced instruments provides a variety of developmentally appropriate activities and experiences. Effective tunes/words are used for notice that it is clean-up time, time to line up, choose partners, pass the snack, or sit down quietly. Although initiated by the caregiver, children usually join in the musical giving of directions during transitions.

Caregivers should be encouraged to try a variety of ways of adding music to their curriculum and routines.

Following the same developmentally appropriate format, other areas of the curriculum are incorporated into the 2 hour period that the children are in the lab. Some of these areas are: science, outdoor play, small groups, and gathering times. A large quantity of articles can be found on each of these subjects. The key is to provide developmentally appropriate activities for the children to choose from. A variety of curriculum choices can be provided during the 3 week training period.
The last component of this project's objective is to provide opportunities for building confidence and enthusiasm in caregivers. As a result of training, caregivers who planned to continue employment as child-care workers showed higher scores on measures of child-oriented attitudes and job satisfaction, in a study done by Laura E. Berk. She also states that the internalization of positive attitudes toward children and a sympathetic understanding of their developmental needs is important for the development of caregiver behaviors which provide children with cognitive stimulation as well as emotional and social support. Berk's findings conclude that the strong relationship between extrinsic job satisfaction and caregiver behaviors...can make a substantial difference in how caregivers behave, and from there, in what the daily experiences and long-term outcomes of care are like for children. (Berk, 1985) Becoming affiliated with a Child Development Association or simply combating the image of untrained "baby sitter" improves the professional status of providers. (Taylor, 1984)

As a result of participation in a child care training similar to which the curriculum for this project is written for, it is thought that providers can increase caregiver skills, and increase their understanding of children's behaviors and needs and thus improve their confidence and enthusiasm to be better caregivers.

PROCEDURES

As a result of the College of Eastern Utah participating in committees of community action projects, a grant was written to provide training for day care providers in the Carbon/Emery County area.

A general procedure for implementing the training was outlined in the grant.
This master's project was proposed and advocated by the College of Eastern Utah Education Department for researching background information and developing a developmentally appropriate curriculum for future trainings of childcare providers.

After an extensive review of literature related to child care, training of providers, developmentally appropriate activities and lab settings was undertaken, the most useful abstracts were selected for inclusion in the background information for this project. Many research articles can be distributed in the classroom portions of the training. Aspects of other articles are for demonstration to the caregivers during the lab portion of trainings.

One area of concern in implementing a training of this nature is lack of caregiver participation. Lack of caregiver participation in proffered training courses has been cited as a drawback. (McDonnell, Federer, 1982)

A recent training held at the College of Eastern Utah Child Development Lab sought to lessen that factor in the following ways:

1. The training was free.
2. The caregivers brought the children in their care at no cost to them. The children were supervised by trained staff while caregivers were in the classroom session. (And in fact, throughout the whole 2 hour training session.)
3. The College of Eastern Utah Child Development Lab is working in cooperation with the local advisory committee for The Family Education Center and the local licensing person with the Division of Family Services. Personnel from these departments have agreed to help in systematically preparing providers in a variety of ways to agree to attend the training.
The above implementations were possible due to the receiving of a community action grant written especially for the purpose. Others who may wish to utilize the curriculum, as proposed in this prospectus, in similar trainings may have need of devising alternate plans for handling the lack of caregiver participation - in accordance with funds available.

Procedures for each day of the 3 week session are as follows:

Children and caregivers are greeted at the door - particular attention is paid to the children as teachers crouch to their level and speak directly to them, eventually directing the children's attention to activities.

This is an example of the types of opportunities caregivers should have to observe developmentally appropriate behaviors toward children.

As the caregivers go to the classroom portion of the training, the lab schedule as outlined previously is followed with the children. Times are allotted for the caregivers to observe the children through mirrored windows. An instructor is in the observation room with the caregivers to point out developmentally appropriate activities and interaction. Questions and comments are encouraged.

At the other times, the caregivers can be in the room with the children and instructors to observe first-hand language, communication, and actions of children and instructors. Examples of demonstrated developmentally appropriate activities are found in Appendix A.

Each day ends as caregivers pick up children from the lab. Caregivers are encouraged to direct their attention solely to the children, thus giving the children esteem through undivided attention, and speaking to the instructors only after the child's needs for communication have been met. This method of
greeting eliminates the unruly, acting-out child. The caregivers are encouraged to use this method in their homes.

Caregivers are given articles and books to study and activities to try at home. The materials and activities are discussed in each succeeding session.

MODEL

The following is presented as an example of how trainings utilizing a lab setting and the curriculum proposed for this project can be scheduled. The Child Development Lab at the College of Eastern Utah is the likely location for trainings in the Carbon/Emery area.

This curriculum can be implemented in the College of Eastern Utah Education Department classrooms and Child Development Lab where providers and their children are trained together in a setting specifically designed for teacher training.

The basic model for training family child care providers is to bring them and their children to the College of Eastern Utah Child Development Lab for 2 hours per day, 2 days per week, for 3 weeks, where they would be trained together. Each day's training will consist of 3 parts. The day will start with an initial 45 minute classroom session for the providers (children will be in the lab with the staff). Following each session in the classroom, caregivers will interact with their children in a 30-40 minute session in the Child Development Lab where planned developmentally appropriate activities will be demonstrated and then carried out by the caregivers in accordance with specific assignments given in the classroom training.

The third part of each day's training will be a 25 to 30 minute follow up session in the classroom again for discussion and evaluation of principles taught in the beginning session.
At the end of the initial three week program, (six sessions) a general meeting for providers should be held to discuss what was learned and to provide a networking and sharing experience.

During the initial three week classroom experience, home visits are made by staff members to assist and encourage the implementation of principles and activities. Two additional home visits are made after the three week training period.

Since only 18 children can be accommodated in the lab at one time, it will be necessary to bring in one group, with their three to four providers, in the morning, and another group in the afternoon. These groups would come on Monday and Wednesday. Then two more groups would come on Tuesday and Thursday. At the end of the first three week program, a second four groups would start their three week program. Thus, 24 (more or less) providers will be accommodated in the six week period of this project. A total of 48 individual sessions will be conducted.

EVALUATION

Evaluation of a training can be accomplished by means of an attitude survey or knowledge questionnaire such as the "New Parents as Teachers Project" questionnaire used by the Missouri Department of Elementary and Secondary Education. Another document recommended for such use is the Family Day Care Rating Scale (Harms, Clifford, 1989). The survey should assess attitudes of participants towards teaching children in a home setting in a positive or negative sense based on their understanding of correct principles. A delay treatment method can be used in administering the survey. One group would receive the training sessions and then be given the questionnaire. The second group would then be given the questionnaire and the two groups would
be compared. Then the second group would receive the training and both
groups would be given the questionnaire again when the entire program is
complete.

In addition, the home visits would include an evaluation form to be
completed by the visitors as an assessment of how each provider is
accomplishing the goals of the program.

A checklist format can be used to measure the success of the curriculum
for the lab portion of a training and areas in which it might be improved - for
example:

- ease of implementation.

- complete information for setting up the lab.

- various forms of responses, etc.
APPENDIX A

Examples of developmentally appropriate activities to be demonstrated in lab for providers to observe and try.

Puzzles:

There are many ways to facilitate a child's opportunities of experiencing the feelings of accomplishment while working on puzzles. For example:

A 3 year old has sat at a table with various puzzles. She is experiencing difficulty with the one in front of her. An observant teacher sits nearby and says,

"There are some green leaves here. Do you see some green leaves?"

Child reaches for a piece with green.

"Yes, that's green. Turn it around."

Teacher reaches for a piece. "Where could this go?"

Child and teacher work together to complete the puzzle - be sure child places the final piece. Teacher can then reach for a puzzle or place within the child's reach, one that is more appropriate for the child's development. As child begins work on a puzzle by herself, the teacher can unobtrusively leave the activity.

Snack:

Bowls of pretzel sticks are placed by the children in the center of tables. As snacktime begins, children choose the amounts they desire and begin eating. Teachers, sitting at the tables with the children can ask, "Who can make a shape with their pretzel sticks?" Verbal interaction proceeds. "How many sticks did you use to make your square, Amber?" "What if I took one away? Would
you still be able to make a shape? What if I move this stick here, David? What shape is it now? Can you make a picture with your sticks?"

Thus, as snacktime proceeds, children are involved in a visual, spatial, numerical activity appropriate for their age and development.

Dramatic Play:

For example: A beauty/barber shop is set up in the dramatic play area, complete with mirrors, chairs, hair accessories, brushes, and combs. Preschool age children love to do hair but frequently do not like to have their own hair done! Mannequins should be made available, dolls, wigs, etc. so children can participate without feeling threatened. As children develop in areas of security and exposure to materials they can comfortably move from observation to involvement.

In each instance, where providers are observing the interaction of children and teachers, care will be taken to demonstrate activities in such a way that is developmentally appropriate for each child.
Bibliography


Family Day Care Standards. Utah Department of Social Services, October 1987, Pg. 8.


*Southern Association on Children Under Six*, Five position statements, 1990, 41 pages.


CURRICULUM
FOR THE LAB PORTION
OF A TRAINING FOR FAMILY CHILD CARE
PROVIDERS IN DEVELOPMENTALLY
APPROPRIATE PRACTICES
CREATIVE PROJECT
Training Schedule

**OBJECTIVE:** To provide a curriculum for conducting a training session, in a child development lab, demonstrating developmentally appropriate practices, scheduling in a way that will provide training for a maximum of 24 providers within a six-week period.

**SCHEDULE FOR 48 SESSIONS:** 2 hours per day, 2 days per week, 3 weeks.

Initial Session for Groups A & B & C & D

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>M T W Th</td>
<td>M T W Th</td>
</tr>
<tr>
<td>A.M.</td>
<td>A C A C</td>
<td>A C A C</td>
</tr>
<tr>
<td>P.M.</td>
<td>B D B D</td>
<td>B D B D</td>
</tr>
</tbody>
</table>

Repeat for Groups E & F & G & H

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>M T W Th</td>
<td>M T W Th</td>
</tr>
<tr>
<td>A.M.</td>
<td>E G E G</td>
<td>E G E G</td>
</tr>
<tr>
<td>P.M.</td>
<td>F H F H</td>
<td>F H F H</td>
</tr>
</tbody>
</table>

An average of no more than 18 children should be in attendance for each training session. One group should consist of 3 - 4 providers with no more than a combined total of 18 children.

Group A would attend on Monday and Wednesday mornings for 3 weeks. Group B would attend Monday and Wednesday afternoons for 3 weeks. Group C - Tuesday and Thursday mornings for 3 weeks and Group D - Tuesday and Thursday afternoons for 3 weeks. Repeat the same 3 week schedule for Groups E, F, G, and H. Each group attends a total of 6 sessions.

Thus, 24 (more or less) providers can be accommodated in the six-week period of this training. A total of 48 individual sessions can be conducted.
### SCHEDULE FOR TWO-HOUR SESSIONS

**OBJECTIVE:** To plan each day's schedule in a manner that will provide the maximum opportunities for providers to observe and practice implementing developmentally appropriate activities with children.

#### Children in Lab

<table>
<thead>
<tr>
<th></th>
<th>15 minutes</th>
<th>35 minutes</th>
<th>25 minutes</th>
<th>30 minutes</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GATHERING TIME</strong></td>
<td>Story, whole language, friendshipping, sharing, music.</td>
<td>In class training</td>
<td>45 min.</td>
<td>10 mins. free time observation</td>
<td>45 min.</td>
</tr>
<tr>
<td><strong>FREE TIME</strong></td>
<td>Child-centered, free choice activities; blocks, water play, dramatics, library, play dough, etc.</td>
<td>10 mins. free time observation</td>
<td>25 minutes</td>
<td>planned activities interaction lab</td>
<td>25 minutes</td>
</tr>
<tr>
<td><strong>SMALL GROUP ACTIVITIES</strong></td>
<td>Age leveled, Teacher-directed experiences; science, art, math Workjobs.</td>
<td>10 mins. outside observation</td>
<td>30 min.</td>
<td>classroom session</td>
<td>30 min.</td>
</tr>
<tr>
<td><strong>OUTSIDE</strong></td>
<td>Water play, goop, bikes, sandbox, gardening, climbing and sliding apparatus, etc.</td>
<td>10 mins. of outside observation</td>
<td>10 mins of outside observation</td>
<td>or</td>
<td>10 mins of outside observation</td>
</tr>
<tr>
<td><strong>CLOSING</strong></td>
<td>Songs, finger play, show &amp; tell</td>
<td>10 mins of outside observation</td>
<td>10 mins of outside observation</td>
<td>or</td>
<td>observation room</td>
</tr>
</tbody>
</table>

#### Providers

- In class training
- 10 mins. free time observation
- 25 minutes planned activities interaction lab
- 10 mins of outside observation
- 10 mins of outside observation
- Observation room
- In class training
- 10 mins. free time observation
- 25 minutes planned activities interaction lab
- 10 mins of outside observation
- 10 mins of outside observation
- Observation room
- In class training
- 10 mins. free time observation
- 25 minutes planned activities interaction lab
- 10 mins of outside observation
- 10 mins of outside observation
- Observation room
- In class training
- 10 mins. free time observation
- 25 minutes planned activities interaction lab
- 10 mins of outside observation
- 10 mins of outside observation
- Observation room
OBJECTIVE: To provide the implementor with the information necessary for preparation prior to training.

PREPARATION:

Each group (A through H) will attend 6 sessions referred to hereafter as Day 1, Day 2 - Day 6.

To facilitate ease of training and demonstration and ease of implementation for providers the themes of this curriculum are concrete rather than abstract.

Concrete being actual things the children can experience through their senses as in gardening, animals, colors, etc. are easier to teach and evaluate.

Abstract themes would incorporate ideas or build on past experiences such as feelings, safety, communication and are therefore more difficult to present.

AGES:

The following lesson plans for each session are suggested for use in trainings where the children in attendance are of various ages.

It is recommended that children younger than 3 years of age not attend these general trainings. However, arrangements can be made for infants and toddlers in attendance by hiring additional assistant teachers and utilizing a portion of the lab for sleeping and changing facilities.

The activities are geared to preschool ages 2-5 mainly because those are the ages most providers have in their home day cares. Much of the curriculum can be adapted to ages as high as 8 or 9.

NAME TAGS

The use of name tags for the children is a must, since the groups alternate throughout each week. Teachers should introduce themselves
frequently for the children's benefit. Since name tags will have to be applied daily (stick ons with permanent marker are best) an assistant should be assigned this task for the beginning of each session. Keep in mind that due to the nature of day care, the children may vary from day to day in any given group. (i.e., Sally attends day care on Monday and Thursday, but not Wednesday)

SUPPLIES:

The training provides for a maximum of 18 children in lab per session. Each day's curriculum should provide for 4 groups. Thus, plans, snacks and activities should take into consideration the possibility of 72 children. For example, the lesson plan for Day 1 would cover Monday, A.M. (group A) and P.M. (Group B) and Tuesday A.M. (Group C) and P.M. (Group D). If the snack for the Day 1 lesson plan were carrot sticks and 3 carrot sticks per child were planned, 216 carrot sticks should be prepared. Alternate snacks for special dietary needs should be on hand.

The same preparation should be taken into account for any item or activity that the children would make and take home. Dittoed sheets - 72 copies, construction paper kites - 72 papers, strings, etc. Be sure to have enough consumable supplies (i.e. paint, goop, nails, chalk, etc.) to cover the needs of each lesson plan.

If infants and toddlers are to attend, plan for changing table supplies; pads, wipe-ups, diapers. Also plan for age appropriate snacks and play equipment.

Other items to have on hand; tissues, first aid supplies, latex disposable gloves, extra clothing, jackets, cleaning supplies, and paper cups. Remember 864 name tags will be needed.
In-Lab Teachers and Assistants

OBJECTIVE: To provide the implementor with information pertaining to trainer/employee qualifications.

For the in-lab portion of the Training of day care providers, it is necessary to have at least the following:

Head Teacher - This person should be a certified teacher holding an Early Childhood Endorsement. Her responsibilities will include, but not be limited to: Working with the Trainer of the in-class sessions for the providers, coordinating the lab schedule, lesson plans, preparation, coordination of assistant teachers, and overall care of the children while in-lab. She will share teaching duties with the assistant teachers. She should also be prepared to correctly demonstrate developmentally appropriate interaction and activities with the children for the day care providers. She should be ready to verbally instruct the providers during observation times.

Assistant Teachers - 3 to 4 for each session depending on amount and ages of children attending. It is recommended that these persons have some previous training working with children. College education students, experienced teenage baby-sitters are possibilities. At any rate, they should be thoroughly indoctrinated in the aspects of the developmentally appropriate procedures to be demonstrated in the lab. A pre-training of these personnel can be carried out by the head teacher if necessary prior to the 1st session. (Implementing the training in a child development lab of a college education department is an advantage to such a training as this, as college students who have had previous training in the lab can be hired as assistants.)
Developmentally Appropriate Interactions and Activities

OBJECTIVE: To provide the implementor with a definition of developmentally appropriate, for purposes of review, and focus for the training.

It can only be assumed that personnel attempting to provide instruction utilizing developmentally appropriate practices will have previous training and experience using it.

It is not the intent of the author to provide a complete definition or voluminous examples of developmentally appropriate practices within this project. However, to keep the project's objectives in line, a short definition follows. Individual activities contain within the instructions, specific pointers for appropriate use according to the children's age and development.

Definition

DEVELOPMENTALLY APPROPRIATE PRACTICE

Continuity across early childhood services is facilitated by the degree to which all programs are developmentally appropriate. Naturally, the setting, age range, and abilities of the children will differ across programs. As children progress from preschool to kindergarten and on to the primary grades, they show increased motor and language skills, they can pay attention longer, they can play more cooperatively, and they are more able to develop interests that go beyond their immediate surroundings. Throughout the preschool and early elementary years, children learn best through active exploration of their environment and through interactions with adults, other children, and concrete materials that build on earlier experiences.
Programs for young children should not be seen as either play-oriented or academic. Rather, developmentally appropriate practice, whether in a preschool or a primary classroom, should respond to the natural curiosity of young children, reaffirm a sense of self, promote positive dispositions towards learning, and help build increasingly complex skills in the use of language, problem solving, and cooperation. (Lombardi, 1992)

Curriculums

OBJECTIVE: That those choosing to implement this lab portion of a training for providers have a choice of curriculums. Curriculum A provides opportunity for continuity of themes, songs, and activities. Curriculum B is designed to be flexible allowing the implementor to remove, replace or switch activities.

Two curriculums are included in this project. Either one may be implemented for the first 3-week session and then repeated for the second 3 week session. Or, for variety, one may be taught first and the other second.

Curriculum A incorporates one theme - Dinosaurs. This approach could easily be adapted to any other singular theme as the bulk of the theme is stressed in the gathering time, some of the small group activities, and perhaps the room decorations.

Curriculum B incorporates the use of 6 different themes - one for each lesson plan. A variety of concrete and abstract subjects alternate throughout the 6 instructional days. The 6 themes herein are only suggestions and can easily be adapted or changed to suit the individual trainer's needs and resources. Several books with alternate themes and activities are included in the bibliography of this project.
Teaching of the themes can be handled in several ways. The head teacher could present all of the gathering times and then assign activities to the assistant teachers. Or, if the assistant teachers are experienced enough, the responsibilities of head teaching can be rotated.
OBJECTIVE: To provide the implementor, of a training for day care providers, with instructions for each activity within the curriculum.

D.A.T. = Developmentally appropriate techniques (for demonstration purposes.)

OUTDOOR TIME

GENERAL PROCEDURE - The outdoor time is a physical release for children who have been mastering self control indoors. After using their "pre-school" voice (quiet), walking, and working their small muscles for fine motor skills, they are more than ready for the freedom that the outdoors provides. It would be developmentally inappropriate to corral the children immediately for structured games or demonstrations. Demonstrate for the providers, the idea of release and freedom by encouraging the children to run around the sidewalk three times or up and down the hill as much as they want - anyway they want - i.e. rolling, hands and knees, feet. If a child is reluctant to participate, demonstrate appropriate encouragement by offering to run with the child, hold hands or watch until they desire to join in. Only after this free activity should children be gathered for instructions or demonstrations.

In addition to the planned outdoor activity, a variety of other activities should be in place when necessary. For example, a walk or field trip may take all the allotted outdoor time while a demonstration or sand play holds children's interest for a short time. Additional activities may include, but not be limited to - an art table, water play, jump ropes, climbing apparatus, balls, dramatic play, etc. These alternate activities should also be rotated from day to day.
Curriculum A:

Day 1

OBJECTIVE: Children will become familiar with their new outdoor surroundings and the "rules" that will help them be safe - i.e. stay in the playground, keep the sand low, stay off the fence, etc.

ACTIVITY: Tour grounds and building.

PROCEDURE: Children find a partner and line up by twos to walk around grounds and building. Teacher facilitates discussion.

D.A.T.: Although the teacher may have a specific route in mind or discussion ideas outlined, she should be receptive to the children’s ideas and interests and be flexible to adapt for them.

Day 2

OBJECTIVE: Children will be encouraged to explore the relationship between dinosaurs and terrain through the use of sand and toys.

ACTIVITY: Sand play with plastic dinosaurs.

MATERIALS: Sand box, plastic or model dinosaurs, various items for trees, shrubs, water for rivers.

PROCEDURE: It would be developmentally inappropriate to expect preschool age children to know what to do without some demonstration. (We learn from example.) A teacher can start play by joining with children to set up the scene - pouring water to run down a mountain, placing sticks for trees. As the children become involved, the teacher demonstrates D.A.T. by pulling out of play. This is when it is important to remember it is the process, not the product, that counts.
Day 3

OBJECTIVE: The children will learn 2 new outdoor games. (It is not the author's objective to choose which games. It is the implementor's prerogative to teach games he/she is familiar with and that are developmentally appropriate for the ages of the children participating.)

ACTIVITY: OUTDOOR GAMES, i.e. 2-4 year olds - "Ring around the Rosie", The Freeze (to music), Duck, Duck, Goose. For 5-7 year olds - Red Rover, Mother May I, etc.

PROCEDURE: Take care that the group is not too large. It is frequently advisable to form 2 smaller groups so all children get several turns. This is a D.A.T. as opposed to making children wait too long for turns.

D.A.T.: Outdoor play should be "active at all times for all", meaning standing around, waiting for your turn is not developmentally appropriate - nor is it much fun. Outdoor games should allow for frequent turns and lots of physical movement. Communication is the best technique for children who are interacting inappropriately, from being shy and withdrawn to rowdy and unsafe. Short-term time outs to observe appropriate behaviors while talking positively with the child are effective tools for behavior clarification.

Day 4

OBJECTIVE: Children will use their sense of touch to enjoy water play and sense of sight to avoid being "hit".

ACTIVITY: Outdoor play with water-soaked sponges.

MATERIALS: Sponges, large tub of water for "refills" and towels.

PROCEDURE: The idea of play, water, and cooling off in the summer should be emphasized over "hitting". Demonstrate how to refill sponges. Be sure
children know where the "playing field" is and what is off limits. Provide alternate activities for non-participants.

**D.A.T.**: According to their age and development, children frequently like to do, but not be done to! So targets should be provided for children at this level. (and a different playing field.) *NOTE: consider need for change of clothing if necessary.

**Day 5**

**OBJECTIVE**: Children will learn to take turns and ride safe.

**ACTIVITY**: Wheeled vehicles, bikes, wagons, etc. and alternate activities.

**PROCEDURE**: Discuss sharing and safety prior to going outside. There are generally not enough bikes for all children at one time, so several activities should be provided for children to rotate.

**D.A.T.**: Getting a bike "first" or the "one I want" can be a rowdy transition. An appropriate way to overcome this is by letting children "filter" outside a few at a time from their indoor activity. When it comes time to trade bikes, a warning helps facilitate a smooth transition, i.e. "One more time around, then it's Davy's turn", or "after this loop, it's your turn to come to the art table".

**Day 6**

**OBJECTIVE**: To allow children to observe a scientific principle in action and note the effects of a volcano on the terrain and dinosaur life.

**ACTIVITY**: Volcano demonstration with plastic dinosaurs. (And various outdoor activities).

**MATERIALS**: Volcano prepared ahead of time by children and chemicals for erupting effect (Dichromium phosphate - orange crystal & Iodine - purple crystal).
PROCEDURE: Explain safety because of chemicals. Encourage use of sight. Question - What do you think will happen, what next, then what? Will the mountain look different? Plants change? etc. Prior to the demonstration, much instruction and discussion should take place in the classroom. Follow up demonstration with answers to previous questions and observations.

D.A.T.: Very young children will only notice what's happening and their responses should be appreciated and encouraged. As children increase in development, their ideas and answers will be more practical and concrete. Since they probably have no prior experience, all answers are acceptable. Demonstrate this concept by responding positively to all forms of participation by children.

Curriculum B

Day 1 - Tour surroundings - same as for Curriculum A day 1.

Day 2

OBJECTIVE: Children will experience the joy of competition and silliness while participating in a watermelon seed spitting contest!

ACTIVITY: Watermelon seed-spitting (combined with snack time).

MATERIALS: Plenty of watermelon, easy access to garbage disposal, water for clean-up, towels, playing (spitting) field. (Recommended field - grass).

PROCEDURE: At first just allow the children to pretty much get their fill of watermelon as this is snack. This snack time should take place during outdoor play time. Demonstrate how far you can spit a watermelon seed, ask how far someone else can do it and the contest is on. There should be no structure and participation is voluntary.
D.A.T.: Competition is internally motivated, not externally. There is no right or wrong to this game and all attempts should be encouraged. Those who do not want to participate can encourage the others by cheering.

Day 3 - Sand play, same as Curriculum A, day 2, but with garden tools.

Day 4 - Games - same as for Curriculum A, day 3, but with games that include singing, i.e. Farmer in the Dell, All around the Mulberry Bush, etc. In addition, wind chimes can be demonstrated.

Day 5

OBJECTIVE: Children will use various outdoor equipment to exercise their large muscles and develop large motor skills.

ACTIVITY: Hoops, jump ropes, Frisbees.

MATERIALS: Same as above.

PROCEDURE: Demonstrate jumping and hula-hooping several different ways from easy to more difficult, help children get started, then pull out and encourage verbally. Frisbees should be done in a separate playing field (area).

D.A.T.: Children learn by example, but when they are not developmentally ready to do it the "right" way, they often come up with creative ways to have fun on their own. There should be no competition and all attempts should be encouraged. Cooperation and sharing should be encouraged in children who are ready to manifest such skills.

Day 6 - Wheeled vehicles - same as Curriculum A, day 5.
SNACK TIME

Eating should be a pleasant and stress free experience. The pickiness of many children, toward food, often comes from being indulged in their home environment. Therefore everyone should be encouraged ( but never forced) to try snack each day. Snack-time provides an excellent opportunity for cooperation and the development of social skills.

GENERAL PROCEDURE - waiting is not developmentally appropriate, so as children gather to the tables after washing hands, sing familiar songs, count or recite finger plays, etc. that involve the children while the stragglers gather. It is not necessary to wait for every child before starting to eat - just most of them. When appropriate, one or two children may have helped prepare snack earlier. Usually bowls of the snack item can be placed in center of tables and children should be taught to take one at a time and/or pass to next child. Extras are left in center to be taken as desired - one at a time. Teachers should always join in and eat and sit with children. Children can pour their own drinks when given appropriately sized pitchers and in cooperation with other children, i.e. one child holds cup, the other child holds handle of pitcher with one hand and front side of pitcher with other. Half a cup only please! Spills are rare, but inevitable for all ages so have towels close by. Always speak positively and allow children to clean up their spills on their own as much as possible. Clothing changes may occasionally be necessary and handled matter-of-factly. All clean up at end of snack should be carried out by children, unwanted food can be given to pets or disposed of. Never force a child to finish what they can't or don't want to.

Curriculum A

Day 1 - Gummy Dinos/crackers - follow general procedure.
Day 2 - Dinograhams - follow general procedure.

Day 3 - Dino soup - follow general procedure.
    Optional discussion: heat, utensils, shapes in soup.

Day 4 - Healthy snack - see small group day 4.
    Discussion: earlier preparation, pride in preparation.

Day 5 - Ice cream in cones - follow general procedure.
    Discussion: cold, flavors, melting.

Day 6 - Pretzels and cheese - follow general procedure.
    Discussion: hammers used for finding dinosaur bones.

Curriculum B
Day 1 - Popcorn/juice - follow general procedure.
    Optional: children can help make popcorn and/or juice ahead of time.

Day 2 - Watermelon - See Curriculum B, day 2, outdoor activity.

Day 3 - Tasting table
OBJECTIVE: Children will taste many kinds of unusual and familiar foods that
grow in gardens and are good for them.
ACTIVITY: Tasting table.
MATERIALS: A variety of fruits and vegetables cut into bite size pieces and
toothpicks.
PROCEDURE: Discuss familiar and unusual. Discuss trying. Review manners and tell how to go around table and try one of each kind. Talk about taste at each item.

D.A.T.: Children will not remember differences in taste at the end of the activity so should be allowed to respond and express their likes and dislikes immediately after tasting. Use sense of smell for children who aren't ready to taste and sense of sight for children reluctant to smell. All responses are acceptable.

Day 4 - Cookies and milk - Follow general procedure.

Day 5 - Cereal -

OBJECTIVE: Children will experience what it is like to eat without hands or utensils, like an animal.

ACTIVITY: Eat like a dog or cat.

MATERIALS: Cereal like Cheerios, Kix, etc.

PROCEDURE: Discussion about how animals eat. Question - I wonder what that would feel like? Allow children to come up with idea and first attempts. Laugh, eat, enjoy! Encourage children to keep hands behind their backs.

D.A.T.: Some children may feel timid or embarrassed. Encourage them to join in only when they are ready. Standing may be easier than sitting for smaller children, kneeling for very tall children.

Day 6 - Pretzels and cheese -

OBJECTIVE: Children will make shapes with pretzels, identify them and count sides.

ACTIVITY: Pretzel shapes.

MATERIALS: straight pretzels, cheese chunks.
PROCEDURE: Follow general procedure and then after a while, ask the children if they can make a shape with their sticks. Ask them to count sides, name shapes, add or take away pretzels to change shapes, count and repeat.

D.A.T.: Allow for creative "new" shapes and pictures.

SMALL GROUP WITH HEAD TEACHER

GENERAL PROCEDURE - This small grouping allows for individualized instruction and encouragement. All opportunities should be taken to reaffirm a sense of self-esteem and help build increasingly complex skills in the use of language, problem solving and cooperation. (Lombardi, 1992, Pg. 2)

The activities listed in the curriculum are ideas only and should be considered interchangeable with any that are more appropriate for the implementor using this program.

GENERAL OBJECTIVE: Children are to engage in small motor skill activities, to increase language, problem solving, self-esteem and cooperation skills.

ACTIVITIES: Listed below.

MATERIALS: Have all materials gathered ahead of time, easily accessible and be familiar with directions.

PROCEDURE: Usually on floor, away from more active or verbal groups. Instruct, demonstrate, interact, encourage, pull-back and observe. Facilitate development of activity and variety and options in playing. Instruct and show how to put away correctly.

D.A.T.: Allow for varying attention spans by using a few different activities at a time or by individualizing one activity. Go from simple to more complex ways of relating to the materials according to each individual child's development.
Curriculum A

Day 1 - Tour room - familiarize children with environment, instruct in any rules (i.e. walk, preschool voices, etc.). Demonstrate use and storage of items for children's room, i.e. where books go, how to put away manipulatives, cleaning up the dramatic play area, etc. Talking by the teacher should be kept to a minimum.

D.A.T.: Children's comments and questions encouraged - demonstration and participation emphasized.

Day 2 - Follow general procedure. Refer to bibliography for work jobs.

Day 3 - Follow general procedure. Refer to bibliography for work jobs.

Day 4

OBJECTIVE: Children will count and use measuring tools and follow a recipe to make a snack of healthy foods.

ACTIVITY: Measure food ingredients, follow a recipe.

MATERIALS: Measuring equipment, number cards, sunflower seeds, banana chips, coconut, carob chips, raisins, small trays, small paper sacks.

PROCEDURE: Label sacks with children's names. Place number cards (1-3) by trays of ingredients. Put teaspoons, tablespoons or 1/4 cup scoops in tray. Children "read" card and count spoons or scoops of ingredients into sacks. Put in lockers, until snack time. While eating praise them for making their own snack.

D.A.T.: Tell amounts for children who are not ready to recognize numbers. Allow tasting while making and extra scoops for foods they like.
Day 5 - Instruments/Rhythm - follow general procedure. Introduce rhythm, then instruments, then music.

Day 6 - Clean up - See Day 1. Follow general procedure, emphasizing responsibility for things and room.

Curriculum B

Day 1 - Tour room - same as Curriculum A, Day 1.

Day 2

OBJECTIVE: Children will classify pictures of things that are good for them and things that are not.

ACTIVITY: Item classification.

MATERIALS: Lots of pictures of good foods, junk foods, medicines, cigarettes, beer, pop, water, small toys, coins, etc. Two boxes - one with open mouth picture and one with closed mouth picture - both with slots for pictures.

PROCEDURE: Hand out pictures like a card game. Take turns putting in one box or the other and stating why.

D.A.T.: There are no right or wrong answers. Children come from homes with varying standards. Child needs only to give a reason why one can or can not eat a certain item. Teacher guidance should include what and how much is healthy or not.

Day 3 - Seed planting - follow general procedure.

Day 4 - Instruments - follow general procedure.

Day 5 - Puppet theatre - follow general procedure.
Day 6 - Clean up - follow general procedure, emphasizing responsibility for things and room.

FREE PLAY CREATIVE ART

GENERAL PROCEDURE: - While many activities and experiences for children must be teacher directed to get the maximum benefit, free-play creative art experiences should be child centered. This is not to say a teacher is unnecessary - for usually a teacher's assistance will come in handy, but demonstration and explanation are not required for most activities. Preparation ahead of time is a key factor in helping free-play art be child centered.

Curriculums A & B

EASELS: - painting experiences are seldom found in homes, schools or kids bedrooms. Day-cares can provide this rich activity. There should be one brush for each cup of paint. When handles of brushes match paint color, messy paint jars are eliminated. Children should have at least 3 but no more than 5 colors to work with at a time. Occasionally one color and white can be used for mixing lessons. Teachers need to be close at hand for assistance in changing paper and aprons for children. An optional addition to the activity is writing a story to go with the painting.

GOOP: is a delightful tactile experience for all ages. Children who hesitate getting "dirty" - messy - can't resist. Adults can't leave it alone.

Recipe: 1 box cornstarch
        a little food color
        water

add water to starch, in bowl, until it is the consistency of thick pudding. Color can be added anytime. Pour 1/4 - 1/2 cup amounts directly on table surface.
Squeeze in fist and between fingers - open palm and it oozes and slips from hand - dripping back on to the table! Aprons are a must. Water can be added - just a few drops - directly to table - when needed. Clean up is a cinch and fun for children to participate in. First scrape back into bowl. It will dry and can be reused for up to a year simply by adding more water. Use lots of very wet sponges to wipe up. Let other spots dry and vacuum up.

**MURAL** - a great cooperative effort. Can be directed to fit any theme. Good opportunity for discussion, encouragement, and praise. Use a variety of media individually or all together - i.e. chalk, markers, crayons, colored pencil, etc.

**COLLAGE** - Direct to various themes by use of variety of materials, i.e. magazine cut outs, seeds, collections from a walk, stickers, photographs, etc. Teach proper use of glue. Encourage development of activity by discussion.

**D.A.T.** - precut pictures for young children, but still allow usage of scissors on other pictures and pages.

**WATER PAINTS** - similar to easel, but when done on floor, facilitates easy clean up. Allow children to fill, rinse and refill own water cups - 1/2 full only. Let them make as few or as many pictures as they want. Wear aprons. Water paints often have permanent dyes. **D.A.T.** - praise all products. It's the process that counts.

**PLAY DOUGH** - the oil recipes feel best, last longer, and make less mess. Present in various ways - alone, with rollers and cutters, with plastic knives and toothpicks, with laminated patterns of shapes and/or letters. **D.A.T.** - let children name their creations - never ask "What is it?". Say, "Tell me about it."

**GROUP CREATIVE ART**

Once again it is the process, not the product that counts, but all children should go home occasionally with certain items - no one likes being left out.
Group art activities stress individual creativity, but with more instruction and teacher guidance than free-play art. This is so that concepts taught earlier can be reinforced and the children go home with items that remind them later of concepts learned in class - i.e. traffic lights - Children can cut circles and glue in place alone. Teacher can guide correct placement of the red, amber and green circles to correlate with reality and reinforce the stop, wait, go concept.

The activities listed in the two curriculums are interchangeable with others more appropriate for individual implementor's situations. Activities should rotate a variety of skills - cut and paste, trace, draw, arrange, tie, paint, etc., and use a variety of materials - paper, cloth, sand, collage, media, etc.

**OBJECTIVE** - for group creative art activities is for children to develop skills with guided use of various materials.

**D.A.T.** - hardly ever hold up an adult made example and say "This is what we are making." Children can not make their product look like yours, and failure and discouragement preclude trying. Instead verbalize and encourage as process of creating happens.

The group creative art activities in the suggested curriculums are self-explanatory and a variety of procedures for implementing them and other similar activities are found in the books listed in the bibliography.

**BOOKS** - A bibliography of the listed books is not included in this project as most providers will find it easier to utilize and adapt books to the various themes, that they already have in their possession or can locate in their area. Any books about dinosaurs will fit with curriculum A and any book at all can be adapted for curriculum B. **D.A.T.** - books can be presented in a variety of ways - flip cards, flannel board, stick characters, puppets, story boards, storytelling vs. reading. The key is to use good voice, expression, eye contact and to involve the children in the telling and defining of the story plot, i.e. chorusing repeated lines, placing
items on the flannel board as they come up in the story, answering teachers' questions that clarify what just happened, what will happen next, etc. Let interested children hold and "read" the books themselves after you have. Repetition is the key to falling in love with a book. One can't tell a story too many times that they tell well.

**SCIENCE**

**GENERAL PROCEDURE**  Science activities can be presented several ways. One is to do experiments or demonstrations during large group times or during snack time when you have the whole group's attention. Another way is similar to small group with head teacher. Even one on one is possible during free time. Still another way is to have a science area where children may come and go at will. This area might include science tools, such as magnifying glasses, colored lenses, pets in cages, measuring and temperature devices and scales, etc. A science shelf or table where children bring found items or treasures to share is excellent for building self-esteem. This table might also have items laid out by the teacher that fit various themes.

**Curriculum A**

**Days 1, 4, 5 & 6** - follow general procedures.

**Day 2**

**OBJECTIVE:** Children will make "Fossils".

**ACTIVITY:** Prints in clay.

**MATERIALS:** real clay, large veined leaves, sticks, shells, etc. paper to put on, rolling pins.
PROCEDURE: Ahead of time work with clay to make it soft to get a better imprint. Children roll clay flat - press object into clay, then remove. Let dry on a paper with child's name. Discussion - how long it really takes to make a fossil. 
D.A.T.: Allow children to imprint items of their own choosing, and repeat if they desire. Do not rush the activity.

Day 3 - Silly Putty - a tactile experience utilizing measurement and chemical reaction.

Recipe: 
2 parts white glue
1 part liquid starch

Mix until consistency of store bought silly putty or Gak. Can color with dry tempura. Store in plastic bag.

Curriculum B
All activities follow general procedure.

Day 4 - Use tuning fork, rubber bands, stringed instruments.

Day 6 - use paints with true pigments or colored sheets of plastic.

BLOCK BUILDING
GENERAL PROCEDURE: Lots of blocks should be available as lots of children enjoy playing with them at one time and this promotes social development and cooperation. Blocks work well combined with other toys like cars, trucks, stuffed animals, farm sets, etc. Children like to dress up and "live" in the structures they make. Pictures can be hung around the block area to promote a theme and discussion can encourage various structures. A rule of thumb with blocks is to never build a structure higher than the shortest person's shoulders. Children
can be taught to be conscientious about this rule for the sake of safety and will encourage each other to follow it. Wood blocks are best for mathematical and endurance reasons, but effective blocks can be made from many materials - paper cartons, boxes, foam, etc.

**Water Play**

**GENERAL PROCEDURE:** Water play is a very inexpensive and easily managed activity. It is a prime activity for day cares with a tight budget. It can be set up in a variety of ways and rooms or outside. Water play can be set up in a sink, tub, plastic tubs on the floor or table, and small plastic pools. Other set ups can be arranged for outdoor play. Children should wear aprons and have towels under the tubs and close by. Most water play equipment can also be adapted to dry media such as wheat, macaroni, pet foods, sand, etc. Water play is a child-centered activity. Children should do any necessary clean up themselves. There should be a limited number of children at the activity depending on room and tools available.

**Curriculum A**

**Day 1** - Follow general procedure.

**Day 2**

**OBJECTIVE:** Children will catch and study minnows (feeder fish), with their hands.

**ACTIVITY:** Minnows in water table.

**MATERIALS:** About 15-30 small fish available at pet or department stores for 10-15 cents each. If purchased the night before, most will survive in room temperature water for one day at least.
PROCEDURE: Little introduction is needed as children will naturally desire to try catching the fish.

D.A.T.: Some children are timid and should be allowed to watch others until they feel ready to try. Instruction should occur throughout experience, i.e., hold the fish gently, fish need water to live - they can't stay out of it very long, look at their scales, how many fins, etc.

OPTIONAL: Extend activity by having children draw, write, or dictate a story about fish.

Day 3 - Follow general procedure.

Day 4 - Follow general procedure.

Day 5

OBJECTIVE: Children will classify objects that float or sink.

ACTIVITY: Sink or float.

MATERIALS: Plastic dinosaurs, rocks, shells, plant parts, wood, etc. A laminated chart on nearby table labeled with sink and float.

PROCEDURE: Children place objects in tub and observe what they do. They then place them on appropriate side of chart.

D.A.T.: Younger children will only be able to verbalize their observations and should not be required to use the chart. Allow for variety of reasons why a given item sinks or floats.
Day 6 - Follow general procedure.

Curriculum B

Days 1, 3, 4, 5, & 6 - Follow general procedure.

Day 2

OBJECTIVE: Children will wash clothing, wring out and hang to dry.

ACTIVITY: Clothing wash and dry.

MATERIALS: Soap, doll clothes, or swimsuits, drying rack or fold out line clothesline and pins, towels.

PROCEDURE: Let children put a few drops of dish soap in tub. Tell them to swish the water until suds develop. Items should be nearby to place in tub. Demonstrate wringing. Towels under rack are for drips.

D.A.T.: Wringing is a difficult concept. Enthusiasm for activity may override procedure. Neatness is not the product. Ask questions that lead children to discover techniques for wringing, i.e. working together, using smaller items, etc. and what will dry clothes faster, i.e. sun, shade, etc. Discuss reasons for washing.

WOOD WORKING

GENERAL PROCEDURE: Children deserve the pleasure of working with quality, real tools so their efforts will produce results. Because of this, teacher guidance should be one on one to promote safety. Safety glasses are a must. The occasional, inevitable scratch or scrape should be handled matter-of-factly. Keep a hug and bandages close by.

D.A.T.: A product is seldom necessary but is quite possible even from very young children. Proper materials and pre-cut wood promote success.
Curriculums A & B - See chart. Self-explanatory. Adjust as necessary for availability of tools and materials. Warning - this activity is very noisy. Parallel activities should accommodate this factor.

MANIPULATIVE TOYS

GENERAL PROCEDURE: Manipulatives are games and activities that children manipulate or handle on their own. They encourage fine motor skill development and a multitude of thought processes. All kinds of items found around the house can be used by providers to encourage counting, problem solving, language development and curiosity. Children should be taught to put away one game before getting out another. Each new manipulative should be introduced in a structured way such as at large group, or in small group with head teacher before being placed on a shelf for general use. This encourages proper use and heightens satisfaction during play.

D.A.T.: Be sure that children are allowed to choose which manipulatives they want. Also be certain that available items are appropriate for the age and development of children present. If a child has a game that is inappropriate, provide a greater degree of assistance and then offer a more appropriate game or adjust procedure. Most manipulatives should be child-centered and self-directed. Manipulatives can be used to attract children's attention as they first enter the day care to facilitate ease of transition and separation, during activity or free time, and at the end of the day while waiting for parent to arrive. Manipulatives should be rotated on a regular and frequent basis. There should be 1 1/2 to 3 times as many manipulatives as are children present, available each session (day).
HOUSEKEEPING/DRAMATIC PLAY

GENERAL PROCEDURE: Children learn by imitation. Pretend environments introduce them to the larger world. Fantasy can help them understand or confront fears and unfamiliar situations. Interaction with other children through play promotes imagination and self-confidence. The dramatic play area can provide emphasis for a theme or work independently. The available props should be rotated on a regular and frequent basis. Posters, pictures and homemade signs provide realistic visuals. Props should be child sized, safe, realistic and cleaned frequently. Items for each theme can be stored in boxes and marked for future use.

D.A.T.: Many children like to "do" but not be "done to". Dramatic plays like hospital or beauty/barber shops should include stuffed animals or wigs, etc. for alternate involvement. Children will progress to personal involvement as they are ready. Adults can interact in the dramatic play times effectively when they "become" the characters, but should remember to play secondary or support roles to the children's conversations and actions.

LARGE GROUP EXPERIENCE

GENERAL PROCEDURE: This is the main time of the day for gathering together. It is the appropriate time for group instruction, introductions, rule clarification, and group activities. It is the time for guests, music, sharing and showing. The length of the group time should match the developmental level of the majority of children present. Older children might be able to sit and focus longer, but younger or less attentive children should not be forced to endure group times that are inappropriately lengthy. Presentations do not have to be entertaining, but should be interactive, encouraging the children's participation. Presenters (provider, teacher, guest, parent) should speak pleasantly, positively
and sincerely. Group times should be stress free, informative and fun. Outspoken children should be recognized but not any more than quiet ones whose participation can be encouraged by calling on them or praising their attentiveness. Assistants should not cuddle or hold children, but should leave themselves free to attend to any child’s need as it arises (i.e. help in bathroom, with tissues, encouraging focusing on teacher, or solving discipline problems.) Affection can be given by pats, smiles and whispers of encouragement.

Curriculum A

Day 1

OBJECTIVE: Children will be introduced to the theme of dinosaurs, learn the name Stegosaurus, be able to identify a stegosaurus by sight and learn the song, "My name is Stegosaurus".

MATERIALS: Picture of stegosaurus, music for song.

PROCEDURE:

1. Introduce children to self and each other.
2. Tell them we are going to meet someone new.
3. Show pictures of Stegosaurus.
4. Introduce name - Stegosaurus - Children repeat several times.
5. Point out characteristics of Stegosaurus by asking children to describe them.
6. Teach song.
7. Read story.
8. Introduce the day’s activities.
Day 2

OBJECTIVE: Children will learn the name Tyrannosaurus Rex, be able to identify a T-Rex by sight and learn the song "Tyrannosaurus Rex". They will be introduced to fossils.

MATERIALS: Picture of Tyrannosaurus Rex, music for song, samples of fossils.

PROCEDURE:

1. Tell the children there were many kinds of dinosaurs. Review the one studied yesterday and introduce a picture of the Tyrannosaurus Rex.
2. Introduce the name. Repeat several times.
3. Ask children to describe the characteristics of the T-Rex.
4. Give them some background information.
5. Ask children how they think so much is known about the dinosaurs, since they lived so long ago.
7. Tell how a fossil is made and let them know there are some to look at in the science area and that we will do an art project later about fossils.
8. Teach song.
9. Read story
10. Introduce the day's activities.

Day 3

OBJECTIVE: Children will learn the name Triceratops, be able to identify a Triceratops by sight, and learn the song "Triceratops". They will see x-rays and discuss skeletons.
MATERIALS: Picture of Triceratops, music to song, x-rays of various human body parts.

PROCEDURE:

1. Review previous dinosaurs.
2. Hold up picture of Triceratops and ask if children can guess the name of this dinosaur. Tell them it got its name from the way it looks. Count the horns and tell them another word for three is tri- like in tricycle (3 wheels). Tell the name and repeat several times.
3. Tell children we know what dinosaurs were like because their bones were found in the ground. When the bones were put together, they made a skeleton.
4. Show x-rays. Taping them to windows works well - keep at children's eye level.
5. Tell children to feel various bones in their body and discuss skeleton.
6. Teach song.
7. Read story.
8. Introduce the day's activities.

Day 4

OBJECTIVE: Children will be able to identify the Pterodactyl by sight and name and will learn the meaning of the word "extinct".

MATERIALS: Picture of pterodactyl, music for song, pictures of other extinct animals.

PROCEDURE:

1. Review previous dinosaurs. Note that they were all land animals.
2. Tell children some kinds of dinosaurs could fly and show them a picture of a Pterodactyl.
3. Teach the name and repeat.

4. Have children tell what is different about a pterodactyl. How can it fly?

5. Explain the meaning of "extinct".

6. Show several pictures of other extinct species.

7. Discuss how they feel about the animals and dinosaurs being extinct.

8. Teach song.

9. Read story.

10. Introduce the day's activities.

Day 5

OBJECTIVE: Children will be able to identify the Brontosaurus by sight and name and will discuss "endangered species".

MATERIALS: Picture of Brontosaurus, music for song, pictures of some endangered species.

PROCEDURE:

1. Show the picture of the Brontosaurus.

2. Discuss the characteristics.

3. Teach the name and repeat several times.

4. Compare the size of the Brontosaurus to others.

5. Remind them that dinosaurs are extinct and what that means. Ask them if they wish they could still see real, live dinosaurs.

6. Tell the meaning of "endangered species".

7. Tell children there are many animals we enjoy seeing and that are good for our earth but that are endangered.

8. Discuss how people can help - even children.
9. Teach song.
10. Read story.
11. Introduce the day's activities.

Day 6

OBJECTIVE: To review the 5 dinosaurs introduced throughout the training and to discuss careers related to the study of dinosaurs. Children will review songs and learn the song "Dinosaur Friends".

MATERIALS: Pictures of all dinosaurs or bulletin board display, music to all songs and pictures of archeologists, paleontologists, etc.

PROCEDURE:
1. Use a flash card procedure with pictures of dinosaurs to review their names.
2. Review the songs.
3. Discuss how fun it would be to discover a dinosaur and people who really do. Review several related careers through pictures.
4. Teach new song "Dinosaur Friends".
5. Read story.
6. Introduce the days activities.

Curriculum B

GENERAL FORMAT

Curriculum B provides the opportunity to teach 6 different subjects. The themes outlined for this curriculum are concrete and are easily interchangeable as no one day's activities depend on another. The implementor should pick from the suggested concepts in each day's curriculum the ones he/she wishes most to emphasize. Many of the activities in this curriculum are geared for a training
held during the warm weather months, but can be adapted for indoors as necessary.

The individual implementors should choose the concepts, develop objectives and write lesson plans as best fits their needs and children for each day’s large group curriculum. This curriculum is especially flexible for such individual adaptation. Development for the suggested concepts can be found in the books listed in the bibliography.

TRANSITIONS

The transitions or changing of activities is one of the most prominent times of a child’s day. Unless children are prepared, they may not know what is expected of them during this time. Providers should have specific ideas for helping children to move smoothly from one activity to another. An excellent description of transitions and ideas for them can be found in *A Child Goes Forth* by Barbara J. Taylor.
### Training for Day Care Providers

#### 1 Theme - DINOSAURS

**Lessons 1 & 2**

**1st Week**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Monday &amp; Tuesday, Day 1</th>
<th>Wednesday &amp; Thursday, Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Outdoor Equipment</strong></td>
<td>Become familiar with surroundings, Tour building, run on hill. Review outdoor rules.</td>
<td>Large dinosaurs for outdoor sand play.</td>
</tr>
<tr>
<td><strong>Juice Snack</strong></td>
<td>Gummy Dinos &amp; crackers</td>
<td>Dinograhams</td>
</tr>
<tr>
<td><strong>Small Group (with head teacher)</strong></td>
<td>Tour room, instruction for rules, manipulative management</td>
<td>Teach work jobs, Dinosaur sticker match, etc.</td>
</tr>
<tr>
<td><strong>Free Play/ Creative Art</strong></td>
<td>Play dough</td>
<td>Collage</td>
</tr>
<tr>
<td><strong>Group Creative Art</strong></td>
<td>Color/cut, puppets on sticks</td>
<td>Children make dinosaur bulletin board -MARKERS-</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>Bones, Bones, Dinosaur Bones</td>
<td>Danny and the Dinosaur</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Bones/ magnifying lenses</td>
<td>Clay/leaf fossils</td>
</tr>
<tr>
<td><strong>Block Building</strong></td>
<td>Dinosaur park</td>
<td>Build a museum</td>
</tr>
<tr>
<td><strong>Water Play</strong></td>
<td>Plastic dinosaurs in water</td>
<td>Minnows in water</td>
</tr>
<tr>
<td><strong>Wood Working</strong></td>
<td>Hammers/nails, counting</td>
<td>Saws &amp; clamps</td>
</tr>
<tr>
<td><strong>Manipulative Toys</strong></td>
<td>Dinosaur sewing cards</td>
<td>Beanbags/buckets</td>
</tr>
<tr>
<td><strong>Housekeeping/ Dramatic Play</strong></td>
<td>Dress-up/house</td>
<td>Beauty/Barber Shop</td>
</tr>
<tr>
<td><strong>Large Group Experience</strong></td>
<td>Introduce Dinosaurs - Stegosaurus</td>
<td>Tyrannosaurus Rex</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Song - &quot;My Name is Stegosaurus&quot;</td>
<td>Discuss Fossils</td>
</tr>
<tr>
<td><strong>Transition Activity</strong></td>
<td>Flannel board, dinosaur mural</td>
<td>Song - &quot;Tyrannosaurus Rex&quot;</td>
</tr>
</tbody>
</table>
# Lesson Plan

**Training for Day Care Providers**

1 Theme - DINOSAURS

Lessons 3 & 4

2nd Week

<table>
<thead>
<tr>
<th>Theme</th>
<th>Monday &amp; Tuesday, Day 3</th>
<th>Wednesday &amp; Thursday, Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Outdoor Equipment</td>
<td>Outdoor running games</td>
<td>Outdoor water play / squirt guns</td>
</tr>
<tr>
<td>Juice Snack</td>
<td>Dino Soup</td>
<td>Healthy snack</td>
</tr>
<tr>
<td>Small Group (with head teacher)</td>
<td>Work jobs - counting</td>
<td>Measuring - Make a healthy snack</td>
</tr>
<tr>
<td>Free Play/ Creative Art</td>
<td>Water paints</td>
<td>Goop</td>
</tr>
<tr>
<td>Group Creative Art</td>
<td>Dinosaur stabiles &amp; Start paper maché volcano</td>
<td>Dinosaur hats / tails and continue paper maché volcano</td>
</tr>
<tr>
<td>Books</td>
<td>Three Horn the Dinosaur</td>
<td>Dinosaur in Trouble (tape)</td>
</tr>
<tr>
<td>Science</td>
<td>Silly Putty</td>
<td>Fossils / Magnifying lenses</td>
</tr>
<tr>
<td>Block Building</td>
<td>Cages</td>
<td>Tall trees</td>
</tr>
<tr>
<td>Water Play</td>
<td>Measuring tools in water / count</td>
<td>Sponge dinosaurs in water</td>
</tr>
<tr>
<td>Wood Working</td>
<td>Drills and golf tees</td>
<td>Screwdrivers and screws</td>
</tr>
<tr>
<td>Manipulative Toys</td>
<td>Trace / Stencils</td>
<td>Rubberband nail boards</td>
</tr>
<tr>
<td>Housekeeping/ Dramatic Play</td>
<td>Dolls / Beds</td>
<td>Cheerleading / Sports</td>
</tr>
<tr>
<td>Large Group Experience</td>
<td>Introduce Dinosaurs - Triceratops</td>
<td>Pterodactyl</td>
</tr>
<tr>
<td></td>
<td>Discuss - X-rays &amp; skeletons</td>
<td>Discuss - Extinct</td>
</tr>
<tr>
<td>Music</td>
<td>Song - &quot;Triceratops&quot;</td>
<td>Song - &quot;Pterodactyl&quot;</td>
</tr>
<tr>
<td>Transition Activity</td>
<td>Guess box</td>
<td>T.V. Box / Dinosaur pictures</td>
</tr>
<tr>
<td>Theme</td>
<td>Monday &amp; Tuesday, Day 5</td>
<td>Wednesday &amp; Thursday, Day 6</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Special Outdoor Equipment</td>
<td>Wheeled Vehicles</td>
<td>Volcano demonstration &amp; plastic dinosaurs</td>
</tr>
<tr>
<td>Juice Snack</td>
<td>Ice cream in cones</td>
<td>Pretzels / cheese, make hammers</td>
</tr>
<tr>
<td>Small Group (with head teacher)</td>
<td>Rhythm to records &amp; musical instruments</td>
<td>Cleaning, sorting, organizing manipulatives and room</td>
</tr>
<tr>
<td>Free Play/ Creative Art</td>
<td>Easels</td>
<td>Mural</td>
</tr>
<tr>
<td>Group Creative Art</td>
<td>Sock dinosaur puppets and paint volcano</td>
<td>Colored sand and glue pictures</td>
</tr>
<tr>
<td>Books</td>
<td>The Dinosaur Coloring Book</td>
<td>A Long Time Ago</td>
</tr>
<tr>
<td>Science</td>
<td>Temperature outside - shade / sun / freezer</td>
<td>Volcano demonstration outside</td>
</tr>
<tr>
<td>Block Building</td>
<td>Roads</td>
<td>Houses</td>
</tr>
<tr>
<td>Water Play</td>
<td>Sink or float items</td>
<td>Dig for bones in sand-full bucket</td>
</tr>
<tr>
<td>Wood Working</td>
<td>Nuts and bolts</td>
<td>Wire &amp; dowels &amp; wire cutters</td>
</tr>
<tr>
<td>Manipulative Toys</td>
<td>Peg boards</td>
<td>Dinosaur puzzles</td>
</tr>
<tr>
<td>Housekeeping/ Dramatic Play</td>
<td>Ice Cream Shop</td>
<td>Hospital / beds</td>
</tr>
<tr>
<td>Large Group Experience</td>
<td>Introduce Brontosaurus</td>
<td>Review of Dinosaurs</td>
</tr>
<tr>
<td>Music</td>
<td>Discuss - endangered species</td>
<td>Discuss - Careers in History</td>
</tr>
<tr>
<td>Transition Activity</td>
<td>Feel box</td>
<td>Song - &quot;Dinosaur Friends&quot;</td>
</tr>
</tbody>
</table>

Dinosaur song review (cards / pictures)
# Training for Day Care Providers

6 Different Themes

## Lessons 1 & 2

### 1st Week

<table>
<thead>
<tr>
<th>Theme</th>
<th>Monday &amp; Tuesday, Day 1</th>
<th>Wednesday &amp; Thursday, Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Outdoor Equipment</strong></td>
<td>Become familiar with surroundings, outdoor rules - tour building, run on hill.</td>
<td>Seed spitting contest, water play</td>
</tr>
<tr>
<td><strong>Juice Snack</strong></td>
<td>Popcorn &amp; juice</td>
<td>Watermelon</td>
</tr>
<tr>
<td><strong>Small Group (with head teacher)</strong></td>
<td>Tour room, Instruction for rules, Manipulative management</td>
<td>Pictures of good and bad things to put in body, classify</td>
</tr>
<tr>
<td><strong>Free Play/ Creative Art</strong></td>
<td>Easels</td>
<td>Goop</td>
</tr>
<tr>
<td><strong>Group Creative Art</strong></td>
<td>Color, cut pictures of family from pattern books</td>
<td>Make toothpaste and brush teeth</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>Goldilocks and The Three Bears</td>
<td>The Day the T.V. Blew Up!</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Fingerprint</td>
<td>Temperature / thermometers</td>
</tr>
<tr>
<td><strong>Block Building</strong></td>
<td>Homes</td>
<td>Obstacle course</td>
</tr>
<tr>
<td><strong>Water Play</strong></td>
<td>Measuring tools</td>
<td>Wash clothing and hang up to dry</td>
</tr>
<tr>
<td><strong>Wood Working</strong></td>
<td>Hammers, nails, counting</td>
<td>Saws and clamps</td>
</tr>
<tr>
<td><strong>Manipulative Toys</strong></td>
<td>Flannel dolls / clothing &amp; flannel boards</td>
<td>Bean bag toss / bowling</td>
</tr>
<tr>
<td><strong>Housekeeping/ Dramatic Play</strong></td>
<td>House / dolls / dress up</td>
<td>Sports clothing and equipment</td>
</tr>
<tr>
<td><strong>Large Group Experience</strong></td>
<td>People: Self, families, friends, classroom rules 1). A family is a group of people who live together - all kinds. 2) I am important. 3) I am a friend</td>
<td>Summer / personal care, clothing, exercise 1) clothing for different seasons 2) summer activities 3) Care of self / hygiene</td>
</tr>
<tr>
<td><strong>Transition Activity</strong></td>
<td>Flannel board figures</td>
<td>T.V. Box</td>
</tr>
</tbody>
</table>

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B
<table>
<thead>
<tr>
<th>Theme</th>
<th>Monday &amp; Tuesday, Day 3</th>
<th>Wednesday &amp; Thursday, Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Outdoor Equipment</td>
<td>Gardening tools and water in sand</td>
<td>Wind chimes demonstration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>outdoor singing games</td>
</tr>
<tr>
<td>Juice Snack</td>
<td>Taster's table of unusual foods</td>
<td>Cookies and milk</td>
</tr>
<tr>
<td>Small Group (with head</td>
<td>Plant seeds outside, gardening</td>
<td>Demonstrate and try various instruments - play to music</td>
</tr>
<tr>
<td>teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Play/ Creative Art</td>
<td>Mural</td>
<td>Collage</td>
</tr>
<tr>
<td>Group Creative Art</td>
<td>Vegetable prints</td>
<td>Instrument mobile</td>
</tr>
<tr>
<td>Books</td>
<td>Growing Vegetable Soup</td>
<td>There Was An Old Lady Who Swallowed a Fly</td>
</tr>
<tr>
<td>Science</td>
<td>Seed in a cup</td>
<td>Vibration</td>
</tr>
<tr>
<td>Block Building</td>
<td>Make a garden or store</td>
<td>Sounds with blocks &amp; drum sticks</td>
</tr>
<tr>
<td>Water Play</td>
<td>Scales &amp; wheat in water table</td>
<td>Sink or float</td>
</tr>
<tr>
<td>Wood Working</td>
<td>Drills &amp; golf tees</td>
<td>Screwdrivers and screws</td>
</tr>
<tr>
<td>Manipulative Toys</td>
<td>File folder games</td>
<td>Number games &amp; peg boards</td>
</tr>
<tr>
<td>Housekeeping/ Dramatic Play</td>
<td>Animal Hospital</td>
<td>Hats, community worker, clothing</td>
</tr>
<tr>
<td>Large Group Experience</td>
<td>Food and nutrition gardens</td>
<td>Music / counting - numbers</td>
</tr>
<tr>
<td></td>
<td>1) sense of taste - likes / dislikes</td>
<td>1) listening - sense of hearing</td>
</tr>
<tr>
<td></td>
<td>2) healthy food / junk food</td>
<td>2) rhythm - counting claps</td>
</tr>
<tr>
<td></td>
<td>3) gardening: food / flowers</td>
<td>3) numbers - counting, sets, pairs</td>
</tr>
<tr>
<td>Transition Activity</td>
<td>Pictures - name foods</td>
<td>Feel box</td>
</tr>
</tbody>
</table>
## Training for Day Care Providers

### Lessons 5 & 6

#### 3rd Week

<table>
<thead>
<tr>
<th>Theme</th>
<th>Monday &amp; Tuesday, Day 5</th>
<th>Wednesday &amp; Thursday, Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Outdoor Equipment</strong></td>
<td>Hoops, jump ropes, Frisbees</td>
<td>Wheeled vehicles</td>
</tr>
<tr>
<td><strong>Juice Snack</strong></td>
<td>Eat Cheerios like an animal - no hands</td>
<td>Pretzels / cheese, make shapes</td>
</tr>
<tr>
<td><strong>Small Group (with head teacher)</strong></td>
<td>Puppet theatre - using children's puppets</td>
<td>Cleaning, sorting, organizing manipulatives and room</td>
</tr>
<tr>
<td><strong>Free Play/Creative Art</strong></td>
<td>Water paints</td>
<td>Play dough</td>
</tr>
<tr>
<td><strong>Group Creative Art</strong></td>
<td>Sock animal puppets</td>
<td>Colored sand and glue pictures</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>But No Elephants</td>
<td>The Adventures of Three Colors</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Feathers, fur, teeth, magnifying glasses</td>
<td>Mixing colors</td>
</tr>
<tr>
<td><strong>Block Building</strong></td>
<td>Cages</td>
<td>Stack &amp; fall</td>
</tr>
<tr>
<td><strong>Water Play</strong></td>
<td>Sponge animals &amp; syringes</td>
<td>Boats</td>
</tr>
<tr>
<td><strong>Wood Working</strong></td>
<td>Nuts and bolts, pre-drilled wood</td>
<td>Wire &amp; dowels &amp; wire cutters</td>
</tr>
<tr>
<td><strong>Manipulative Toys</strong></td>
<td>Trace / stencils</td>
<td>Puzzles</td>
</tr>
<tr>
<td><strong>Housekeeping/Dramatic Play</strong></td>
<td>Animal Hospital</td>
<td>Hats, community worker, clothing</td>
</tr>
<tr>
<td><strong>Large Group Experience</strong></td>
<td>Pets, animals, zoo, forest, circus</td>
<td>Hats / colors, shapes</td>
</tr>
<tr>
<td></td>
<td>1) classifying</td>
<td>1) colors</td>
</tr>
<tr>
<td></td>
<td>2) uses</td>
<td>2) shapes</td>
</tr>
<tr>
<td></td>
<td>3) care of</td>
<td>3) artists / feelings</td>
</tr>
<tr>
<td><strong>Transition Activity</strong></td>
<td>Sound box</td>
<td>Pictures of works of art</td>
</tr>
</tbody>
</table>
EVALUATION
PROCEDURES TO BE USED IN EVALUATING THE PROJECT

An attitude survey or knowledge questionnaire can be used to assess participants. Such a document can measure an increase in knowledge and improvement of attitudes. (See Thelma Harms, Family Day Care Rating Scale in Bibliography)

A more definitive evaluation is made through home visits where developmentally appropriate practices can be observed in action.

In addition, a checklist can be utilized to measure responses of significant others affected through child care providers being trained in developmentally appropriate practices.

The checklist should include a section specifically geared to questioning the effectiveness of the curriculum for the lab portion of the training.

It will be essential for the implementors of each individual training to develop an evaluation list fitted to their own individual circumstances.

The following list is provided as an example.
- Verbal responses of providers to training.
- Increase in attendance of providers and assistants.
- Request by day care providers for more or repeat of training.
- Response of consumers (those using day care services)
- Confer with local licensing personnel.
  - Amount of providers who quit services after attending training.
  - Amount of new day cares opened as a result of training.
  - Expansion of current services after training.
  - Improvement of current services as a result of training.

Curriculum

- Complete information for preparation for training.
Curriculum Evaluation (cont'd)

- Ease of implementation.
- Developmentally appropriate techniques.
  - Easy or difficult to demonstrate.
- Minimum of unusual materials to obtain.
- Response of implementors.
- Responses of providers.
- General mood of children.

During the process of researching this creative project, a preliminary field training was held at the College of Eastern Utah. It was as a result of this training that the need for a curriculum for the lab portion of the training was seen. Especially as the training was very successful and it was recommended that similar trainings be held at every facility throughout the state to promote improvement in the child care available for our children. For reference, a contract report evaluating this training can be found in Appendix A.
Peer Evaluation
Celeste Anderson

After reading the Curriculum for the Lab Portion of a Training for Family Child Care Providers in Developmentally Appropriate Practices, please rate the level of your satisfaction by responding to the following comments.

Circle one

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
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</table>

1. The curriculum provides complete information necessary for implementing the lab portion of a training for child care providers

2. The curriculum provides for ease of implementation.

3. The curriculum provides adequate demonstration of developmentally appropriate techniques.

4. The curriculum requires a minimum of unusual materials.

5. I see the implementation of the lab portion of a training for child care providers as a vital part of an effective training.

6. I see a need for trainings as outlined in this project.

7. I would recommend this curriculum to others in the field of early childhood.

Comments: Well thought out & well written. This plan could be effective as an on-going summer training program at any campus. Very complete!

Write on back if necessary

Signature: __________________________
Position: Dept. Chair Educ
Date: 2-15-94
Peer Evaluation
Celeste Anderson

After reading the Curriculum for the Lab Portion of a Training for Family Child Care Providers in Developmentally Appropriate Practices, please rate the level of your satisfaction by responding to the following comments.

<table>
<thead>
<tr>
<th>1. The curriculum provides complete information necessary for implementing the lab portion of a training for child care providers</th>
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<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
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| 2. The curriculum provides for ease of implementation. | |
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| 4. The curriculum requires a minimum of unusual materials. | |
| 5. I see the implementation of the lab portion of a training for child care providers as a vital part of an effective training. | |
| 6. I see a need for trainings as outlined in this project. | |
| 7. I would recommend this curriculum to others in the field of early childhood. | |

Comments: Loved the Lab and Curriculum, segments well done, and can be used.

Write on back if necessary

Signature: [Signature]
Position: [Position: Director of Turning Point]
Date: [Date: Feb 15, 99]
Peer Evaluation

Celeste Anderson

After reading the Curriculum for the Lab Portion of a Training for Family Child Care Providers in Developmentally Appropriate Practices, please rate the level of your satisfaction by responding to the following comments.

1. The curriculum provides complete information necessary for implementing the lab portion of a training for child care providers

   Circle one
   Strongly Disagree | Strongly Agree
   1 2 3 4 5

2. The curriculum provides for ease of implementation.

   1 2 3 4 5

3. The curriculum provides adequate demonstration of developmentally appropriate techniques.

   1 2 3 4 5

4. The curriculum requires a minimum of unusual materials.

   1 2 3 4 5

5. I see the implementation of the lab portion of a training for child care providers as a vital part of an effective training.

   1 2 3 4 5

6. I see a need for trainings as outlined in this project.

   1 2 3 4 5

7. I would recommend this curriculum to others in the field of early childhood.

   1 2 3 4 5

Comments: Celeste has given me enthusiasm to implement many of the activities into my own center. I would participate in any training held in our area.

Write on back if necessary

Signature: [Signature]
Position: Daycare Provider-15 years
Date: 5/11/94
APPENDIX A
Contract Report
Submitted To: Susan Ord
Utah Office of Child Care
324 South State Street, Suite 500
Salt Lake City, UT 84111

1. CONTRACTOR: College of Eastern Utah, Price, Utah

2. REQUISITION #: 93-1208

3. DATE OF REPORT: September 15, 1993 REPORTING PERIOD: May 1 - Aug. 31, 1993

4. DESCRIPTION OF TASKS COMPLETED:

   Advertising activities:
   Fliers were printed and delivered to all family providers in Carbon County and to many providers in Emery County. In addition, telephone follow-up was completed by social services personnel.

   Description of training activities:
   Training was accomplished according to plan. The home providers and their children were brought to the CEU Child Development Lab. for either a morning or an afternoon session of training, two days a week for three weeks. The sessions consisted mostly of child guidance training, developmental aspects of behavior, and program helps such as activity ideas, music and transition materials, help with home made manipulatives, and the acquisition of play and playground materials.

   All participants seemed eager for as much information as possible and were never absent (excepting two who went on vacation, then came back and finished). They especially enjoyed going into the lab with the children and into the storage area to see the variety of materials we have and how to make or get them.

   Number of persons trained:
   A total of 24 providers attended and brought 50 children with them. During the first three week session, seventeen providers attended. Five were from Emery Co. They brought a total of 39 children with them. During the second session, there were only seven providers, two of which were from Emery Co. Eleven children were served.

5. PROBLEMS ENCOUNTERED:

   During the first session, the only problem was that the providers wanted to stay longer than the allotted time and they tended to bring more and more children each time so that on some days there were more children than we could handle without calling extra help. For the most part, things ran very smoothly.
During the second session, there was a lack of participants. It was July and even though additional providers were contacted, it was not a "convenient" time for them.

The other problem we encountered was with the evaluations. All participants were asked to fill out a simple questionnaire at the end of the sessions. All of the responses were very positive except a few people stated that they wanted CPR training to accompany the class since they were here already.

In addition, the college students that staffed the children's lab during the sessions were asked to make home visits to all participants and administer the "Family Day Care Rating Scale". This turned out to be a difficult task for them. Even though we had talked over the rating scale during the sessions and had shown all the participants a copy and asked for their cooperation in administering it, very few of them actually allowed the students to fill out the rating booklets. Some gave various excuses and put the students off so much that they could not keep going back. Some refused outright to allow the rating and at least one was even rude about the whole thing. Those that did allow the rating to be done scored in the "Good" range. These providers were genuinely interested in doing the best job they could and in improving where possible. It is suspected that the rest were intimated by the rating process and avoided it however they could.

6. EVALUATION OF PROGRAM OBJECTIVES:

Except for the problems indicated above, the program objectives were met quite well. The entire staff worked hard and were pleased with their own personal input and the results. We were afraid that no one would take advantage of this type of training in the Summer months. Several who did not attend said that if they had known about it sooner, so they could plan better, they would have come.

The participants often asked for more information on the various topics presented and indicated that they were applying what they had learned.

7. RECOMMENDATIONS:

After this experience I wholeheartedly recommend doing similar training at every facility that is not full on any campus in the state. It makes sense to use our empty buildings for such training where participants can reap the benefits of a college program for a few weeks with their own children as beneficiaries too. Someone should write a series of training programs (to meet CDA requirements for example) and set them up consecutively in each of the college centers for two or three Summers and then advertise it across the state. Or the state could come up with some regular training program for home providers to reach a certain "trained, qualified, or accredited" level and offer it the same way. In any event, this type of training method should not be forgotten.
BIBLIOGRAPHY

Curriculum


Music


Food

More Than Graham Crackers, Nutrition Education and Food Preparation with Young Children. (1990). NAEYC.

Science


Miscellaneous


Dinosaur Curriculum

Dinosaur Songs - Weekly Reader's Dinosaur Teaching Kit. 1988 Field Publications.

Evaluation

Teachers College Press, New York, NY.