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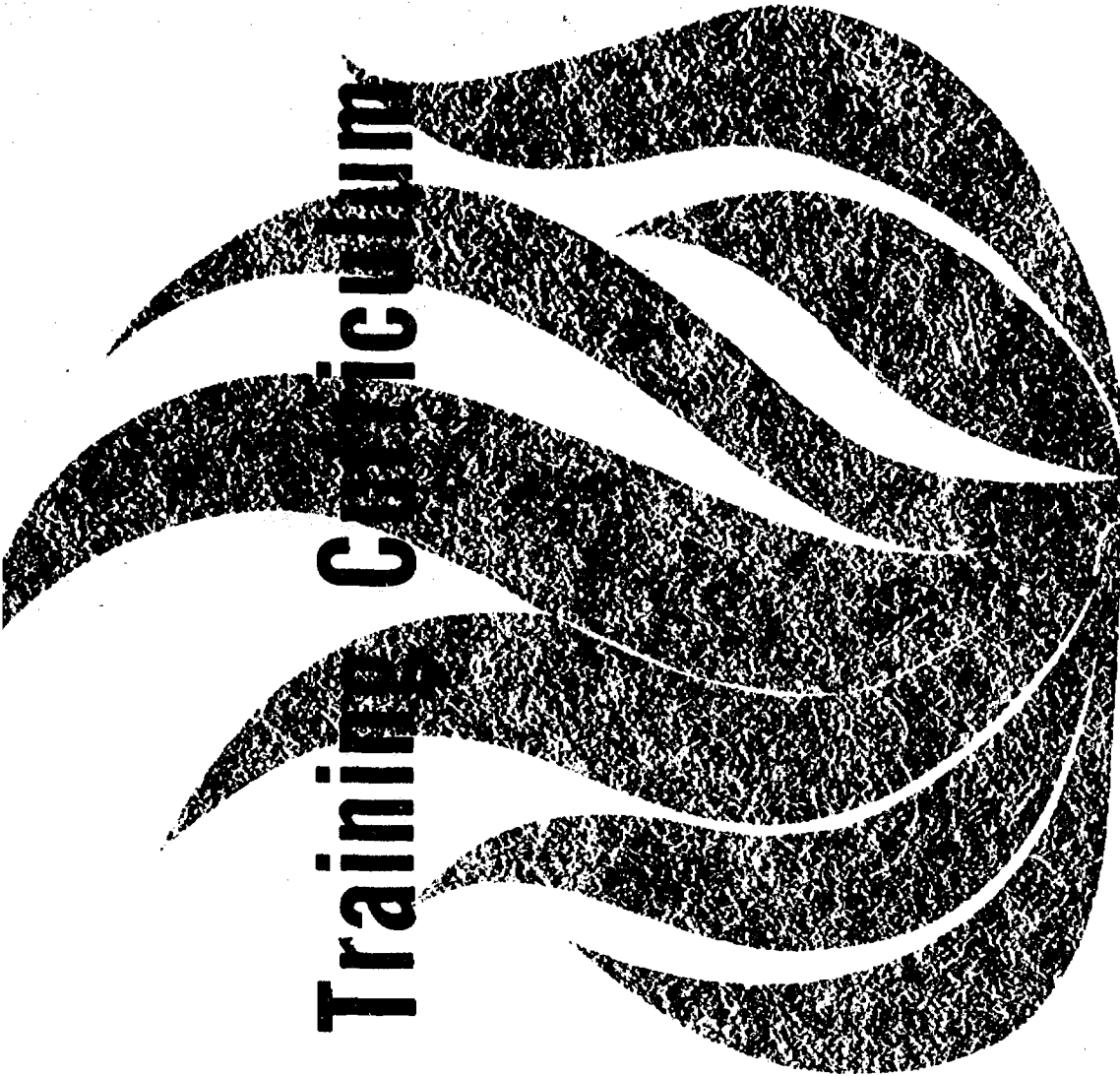
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ABSTRACT

Part 1 of the South Carolina child care job training curriculum guide provides an orientation to child care employment and covers personal development, identifying job opportunities, applying for a job, and understanding the meaning of work. Part 2 focuses on the specific job skills necessary for work as a child care aide, such as child growth and development, behavior and guidance of children, play in a child's development, health and safety, and management in the child care center. The guide is arranged so that generalizations of the above nine major concepts are related to applicable learning experiences and teaching resources. Compilation of the material was through visits to occupational programs and meeting of small groups of occupational teachers to secure ideas for curriculum content. A bibliography of books and booklets is included as well as supplementary references such as films, filmstrips, and addresses of child-centered agencies. (EA)

# CHILD CARE Job Training Curriculum



U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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**CHILD CARE JOB TRAINING CURRICULUM**

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This material was developed through cooperation with the Vocational Media Center and the the State Department of Education. We are deeply indebted to Mrs. Betty Watkins for her leadership and dedication in visiting occupational programs and meeting with small groups of occupational teachers to secure ideas for curriculum content. Appreciation is extended to all occupational child care teachers who have pioneered in establishing job training programs. Each program has provided inspiration and insight for determining the scope for this publication. The interest and enthusiastic spirit of the curriculum committee in offering suggestions proved invaluable.

TABLE OF CONTENTS

	<u>Page</u>
Purpose of Publication . . . . .	1
Beliefs About Early Childhood Education . . . . .	2
Program Implementation . . . . .	3
Course Objectives . . . . .	5
Part I -- Orientation to Child Care Employment . . . . .	6
A. Understanding Personal Development . . . . .	7
B. Identifying Job Opportunities . . . . .	13
C. Applying for a Job . . . . .	17
D. Understanding the Meaning of Work . . . . .	20
Part II -- Developing Job Skills for Work as a Child Care Aide . . . . .	25
A. Child Growth and Development. . . . .	26
B. Behavior and Guidance of Children . . . . .	35
C. Play in a Child's Development . . . . .	41
D. Health and Safety . . . . .	47
E. Management in the Child Care Center . . . . .	51
Bibliography . . . . .	55
Supplementary References	
Films . . . . .	62
Books and Booklets . . . . .	63
Child Centered Agencies . . . . .	66

Occupational Home Economics makes a significant contribution to the total educational process, that of preparing individuals with job skills.

The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a job training program. Each teacher will want to assess her own experiences and competencies, the needs and job opportunities in her community and the needs and capabilities of her students before planning to implement an effective program. As each individual teacher plans her program, she should carefully review the objectives, concepts, generalizations, learning experiences, resource materials and evaluation methods and select those most appropriate. These should be adapted and supplemented to meet the needs of the local community.

No program of instruction is any stronger than the teachers who are working directly with students and agencies responsible for child care services. The utilization of this guide and recommendations for improvement and expansion should involve every gainful home economics teacher in South Carolina. It is anticipated that appropriate teaching materials be developed in the future to accompany this guide. Through class activities and work experience, occupational teachers are in the best position to identify needs for specific supplementary teaching aids.

## Beliefs About Early Childhood Education

1. Home economics has an important role in training para-professionals to meet the growing demands of working mothers.
2. There is a rapidly expanding need for quality programs to provide optimum learning for preschool children.
3. Child development training can become a meaningful educational program for secondary students.
4. High school vocational programs are able to train students who can become competent assistants in different types of day care and kindergarten programs.
5. Child care training challenges some students to pursue opportunities for further training.
6. On-the-job work experience is necessary in providing practical and realistic experiences with preschool children so that the trainee will develop salable skills for employment.
7. Teachers must have insight into preschool programs and guiding the behavior and play for preschool children.
8. It is important to use a variety of resource persons and supplementary teaching aids.
9. Occupational training programs in child development help students gain insight into self-perception in relation to an occupational choice and success on the job.
10. Advisory committees are required when programs are directed toward employment.

## Program Implementation

Occupational home economics is designed to train students for gainful employment in different types of early childhood programs. Gainful home economics enables students to develop salable skills and work habits for entering the labor market directly from high school. A realistic program may inspire capable students to pursue additional training in early childhood education.

Prospective students should be of employable age at the completion of the program, have desirable characteristics and interest in a career objective of working with preschool children. This curriculum material may be adapted in developing either one or two year programs. It is suggested that job training classes meet for two classes daily and be scheduled at such a time so that students will have an opportunity to observe and effectively participate in community centers for preschool children.

In planning relevant job training programs, occupational child care teachers should give consideration to the following:

1. Consideration is given to the various tasks a child care aide must perform, the things she must know, and the personal qualities required for her success. A well-balanced curriculum will allow for individual needs and interests while providing all trainees with quality instruction, opportunities for related observations, and a variety of supervised experiences.
2. During the first phase of an occupational program, field trips should be arranged to different types of day care facilities and kindergarten programs to acquaint trainees with available career opportunities.
3. Provide opportunities for trainees to observe small groups of children of a particular age group so that trainee will understand necessary job competencies in carrying out appropriate learning activities in a good program.
4. In planning the course and developing daily plans, various motivation techniques should be used in introducing each major concept. Plans should center around learning experiences that will enable students to develop necessary understandings prior to involvement in work experience



participation. Many concepts in the occupational child care curriculum are interrelated. It is the teacher's role to see that "doing" activities accompany appropriate learning experiences, basic understandings are associated with job competencies, and all phases of the job training program are related to the world of work.

5. Work experience participation in good preschool programs is necessary to help the trainee gain self-confidence and realistic "know-how" in working with young children. It is the occupational teacher's responsibility to select work centers and coordinate on-the-job participation with classroom learnings. It is recommended that each student have a minimum of sixty hours work experience participation beyond the classroom. Arrangements for work experience depend upon available pre-school programs and school policies regarding student schedules and transportation.
6. If facilities are adequate and teacher assignment permits, plans may be developed with trainees for scheduling a play school for small groups (approximately 12-16 children) of similar age children (3 and 4 year olds or 4 and 5 year olds). The purpose of the play school should be clearly defined with trainees assuming responsibility for appropriate learning activities for the children.
7. Occupational teachers are in a key position to assist each student in understanding her personal qualities and job competencies in relation to pursuing a career choice in early childhood education. It is strongly recommended that job placement upon successful completion of the training course be considered a part of the total program. This would be the joint responsibility of the occupational teacher and guidance staff. The effectiveness of the training program can best be assessed in terms of the success of the trainees. Thus, the teacher should be in touch with the trainees and aware of their achievements and their problems. This information provides a basis for evaluation and redirection of the program to best meet the needs of those being served.

## Course Objectives

Through varied class activities, observation, and practical experiences pertaining to the many facets of early childhood education, the trainee will:

1. Explore job opportunities in different types of programs provided for preschool children in day care facilities, kindergartens, and primary grades.
2. Identify responsibilities of assistants in early childhood programs.
3. Understand self in relation to job success and working with preschool children.
4. Become aware of making optimum use of physical facilities in relation to carrying out a good program to meet the needs of children.
5. Recognize and perform job competencies in carrying out routines and learning activities appropriate to developmental characteristics of young children.
6. Compare the various stages of growth and development, the child's abilities at each stage, and planning flexible programs to meet children's needs.
7. Identify acceptable ways of guiding children's behavior.
8. Identify different values of play as a way of helping preschool children achieve their full potential.
9. Develop competencies in planning and directing different types of creative play activities for young children.

Orientation to Child Care Employment

Major Concepts

- A. Understanding Personal Development
- B. Identifying Job Opportunities
- C. Applying for a Job
- D. Understanding the Meaning of Work

Major Generalization:

A better understanding of oneself helps the individual develop a set of values, understandings, and attitudes which will provide a foundation for effectiveness in the world of work.

Major Objective:

Demonstrate comprehension of personal traits desirable in a child care aide and their relationship to success in employment.

Intermediate Objectives:

1. Define values.
2. Identify experiences in growing up which influenced your attitudes and values.
3. Define maturity.
4. List ways in which you feel mature and ways in which you feel immature.
5. Identify personality traits of a secure and insecure child care aide.
6. List ways the child care aide can overcome feelings of insecurity.
7. Describe a situation in which aide places the responsibilities of work above self.
8. Identify traits which promote positive relationship with others.
9. List practices to be followed each day for maintaining good health.
10. Describe how an aide's health can affect her relationship with young children.
11. Contrast the following:
  - Grooming
  - Appearance
  - Personality
12. Discuss personal appearance and its relationship to getting and keeping a job.

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>One's values influence his way of life.</p> <p>Values and attitudes established early in life can lead to successful solutions of problems encountered in later years.</p>	<p>Read about values in selected references. Discuss ideas gained from readings in class including what are values, why values differ, and how present values affect future values.</p> <p>Write a brief autobiography giving incidents experienced in growing up which influenced attitudes and values.</p>	<p>Smart and Smart, <u>Living in Families</u>.</p> <p>Cross, Aleene A., <u>Enjoying Family Living</u>.</p>
<p>Understanding oneself helps a person understand and accept others.</p>	<p>Read reference and define maturity and immaturity. From the reading make a checklist of characteristics of a mature person.</p>	<p>Duvall, Evelyn M., <u>Family Living</u>.</p>
<p>Growth is a continuous process and one must accept responsibility that comes with each stage of development.</p>	<p>Demonstrate the development of mature behavior using a step ladder to represent maturity. On the bottom rung, place the word "you;" on each succeeding rung list stages of maturity that may be in evidence at the various age levels.</p> <p>Read references and view film. Prepare a personal list of qualities needed by a child care aide.</p>	<p>Chalk board, overhead projector, or flannel board.</p> <p>Pamphlet: Memminger, <u>Self-Understanding</u>.</p> <p>Jensen et al, <u>World of Work</u>, pp 125-145.</p>
		<p>Kupsinel, <u>Home Economics Related Occupations</u>.</p> <p>Film: <u>Teacher's Aide, Look at Me, or Thursday's Children</u>.</p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>By learning to assume responsibilities suitable to each stage in his development, a person is able to accept responsibilities of adulthood.</p>	<p>Listen to a talk on "How Personality Develops." Summarize points covered by the speaker and report to class.</p> <p>List personality traits which would indicate the child care aide feels comfortable and secure within herself.</p> <p>List feelings of insecurity an aide is likely to feel because of her inexperience. Analyze the basis for these and discuss how she can rise above her insecurity.</p> <p>Discuss instances in which persons working with children must put the child's well-being and happiness above that of their own.</p> <p>Divide into two groups and participate in minute-dramas. One group illustrate the aide who thinks only of herself, such as making personal telephone calls while on the job. A second group illustrate the aide who can accept the expectations of the job and the limitations placed on personal interests.</p> <p>Shadow play, behind sheet or thin screen, "mannersisms" which might annoy employer or even child under aide's care. Discuss.</p>	<p>Counselor, Child Psychologist.</p> <p>Teacher Resource: Landis and Landis, <u>Building Your Life</u>.</p> <p>Craig, <u>Thresholds to Adult Living</u>.</p>
<p>If one has an understanding of his own feelings and his relationships to others, he is better prepared to accept suggestions (and criticism) from others.</p>	<p>Teacher Resource: Jensen et al., <u>The World of Work</u>, pp. 197-211.</p>	

## GENERALIZATIONS

When one more fully understands himself and those with whom he works, he is likely to develop positive relationships with others.

## LEARNING EXPERIENCES

Role play mature and immature ways of reacting to situations, such as: (a) a child care aide after her employer has criticized her work; (b) a child care aide when a child has made an uncomplimentary remark about the snack she has served.

Discuss impressions employer, parents, fellow-workers, and children are likely to have as a result of our actions and speech.

Interview directors of Child Care Services to determine qualities they look for in a teacher aide. Develop a list of qualities based on interview.

Read reference. Identify traits which promote positive relationships with others, such as: patience, kindness, tactfulness, courtesy, friendliness, promptness, dependability, discretion, and cooperation.

List incidents which will demand the above traits on the part of the child care aide. Act out incidents demonstrating the presence or absence of courtesy, tactfulness, etc.

View film. Discuss the effect one's attitude has on the quality of work and ability to get along with fellow workers.

## TEACHING RESOURCES

Teacher Resource: Sferia et al., Personality and Human Relations.

Child Care Director.

Green and Woods, A Nursery School Handbook for Teachers and Parents.

Film: Modern Talking Pictures. Operation Headstart.



GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Good health and grooming habits contribute to improved personal appearance.</p> <p>Personal appearance is an important factor in getting and keeping a job.</p>	<p>Observe persons employed as clerks, waitresses or receptionists; compile a list of behaviors observed which would help to promote positive relationships and a list that would build negative relationships. Analyze and discuss each.</p> <p>View film and discuss the importance of good health habits which are basic to the continuance of good health and the responsibility the aide must assume for maintaining optimum health.</p> <p>Observe teachers in child care centers; discuss the energy and vitality that a person caring for young children must have.</p> <p>Listen to a public health nurse talk on the importance of good health to the aide herself and in her relationship with young children. Participate in class discussion of points made by speaker.</p> <p>View filmstrip and read references on grooming. Discuss hair styles, use of cosmetics and styles of dress appropriate for the child care aide. Emphasize suitability for the work the aide will be doing as well as her need to be presentable in public.</p>	<p>Film: S.C. Department of Education Film Library, <u>Physical Fitness and Good Health.</u></p> <p>Public Health Nurse.</p> <p>Filmstrip: <u>A Teen's A B C's of Beauty.</u></p> <p>Booklet: <u>Through the Looking Glass.</u></p> <p>Sturm, <u>Guide to Modern Clothing.</u></p>



**GENERALIZATIONS**

**LEARNING EXPERIENCES**

**TEACHING RESOURCES**

Demonstrate correct and incorrect grooming and dress for a child care aide.

Discuss such undesirable habits as chewing gum while on the job.

B. Major Concept: Identifying Job Opportunities

Major Generalization: When one becomes familiar with existing job opportunities and the qualifications expected of persons seeking employment in the areas of work represented, one is realistically aware of establishing a career objective.

Major Objective: Demonstrate an understanding of job opportunities in child care services and relate personal qualities to type of job desired.

Intermediate Objectives:

1. Define "Child Care Services."
2. List two purposes of Child Care Services.
3. Identify types of Child Care Services.
4. List types of Child Care Services available in the local area.
5. Identify characteristics of a desirable Child Care Service.
6. List major sources of information about employment as a child care aide.
7. Describe employment opportunities in the local area, in the state, and nation.
8. Identify qualifications of a child care aide.
9. Describe the type of job that will bring you personal satisfaction.

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Child care services serve many and varied needs and purposes.</p> <p>Knowledge of the employment opportunities in child care services aids one in making a wise choice.</p>	<p>Read reference. Discuss and define "Child Care Services."</p> <p>View film. Discuss ways a child care service contributes to the development of children:</p> <ul style="list-style-type: none"> <li>- Care and Protection</li> <li>- Education and Enrichment</li> </ul> <p>Read and report on types of child care service: home, neighborhood, home of friend, day care center, schools, church nursery, play schools, kindergarten and others.</p> <p>View films and discuss major functions of each type of child care service.</p> <p>Identify and discuss types of services available in the local area by:</p> <ul style="list-style-type: none"> <li>- Conducting survey</li> <li>- Obtaining list from social service and other public service agencies</li> <li>- Yellow pages telephone directory</li> </ul> <p>Visit representative types of child care services in the local area. Report on observations.</p>	<p>Hammond, et al. → <u>Good Schools for Young Children.</u></p> <p>Film: S.C. Department of Mental Health. <u>Children of Change.</u></p> <p>Baker and Fane, <u>Understanding and Guiding Young Children.</u></p> <p>Magazines, newspapers.</p> <p>Bulletin: U.S. Department of Health, Education and Welfare, <u>Day Care Services.</u></p> <p>Film: S.C. Department of Mental Health, <u>Kindergarten.</u></p> <p>Film: <u>Modern Talking Pictures, Operation Head Start, Teacher Aide.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>The amount of education, experience and responsibility of child care center staffs varies; thus, each center has different programs and facilities.</p>	<p>View film and discuss characteristics of good child care programs according to age levels of children.</p> <p>View a bulletin board, "A Job For You in Child Care Services," to find out about job opportunities.</p> <p>List types of workers in child care services observed on field trips and in films such as director, assistant director, teacher, nurse, teacher aide, cook. Discuss some of the duties of each type of worker.</p> <p>Read assigned references. List occupations and places of employment such as nursery schools, elementary schools, recreational centers, day care centers. Report to class on opportunities and duties of each occupation.</p> <p>List general factors which affect job responsibilities:</p> <ul style="list-style-type: none"> <li>(a) Ages of children</li> <li>(b) Time of day facility is open</li> <li>(c) Number of children</li> </ul>	<p>Film: S.C. Department of Mental Health, <u>Little World</u>.</p> <p>Bulletin: <u>Office of Economic Opportunity, Project Headstart</u>.</p> <p><u>Kupsinel, Home Economics Related Occupations</u>.</p> <p><u>Green and Woods, A Nursery School Handbook for Teachers and Parents</u>.</p> <p><u>Hammond, et al, Good Schools for Young Children</u>.</p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Knowledge of the qualifications for various types of jobs available within the area of child care services aids in making a choice.</p> <p>An understanding of one's qualifications in relation to job requirements aids in selecting a satisfying job.</p>	<p>Check local newspapers and employment agencies for employment opportunities. Discuss and analyze types of jobs available and special qualifications demanded.</p> <p>Listen to a panel of individuals representing child care services such as day care centers, orthopedic hospitals for children, nursery schools, etc. discuss:</p> <ol style="list-style-type: none"> <li>1. Similarities and differences in jobs offered by agencies.</li> <li>2. Qualifications expected of Child Care Aides.</li> </ol> <p>Participate in a class discussion summarizing topics covered by panel.</p> <p>Listen to a child care director discuss employment policies. Summarize policies relating to tardiness, absence, sick leave and vacation.</p> <p>Discuss the importance of seeking employment for which the individual seems best suited and which will bring the greatest satisfaction to the aide.</p> <p>Write a paper on: "The Job For Which I Am Best Suited."</p> <p>Explore the future opportunities which might become available to an aide as a result of accepting employment in agency willing to hire her at her current level of training.</p>	<p>Newspaper.</p> <p>Resource Persons.</p> <p>Child Care Director.</p>

C. Major Concept:

Applying For a Job

Major Generalization:

The knowledge and use of acceptable procedures to follow when applying for a job enhances the individual's likelihood for success.

Major Objective:

Show understanding of procedures and ethics involved in applying for a job.

Intermediate Objectives:

1. List types of information an applicant is expected to provide when applying for a job.
2. Prepare a personal resume to use when applying for a job.
3. Describe proper procedure and dress for an interview.

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>In securing a job, the individual must know how to apply.</p> <p>Knowledge of ethical practices in the use of another person's name is very important when applying for a job.</p> <p>Knowing what to expect and how to conduct oneself during an interview will help in securing a job.</p>	<p>Interview employers to determine information an applicant would be expected to provide when applying for a job. Report to class and compile a list of information needed.</p> <p>Fill out form and secure a social security card if you do not have one.</p> <p>Listen to talk by county health doctor or nurse to determine laws and regulations as they apply to the child care aide.</p> <p>Visit Health Department. Apply for health card.</p> <p>Discuss the purpose of using names for reference purposes. Write a sample letter asking for a letter of reference or permission to use the/a person's name for that purpose.</p> <p>Complete a sample application form. Discuss the purpose of the information asked for on the form.</p> <p>Prepare a resume which you would give to a prospective employer.</p> <p>Read assigned references and discuss the purpose of the personal interview and information an employer would probably want.</p>	<p>Social Security Administration District Office.</p> <p>County Health Staff member.</p> <p>Teacher Reference: <u>Jensen, et al, The World of Work.</u></p> <p>Teacher Reference: Pamphlet, <u>Locating and Securing a Job.</u></p> <p><u>Kimbrell, et al, Succeeding in the World of Work.</u></p>



GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>One's outward appearance sometimes "speaks louder than words" to the potential employer.</p>	<p>Role play an interview.</p> <p>View posters and bulletin board illustrating the right and wrong dress, cosmetics and personal grooming for the personal interview.</p> <p>Role play the applicant who is well dressed, prompt, and well prepared for the interview, in contrast to one who is late, improperly dressed and ill-mannered.</p>	<p>Booklet: Southern Bell Telephone Co., <u>Helpful Hints for Young Job Seekers.</u></p>



D. Major Concept:

Understanding the Meaning of Work

Major Generalization:

Nine out of ten women will work at paid employment at some time during their lifetime and need to prepare themselves for this role.

Major Objective:

Show comprehension of the responsibility and opportunity for the dual role of homemaker, wage earner.

Intermediate Objectives:

1. List reasons why the homemaker may become a wage earner.
2. Identify adjustments necessary in personal and family living when the homemaker is employed.
3. Define fringe benefits, workmen's compensation, unemployment compensation.
4. List reasons for having spending plan.
5. Apply principles of budgeting in developing a personal spending plan.
6. List reasons for having a checking account.
7. Define consumer credit.
8. List reasons for using credit.
9. Identify sources of credit.
10. List factors affecting the availability and cost of credit.

## GENERALIZATIONS

Changing roles of family members affect the individual and society.

Maintaining the home, assuming the responsibility of employment, and achieving personal and/or family goals sometime create pressure on women.

Combining the roles of homemaker and wage earner brings satisfactions as well as limitations.

Cooperation of other family members promotes their growth in responsibility, independence and consideration for others.

## LEARNING EXPERIENCES

Read reference and view film. Discuss and list changes which have occurred in the American family within the past 30 years such as:

- Women in Labor Force
- One Parent Families
- High Divorce Rate
- Mobility of Families
- One Generation Under One Roof

Discuss, "How has life changed since your parents were teenagers?"

Debate: "Is continuing education really important for women," or "Should mothers of young children work?"

Read magazine articles concerning woman's role in the world of work, and related problems in assuming a dual role.

Interview homemakers who are also employed outside the home. Discuss the interviews. How have these women successfully combined their two roles? Does the woman find enjoyment in all she does? Does her family feel neglected?

Discuss adjustments that seem necessary in personal and family living when the woman is employed.

## TEACHING RESOURCES

Bulletin: Metropolitan Life Insurance Company, Mothers at Work.

Film: Modern Talking Pictures, Look at Me.

Magazines.

## GENERALIZATIONS

Awareness of the laws and regulations which protect the rights and well-being of the employed individual is essential.

Knowledge of federal, state and local laws and ordinances benefits persons covered by them.

Being prepared to accept the responsibility for one's own independent behavior is a part of becoming a mature adult.

## LEARNING EXPERIENCES

Listen to a panel discuss: "The Child Within His Family; The Child Within the Day Care Center," to determine responsibilities of each to the individual child.

Discuss services available in community to help women meet the dual role. List factors to consider in choosing care for the young child outside the family units.

Read assigned reference. Discuss and define such terms as unemployment insurance, fringe benefits, workman's compensation etc.

Divide into groups and select one of the following topics for intra-group and group-class discussion: Why do we have laws regulating work? Is it necessary to have insurance while on the job? What are the rights and responsibilities of the employer.

Read and discuss state and local ordinances concerning the age of employees in child care centers. How and to whom is this a protection?

Read selected references. List the competencies which must be developed if one is to function independently; what responsibilities does one assume when he becomes a wage earner?

## TEACHING RESOURCES

Thal, et al, Your Family and Its Money.

Teacher Reference: Jensen, et al, The World of Work.

County Social Services office.

Institute of Life Insurance, Making the Most of Your Money.

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>An understanding of how to manage one's personal finances contributes to adult independence.</p>	<p>Play Budgeting Game to become familiar with the need for money management.</p>	<p>Clemson University Vocational Education Media Center, <u>Cooperative Home Economics</u>, Appendix.</p>
<p>One can provide for his immediate needs and future security more effectively if he is well informed regarding certain business procedures involved.</p>	<p>Read references and discuss what expenditures are fixed and variable. Discuss the importance of analyzing the cost of providing for our daily needs.</p>	<p>Thal, et al, <u>Your Family and Its Money</u>. Jensen, et al, <u>The World of Work</u>.</p>
<p>One can provide for his immediate needs and future security more effectively if he is well informed regarding certain business procedures involved.</p>	<p>View filmstrip. Discuss how a plan for spending can help an individual or family meet its goals.</p>	<p>Filmstrip: Money Management Institute, <u>Your Money and You</u>.</p>
<p>One can provide for his immediate needs and future security more effectively if he is well informed regarding certain business procedures involved.</p>	<p>Make a plan for one week using expected earnings.</p>	<p>Thal, et al, <u>Your Family and Its Money</u>.</p>
<p>One can provide for his immediate needs and future security more effectively if he is well informed regarding certain business procedures involved.</p>	<p>Read references. Discuss the reasons for establishing checking accounts and savings accounts.</p>	<p>Teacher prepared Banking Materials.</p>
<p>One can provide for his immediate needs and future security more effectively if he is well informed regarding certain business procedures involved.</p>	<p>Listen to a speaker from a local bank explain how to open a bank account; how to write a check; how to balance your checking account; service charges; deposits and withdrawals. Practice writing checks, balancing an account, making a deposit, etc.</p>	<p>Jensen, et al, <u>The World of Work</u>.</p>
<p>One can provide for his immediate needs and future security more effectively if he is well informed regarding certain business procedures involved.</p>	<p>Read references and discuss reasons for using credit, types of credit and factors affecting availability and cost of credit.</p>	<p>Jensen, et al, <u>The World of Work</u>.</p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>The cost of special services is borne by the person soliciting the services.</p> <p>A person wisely solicits assistance from informed persons when one has reason to question the transaction involved.</p>	<p>Discuss how one establishes credit with various business concerns and the circumstances under which this is desirable.</p> <p>Invite a representative from the Better Business Bureau to discuss business ventures one should be cautious about.</p>	<p>Jensen, et al, <u>The World of Work.</u></p> <p>Thal, et al, <u>Your Family and Its Money.</u></p>

Developing Job Skills for Work as a Child Care Aide

Major Concepts

- A. Growth and Development
- B. Behavior and Guidance
- C. Play
- D. Health and Safety
- E. Management

A. Major Concept:

Growth and Development

Major Generalization:

All children progress toward maturity according to basic patterns of growth.

Major Objective:

Demonstrate comprehension of factors involved in growth and development as it relates to the well being of children.

Intermediate Objectives:

1. Identify characteristics of infants and toddlers.
2. List physical needs of infants and toddlers from six weeks to two years.
3. Identify social needs of infants and toddlers.
4. Identify emotional needs of infants and toddlers.
5. List problems child care aide may face when caring for infants and toddlers.
6. Identify characteristics of two to five year old children.
7. List patterns of growth.
8. Identify physical needs of children.
9. List ways of meeting physical needs.
10. Identify intellectual needs of children.
11. List ways of meeting intellectual needs.
12. Identify emotional needs of children.
13. List ways the child care aide can help in coping with emotional needs.
14. Identify social needs of children.
15. List ways the child care aide can help children be accepted by others.



GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Understanding children is the basis for good child care.</p>	<p>View film. Discuss and make a list of patterns of growth and development observed in the film.</p> <p>Read designated reference. Discuss and develop a list of the main characteristics of infants and toddlers. Discuss reasons why an aide needs to know about characteristics of infants and toddlers.</p>	<p>Film: <u>Modern Talking Pictures, Abbey's First Two Years.</u></p>
<p>Children have physical needs which influence their behavior and development.</p>	<p>Observe an infant and a toddler using a class-developed checklist. Report observations to class.</p>	<p>Shuey, et al., <u>Learning About Children.</u></p> <p>Checklist.</p>
<p>A consistent routine of care promotes a feeling of security for the toddler.</p>	<p>Read designated references. List physical needs of infants and toddlers and relate the effect of each on growth.</p> <p>Visit a child care service which cares for infants and toddlers. Compile a class list of reasons why an aide needs to know how to meet physical needs of infants and toddlers.</p> <p>Read and discuss ways of meeting the physical needs of infants and toddlers.</p> <p>Visit a department store and select clothing suitable for infants and toddlers. Make a list of desirable features such as ease in laundering, comfort, etc.</p>	<p>Hurlock, <u>Child Growth and Development.</u></p> <p>Smart, et al., <u>Children, Development and Relationships.</u></p> <p>Brisbane, <u>The Developing Child.</u></p>



GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Children have emotional needs which influence their behavior and development.</p> <p>With an understanding of problems encountered in the care of infants and toddlers, the child care aide will more readily handle the situation.</p> <p>Understanding growth and development of children is the basis for good child care.</p> <p>Even though children follow a pattern in their growth processes, each child develops according to his own individual rate.</p>	<p>Read and identify types of emotions infants and toddlers experience. Discuss in class and develop a class list.</p> <p>Collect and display pictures depicting emotions expressed by infants and toddlers. Identify emotions expressed and report to class.</p> <p>Observe infants in a child care center. Identify problems the workers were faced with and how problems were handled. Discuss other possible solutions or methods for handling the problems.</p> <p>View selected filmstrip. Compile a class list of general guidelines for a child care aide in dealing with problems when caring for infants and toddlers based on observations.</p> <p>View films. Identify and discuss main characteristics of two to five year old children.</p> <p>View charts to determine aspects of development of preschool children.</p>	<p>Smart and Smart, <u>Children: Development and Relationships.</u></p> <p>Hurlock, <u>Child Growth and Development.</u></p> <p>Magazines.</p> <p>Filmstrip: Parent's Magazine Films, Inc., <u>How an Average Child Behaves 1 Through 5.</u></p> <p>Films: S.C. Dept. of Mental Health, <u>Terrible Two's and Trusting Three's; The Frustrating Four's and Fascinating Five's; Kindergarten.</u></p> <p>Charts: <u>Children All Grow Differently.</u></p> <p>Teacher Resource: <u>Todd and Hefferman, The Years Before School.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>The basic pattern of human development is determined by the laws of heredity.</p>	<p>View film and cite examples from experiences with children which verify growth patterns.</p> <p>Read and discuss the sequence of development as being more important than the age at which the development occurs.</p> <p>Observe at least two children of the same age. Record similarities and differences in development.</p> <p>Read teacher selected references. Based on readings, collect pictures from magazines illustrating principles of growth and development. Clip and display in class.</p> <p>Develop as a class project an observation form to use in observing characteristics of growth and development of children in child care centers and at home. Observe at least three different children and report findings to class.</p> <p>View selected film. Discuss similarities and differences of children due to heredity as intellectual potential, physical characteristics, strength and frequency of hunger in infants, susceptibility to pain, reaction of involuntary nervous system and susceptibility to disease.</p>	<p>Film: South Carolina Department of Mental Health, <u>A Long Time to Grow, Parts I and II.</u></p> <p>Brisbane and Riker, <u>The Developing Child.</u></p> <p>Todd and Hefferman, <u>The Years Before School.</u></p> <p>Hurlock, <u>Child Development.</u></p> <p>Green and Wood, <u>A Nursery School Handbook for Teachers.</u></p> <p>Observation Form.</p> <p>Film: State Department of Education Audio Visual Library, <u>Thread of Life.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>All children have physical needs which affect their behavior and development.</p> <p>A balanced diet is important for the child's growth and development.</p> <p>The environment influences a child's mealtime.</p>	<p>Read designated reference . Develop a list of physical needs.</p> <p>Select a picture of a young child from a magazine. List physical needs of the child pictured and relate needs to the growth of the child.</p> <p>View films and discuss the nutritional needs of children.</p> <p>Read and report on ways in which food affects growth, development and behavior of children.</p> <p>Read selected reference. Discuss the importance of quiet play before mealtime and the importance of personal cleanliness relating to food and eating.</p>	<p>Brisbane and Riker, <u>The Developing Child</u>.</p> <p>Magazine.</p> <p>Films:            S.C. State Department Film Library, <u>Harvest of Health</u>.            South Carolina State Board of Health, <u>Food as Children See It</u>.            U.S.C. Film Library, <u>What You Eat You Are</u>.</p> <p>Booklets:            U.S. Dept. of Health, Education and Welfare, <u>Food for Groups of Young Children Cared For During the Day</u>.            S.C. State Board of Health, <u>Food for the Young Child</u>.            Smart and Smart, <u>Children: Development and Relationships</u>.</p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>An important part of a child's development is learning to eat and enjoy a variety of nutritious foods.</p>	<p>View film. Summarize reasons for planning, preparing and serving nutritious meals. Discuss the importance of an attractive table setting.</p> <p>Read reference. Discuss ways of introducing new foods to children.</p> <p>Read selected reference and discuss purposes of snacks for preschool children.</p> <p>Research reference. Plan, prepare and serve appropriate snack foods to a group of children using a simple, attractive table setting.</p> <p>View film. Discuss eating problems and ways of handling each.</p> <p>Research references. Plan, prepare and serve a balanced meal to a group of children. Include one new food. Relate class project to the following:</p> <ol style="list-style-type: none"> <li>1. Preparation methods children like</li> <li>2. Importance of schedule and how schedules promote good eating practices</li> <li>3. Size and type of eating utensils</li> <li>4. Size of serving</li> </ol>	<p>Film: <u>U.S.C. Film Library, What You Eat You Are.</u></p> <p>Booklet: <u>Ross Laboratories, Your Child's Appetite.</u></p> <p>Booklet: <u>National Dairy Council, Feeding Little Folk.</u></p> <p>Booklet: <u>Teaching Guide Unit IV Home Economics Training Program, Food For Children.</u></p> <p>Film: <u>S.C. State Board of Health, Why Won't Tommy Eat?</u></p> <p>Booklets: <u>U.S. Dept. of Agriculture, Food For the Young Family.</u></p> <p><u>S.C. State Board of Health, America and Your Food.</u></p> <p>Kit: <u>U.S. Dept. of Health, Education and Welfare, Nutrition Kit, Project Headstart.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Adequate, comfortable clothing contributes to physical growth.</p> <p>Language development and the ability to communicate with others are sometimes used as indications of a child's intellectual growth.</p>	<p>Listen to a speaker discuss desirable features of children's clothing. Summarize ways in which clothing contributes to growth.</p> <p>Collect pictures illustrating features to look for when selecting clothing. Report to class.</p> <p>Read references and discuss the development of language of children.</p> <p>Listen to tape recorded conversations of children of different age levels. Identify and discuss differences in ability to communicate.</p> <p>View film and discuss ways children learn.</p> <p>Read assigned reference and report to class on ways in which children learn. Compile a class list based on film observations and reading assignment.</p> <p>Visit child care centers. Observe and report on materials and equipment and how each contributes to learning.</p>	<p><u>Better Homes and Gardens Junior Cookbook.</u></p> <p>Buyer from department store.</p> <p><u>Brisbane and Riker, The Developing Child.</u></p> <p><u>Hurlock, Child Growth and Development.</u></p> <p>Audio Tapes.</p> <p>Film: <u>Modern Talking Pictures, Look at Me.</u></p> <p><u>Smart and Smart, Children: Development and Relationships.</u></p> <p>Child Care Center.</p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>An understanding of children's emotions helps to understand their behavior.</p>	<p>View films. Identify types of emotions and ways in which adults can help children cope with emotions.</p> <p>Write a paper recalling strong emotions you remember experiencing as a child.</p> <p>Read references and discuss fears children express and ways of helping children overcome fear.</p> <p>Research references. Discuss ways in which children express other emotions.</p> <p>Observe and report on children's emotions revealed through behavior and how these needs were met in the particular situation.</p> <p>View film, read teacher selected references and discuss ways of meeting needs of children with emotional problems.</p>	<p>Films: <u>S.C. Department of Mental Health, Children's Emotions; Fears of Children; Aggressive Child.</u></p> <p><u>Smart and Smart, Children: Development and Relationships.</u></p> <p><u>Smart and Smart, Children: Development and Relationships.</u></p> <p>Booklets: <u>Science Research Associates, Understanding Hostility in Children.</u></p> <p><u>Child Study Association of America, Aggressiveness in Children.</u></p> <p><u>Ross Laboratories, Children's Quarrels.</u></p> <p>Film: <u>S.C. Department of Mental Health, Who Cares About Jamie?</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Through an understanding of the child's social experiences, the child care aide can assist children in being accepted by others.</p>	<p>View film. Discuss social development of children and why children need close contact with both adults and other children.</p> <p>Collect pictures showing children in social situations. Report findings to class.</p> <p>Write a short paper telling about early social experiences.</p> <p>Read assigned reference. Discuss ways of helping children be accepted by others.</p>	<p>Booklet: <u>Child Study Association of America, When Children Need Special Help With Emotional Problems.</u></p> <p>Baker and Fane, <u>Understanding and Guiding Young Children.</u></p> <p>Film: <u>S.C. Department of Mental Health, Social Development.</u></p> <p>Magazines.</p> <p><u>Smart and Smart, Children: Development and Relationships.</u></p>

Major Generalization:

All behavior is caused and if new or different behavior is desirable, the identification of the cause is important.

Major Objective:

Demonstrate a desirable relationship with children using the principles of guidance based on an understanding of behavior.

Intermediate Objectives:

1. Identify factors influencing behavior.
2. Describe how two or more factors are interrelated.
3. Identify common behavior problems faced by a child care aide.
4. Describe characteristic behavior of the preschool child at various stages.
5. List ways the child care aide can help a child develop a positive self-concept.
6. Identify factors which aid children in learning independence.
7. Identify desirable techniques used in guiding young children.



GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Heredity, environment, level of maturity, and health are inter-related factors which influence behavior.</p>	<p>View film and discuss factors influencing behavior.</p> <p>Read teacher selected reference and discuss one or more ways in which each factor (heredity, environment, level of maturity and health) influences behavior.</p> <p>Collect cartoons depicting behavior of children. Make a transparency and report to class the behavior depicted in cartoon.</p> <p>Read reference. Role play behavior problems which might arise when caring for children. Keep in mind the fact undesirable behavior is reinforced when the child gains desired results. For example:</p> <ul style="list-style-type: none"> <li>Use of bad language</li> <li>Tantrums</li> <li>Refusal to rest</li> <li>Thumbsucking</li> <li>Bed wetting</li> <li>Hurting other children</li> <li>Destructiveness</li> </ul>	<p>Film: Metropolitan Life Insurance Co., <u>If These Were Your Children.</u></p> <p><u>Smart and Smart, Children: Development and Relationships.</u></p> <p><u>Hurlock, Child Growth and Development.</u></p> <p><u>Brisbane and Riker, The Developing Child.</u></p> <p>Transparency.</p> <p>Booklet: National Mental Health Foundation, <u>Some Problems of Children Aged 2 to 5 Years.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Certain types of behavior can be expected of children at certain ages and stages.</p>	<p>View film. Identify desirable behavior which is reinforced because the child gains desired results.</p> <p>View film to see influence of culture on child. Discuss effect of environment on behavior. Emphasize influence aide will have on the children in her care.</p>	<p>Film: S.C. Department of Mental Health, <u>Terrible Two's and Trusting Three's.</u></p>
<p>The way a child feels about himself affects his behavior.</p>	<p>Observe film to see characteristic behavior at various stages. Identify characteristic behavior at each stage.</p> <p>Read designated reference then observe children at home, in community or child care center. Relate observations to reading assignment and report to class the characteristics of behavior observed.</p>	<p>Film: S.C. Department of Mental Health, <u>A Long Time To Grow.</u></p> <p>Ilg and Ames, <u>Child Behavior.</u></p>
<p>A child needs to feel successful and confident in developmental tasks in order to build a firm foundation for future tasks.</p>	<p>Read reference. Role play or use case studies to illustrate the way a child feels about himself affects behavior.</p> <p>Collect pictures that show adults and children feeling successful about a certain task. Discuss the feeling.</p> <p>Read story of "Ricky's Model Airplane Kit" in Langford's book, page 90, to see the need to feel successful.</p>	<p>Booklet: Science Research Associates, <u>Building Self-Confidence in Children.</u></p> <p>Magazines.</p> <p>Langford, <u>Guidance of the Young Child.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>The long-range purpose of guidance is a happy, well-adjusted person with self-guidance and discipline.</p> <p>There are certain basic needs which are common to the age and maturity of the child.</p>	<p>Divide into buzz groups. Discuss one or more of the following topics: New experiences we have had—how did we react? Why do we need to feel successful? How did we feel when we weren't successful?</p> <p>Discuss in buzz groups factors which aid children to learn independence, emphasizing the value of encouragement, assistance and provision of opportunities to foster feelings of self-worth.</p> <p>Use role play to illustrate certain situations where an aide can help a child feel successful with a certain task.</p> <p>Use pictures to illustrate the basic needs of preschool children. Discuss these needs.</p> <p>Discuss ways of adapting a child care program to meet the needs of individual children; such as a <u>tired child</u>, an <u>angry child</u>, a <u>restless child</u>.</p> <p>Role play situations where planning has not been thought out to meet the needs of the children.</p> <p>View film. Discuss the goals that should be considered when <u>guiding</u> the child.</p>	

Film: State Department of Education  
Audio-Visual Library, Guiding Behavior.

## GENERALIZATIONS

Guidance needs to be appropriate to the age and maturity of the child.

There are different types and techniques of guidance.

## LEARNING EXPERIENCES

Observe a child care situation and evaluate in writing how the child was guided by the teacher. How did the child react? Was it effective and appropriate?

Read reference and discuss observations of punishment administered to children. Discuss and evaluate how you felt about it and how you think the child felt.

Discuss the aides responsibility for guidance:

- a. Keep children safe
- b. Give child freedom to act within limits
- c. Make choices and live comfortably with others

Divide into buzz groups and decide on some methods of guidance you recall having been used on you that helped you grow in self-confidence and self-discipline.

View film. Discuss techniques used to help one gain self-control and discipline.

Use role playing to show how to explain to a child why certain behavior is undesirable—such as, hitting another child with an object, pushing on the stairs, throwing rocks.

Discuss the importance of setting limits for a child's welfare.

## TEACHING RESOURCES

Ginott, Between Parent and Child.

Film: University of South Carolina, Discipline and Self-Control.

**GENERALIZATIONS**

Using positive guidance with young children helps to get the children to cooperate and behave well.

**LEARNING EXPERIENCES**

Read selected reference. Discuss the use of words in guiding children's behavior. Prepare a list of key words for students to use in a positive approach. Compare these with negative statements and rephrase them.

Practice giving directions in a positive way using words the child understands and listen to the tone of voice--practice to improve tone of voice.

Role play instances where physical direction would be used to guide children.

**TEACHING RESOURCES**

Booklet: National Education Association, Discipline as Self-Direction.

**C. Major Concept:**

**Play in a Child's Development**

**Major Generalization:**

Play is a learning experience and it contributes substantially to the total development of a child.

**Major Objective:**

Demonstrate ability to provide play experiences geared to the child's stage of growth for optimum level of development.

**Intermediate Objectives:**

1. Define play.
2. Identify stages of play.
3. Identify types of play.
4. List learnings through play.
5. Identify factors to consider when selecting play equipment.
6. List criteria to consider when selecting books and stories for children.
7. List techniques used to create and maintain children's interest during the story period.
8. Make a musical instrument suitable for a child care center.
9. Plan three creative play activities for one age group suitable for indoor and outdoor play.

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Play helps a child move toward his full potential.</p> <p>Play aids in development of motor skills, coordination, and provides an outlet for excess energy.</p> <p>The type of play in which a child participates is determined by his state of development.</p>	<p>View film. Discuss the value of play for a child and why it is essential part of a child's life.</p> <p>Read selected reference. List and discuss stages of play. (Solitary, parallel, cooperative). Report on experiences with children that point out how they play.</p> <p>Observe stages of play exhibited by children in the child care center and report to the class.</p> <p>Read designated references. Discuss and list various types of play and related values of each. List and discuss equipment suitable for each type of play.</p> <ol style="list-style-type: none"><li>1. Block</li><li>2. Dramatic</li><li>3. Manipulative</li><li>4. Outdoor</li><li>5. Creative</li></ol> <p>Contrast the kinds of growth and development that are related to indoor and outdoor play.</p> <p>View films. Discuss and have students demonstrate suitable games, finger play and action songs for children of various ages identifying activities for active and quiet play.</p>	<p>Film: S.C. Department of Mental Health, <u>Children's Play</u>.</p> <p>Smart and Smart, <u>Children: Development and Relationships</u>.</p> <p>Hurlock, <u>Child Growth and Development</u>.</p> <p>Baker and Fane, <u>Understanding and Guiding Young Children</u>.</p> <p>Films: State Department of Education. Audio-Visual Library, <u>ABC of Puppet Making, Part I, II</u>; <u>Fin-ger Painting Methods</u>; <u>How to Make Paper Mache Animals</u>; <u>Mothergoose Rhymes</u>.</p>



GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Through play a child learns many things.</p> <p>Play equipment is most useful to children when it is suited to their stage of development.</p>	<p>Research references. Discuss learnings through play:</p> <ol style="list-style-type: none"> <li>1. Develops social relationships and skills</li> <li>2. Learns to share with others</li> <li>3. Learns to take turns</li> <li>4. Learns to lead and follow</li> <li>5. Learns to ask for what he wants and needs</li> <li>6. Understands role of mother, father, baby, doctor, etc.</li> <li>7. Exercises muscles and gains in physical fitness</li> <li>8. Stimulates language growth through communication</li> <li>9. Solves problems</li> </ol> <p>Research references and plan the selection of play equipment for:  <u>Indoors</u> - space 35 sq. ft. per child            equipment and supplies            climbing apparatus            blocks            puzzles, games, toys, story books            workbench and tools</p>	<p>Film: University of South Carolina, Department of General Studies. <u>Organizing Free Play.</u></p> <p>Wagner, et al, <u>Games and Activities for Early Childhood Education.</u></p> <p>Hearn, <u>Guiding Preschoolers.</u></p> <p>Baker and Fane, <u>Understanding and Guiding Young Children.</u></p> <p>Hurlock, <u>Child Growth and Development.</u></p> <p>Hammond, et al, <u>Good Schools for Young Children.</u></p> <p>Green and Wood, <u>A Nursery School Handbook for Teachers.</u></p> <p>Leavitt, <u>Kindergarten Education.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Play leads to discovery, reasoning and thought.</p>	<p><u>Outdoors</u> - space 75 to 100 sq. ft. per child equipment and supplies jungle gym sand box swings and slides merry-go-round movable equipment balls jump ropes wheel toys, etc.</p> <p>Visit the local library and listen to the librarian discuss selection of books suitable for children.</p> <p>Research references. Develop a class list of criteria to consider when selecting books and stories for children based on readings and a field trip. (Consider pictures, print, content, length, drama, grammar).</p> <p>View film or observe a teacher tell a child's story. List techniques used to create and maintain children's interest such as:</p> <ol style="list-style-type: none"><li>1. Hold book so children can see pictures</li><li>2. Read with expression</li><li>3. Answer child's questions during story, but limit discussion until after story</li></ol>	<p><u>Anderson and McIllwain, Kindergarten Guidebook.</u></p> <p><u>Chandler, Bessie E., Early Learning Experiences.</u></p> <p><u>Baker and Fane, Understanding and Guiding Young Children.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Through play children learn to cope with their environment.</p>	<p>4. Use gestures as appropriate            5. Relate story to children's experiences            6. Use names of children in the group if they grow restless</p> <p>Read stories to children and make up stories for children. Record and evaluate results based on a criteria developed by class.</p> <p>Read references and discuss use and arrangement of toys and equipment:</p> <ol style="list-style-type: none"> <li>Housekeeping area</li> <li>Quiet area</li> <li>Art area</li> <li>Music</li> <li>Open area</li> </ol>	<p>Tape Recorder.</p> <p>Chandler, <u>Early Learning Experiences.</u></p> <p>Leavitt, <u>Nursery-Kindergarten Education.</u></p>
<p>An aide must be skilled in selecting and working with creative media to enrich the experiences of the child.</p>	<p>Research reference. Practice different techniques in working with art media (finger painting, easel painting, block printing, play doughs, collages).</p> <p>Learn childrens' songs by listening to records. Practice singing songs with children. Make at least one musical instrument.</p> <p>Plan creative activities for various levels of ability for use in one's days experience at a child care center.</p>	<p>Epting, <u>Child Care Prevocational Curriculum Guide.</u></p> <p>Records and Record Player.</p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>When the aide is able to select materials and perform and guide appropriate play experiences, he can be more effective in his job.</p> <p>When play experiences are reinforced by proper guidance and supervision, the child is better able to make adjustments and is freer to express himself in acceptable ways.</p>	<p>Research reference for ways of handling problems in play. Observe an experienced person (trainee and/or teacher) supervising problems encountered in play. How were the situations handled? Was it effective?</p> <p>Read selected reference and discuss the role of adults in children's play. Analyze differences in responsibilities of adults when supervising indoor play and outdoor activities.</p> <p>Discuss and list activities which give variety, stimulate resourcefulness, and help meet limitations imposed by bad weather, fatigue, etc.</p> <p>Supervise free play with small groups and discuss the problems in working with children.</p> <p>View film which illustrates the child's readiness to talk things over, share and cooperate. Discuss the adult's role in these situations.</p>	<p><u>Green and Woods, A Nursery School Handbook for Teachers and Parents.</u></p> <p><u>Matterson, Play and Playthings For the Preschool Child.</u></p> <p>Film: S.C. Department of Mental Health, <u>Children's Emotions.</u></p>

**D. Major Concept:**

**Health and Safety**

**Major Generalization:**

**Meeting health and safety needs adequately contributes to the well-being of the child.**

**Major Objective:**

**Demonstrate understanding of health and safety needs for the physical well-being of children.**

**Intermediate Objectives:**

1. List equipment and describe physical surroundings desirable for rest time in a child care center.
2. Define healthful environment as it relates to a child care center.
3. List duties of the aide when helping children with routine duties as dressing and toileting.
4. Develop a list of housekeeping standards for a child care laboratory.
5. List symptoms of illness in children an aide should be able to recognize.
6. Develop a list of safety practices to follow in a child care center.
7. Demonstrate first aid techniques for an emergency.

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>Good health habits are important in meeting a child's physical needs.</p> <p>Good health can become a habit.</p> <p>Routines of personal cleanliness contribute to the child's physical well-being.</p>	<p>Discuss importance of diet, rest, and sleep that meet children's physical needs.</p> <p>Observe rest habits of preschool children, paying particular attention to those who show indication of fatigue or lack of vitality.</p> <p>Read selected references. Based on reading, discuss and describe the environment conducive for rest time.</p> <p>Observe two or more children. Note differences in rest habits after very active play as opposed to less active play.</p> <p>Draw general statements about relationship of degree of activity and rest to age and health of child.</p> <p>Define "Healthful Environment" as it relates to a child care center. Compare definitions in class discussion.</p> <p>Listen to a health officer, doctor, or nurse discuss health and safety measures in a child care center. Summarize safety measures in a class discussion.</p> <p>Observe habits of cleanliness before and after toileting, before eating. Record and discuss observations.</p>	<p><u>Brisbane, The Developing Child.</u></p> <p>County Health Officer.</p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>When attention is given to health routines, the physical well-being of the child is enhanced.</p> <p>Child care centers and those involved with such benefit from a sanitary and healthful environment.</p>	<p>Use the play in Smart and Smart, page 40, "Learning About Germs." Participate in a class discussion using the questions as a basis for discussion.</p> <p>Read reference and discuss duties of the aide when helping children in routine situations; toileting, mealtime, rest, dressing.</p> <p>List differences in what may be expected of the aide in various routine situations.</p> <p>Read selected reference. Observe responsibilities related in routines that aides assist with in several day care centers or nursery schools.</p> <p>Discuss relationship of routines to feelings of security, the child's happiness, and his development of independence.</p> <p>Read selected reference and make a class list of sanitation techniques an aide should use in child care centers.</p> <p>Make list of housekeeping standards and relate to cleanliness of laboratory, preparation of food, and caring for soiled clothing.</p> <p>Read reference and discuss importance of protecting health of the child by adapting outside clothing to temperature, avoiding drafts, regulating room temperature.</p>	<p>Smart and Smart, <u>Children: Development and Relationships.</u></p> <p>Green and Woods, <u>A Nursery School Handbook for Teachers and Parents.</u></p> <p>Brisbane, <u>The Developing Child.</u></p> <p>Langford, <u>Guidance of the Young Child.</u></p> <p>Green and Woods, <u>A Nursery School Handbook for Teachers and Parents.</u></p> <p>Hammond, et al., <u>Good Schools For Young Children.</u></p>



## GENERALIZATIONS

Organization for safety both indoors and outdoors will help eliminate hazards.

In case of an emergency, prompt and effective action is necessary.

## LEARNING EXPERIENCES

View film and discuss values received from sanitation in caring for drinking cups, toys, and play areas, rest centers, bathroom facilities, soiled clothing, etc.

Read reference. Discuss communicable diseases of childhood. List symptoms of illness in children you should be able to recognize.

View film. Report on health precautions that should be taken in a child care center.

View filmstrip and summarize safety procedures.

View film on first aid. Study and discuss fundamental first aid procedures. Discuss procedures that aide would follow in a nursery school.

Observe county health nurse demonstrate techniques for emergencies. Study and practice simple first aid technique.

Survey child care centers to determine policies and preparation for accidents.

Research references and identify ways to enlist cooperation of children without building fear.

## TEACHING RESOURCES

Film: State Department of Education Audio-Visual Library, Safe Living at School.

Smart and Smart, Child Development and Relationships.

Film: State Department of Education Audio-Visual Library, Looking at Children.

Filmstrip: McGraw-Hill, Keeping Children Safe.

Films: State Department of Education Audio-Visual Library, Safety on the Playground, Safe Living at School.

American Red Cross, Breath of Life; Red Cross Nursing.

Booklets: S.C. State Board of Health, Recommended School Control Measures For Communicable Diseases; Recommended Procedure-Emergency Care of Sickness and Accidents Occurring at School.

E. Major Concept:

Management in the Child Care Center

Major Generalization:

When management is applied according to objectives and policies of the child care center, the program will be more effective.

Major Objective:

Demonstrate an understanding of management principles as these relate to the objectives and policies of the child care center.

Intermediate Objectives:

1. Identify policies of child care centers.
2. Describe procedure to be followed when fulfilling these rules.
3. Define ethics and give an example of professional ethics as it relates to work with children.
4. Identify characteristics to look for when selecting equipment and furniture for child care centers.
5. Using "Standards for Day Care Service" evaluate the floor plan and equipment developed as a class project.

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>An efficient aide has a good attitude toward work, is cooperative, is punctual, and has a sense of responsibility.</p> <p>Establishing good working relationships is essential for job happiness and success.</p> <p>Understanding of employer-employee roles will clarify responsibilities and duties of personnel.</p>	<p>Obtain copies of policies and schedules from at least one child care service. Study statements to determine topics included. Compile a list of major policies covered.</p> <p>Read selected reference. Relate reading assignment to list of topics covered under policies of child care services. Discuss why each is needed.</p> <p>Listen to a director discuss policies and the importance of having and following these. Add policies discussed to the class list.</p> <p>View film. Summarize basic procedure to be followed by aides when answering the telephone and taking messages.</p> <p>Discuss and role play basic procedures to be followed by aides for each of the following:            Answering door and greeting visitors            When to invite visitors into house or center            Dealing with service or delivery persons            How to meet and talk with parents of children            What to do in case of an emergency            Ethics involved in giving information and opinions about the children</p> <p>View film and discuss ways of improving accuracy in following directions, for example---notetaking.</p>	<p>Booklet: <u>South Carolina Committee on Children and Youth, This is For You, the Working Teenager.</u></p> <p>Director of Child Care Center.</p> <p>Film: <u>South Carolina Department of Education Audio-Visual Library, Telephone Courtesy.</u></p> <p>Film: <u>South Carolina State Department Film Library, Your Job, Getting Ahead.</u></p>

GENERALIZATIONS	LEARNING EXPERIENCES	TEACHING RESOURCES
<p>The choice, use, and care of equipment and supplies for children demand much attention.</p> <p>Equipment and supplies are important elements in the child's development and growth.</p>	<p>Divide into small groups. Select a case situation which would require an understanding of professional ethics. Tell how to handle the case. Report to class.</p> <p>Develop a code of ethics for aides as a class project.</p> <p>View film. List equipment observed in film. Discuss use and care of equipment listed.</p> <p>Visit child care center. Report on characteristics observed:            Space--indoors and outdoors; arrangement of equipment, quantity, variety</p> <p>Research references to determine need for careful selection of equipment and furniture from the standpoint of the following factors:</p> <ol style="list-style-type: none"> <li>1. Safety</li> <li>2. Mobility</li> <li>3. Durability</li> <li>4. Care</li> <li>5. Scale to child's size</li> </ol> <p>Make a display of good and poor examples of commercial toys available for use with children. Explain why some are more desirable than others.</p>	<p>Film: State Department of Education Audio-Visual Library, <u>Setting Up a Room.</u></p> <p>Booklets: <u>Community Playthings, Criteria for Selecting Play Equipment for Early Childhood Education; The Use of Large Muscle Play Equipment in the Classroom; Exceptional Equipment for Exceptional Children.</u></p>



## GENERALIZATIONS

## LEARNING EXPERIENCES

## TEACHING RESOURCES

The ability to use and care for equipment is important in becoming a more efficient child care aide.

The licensed day care center provides opportunities and facilities which nourish the growth and development of children.

Discuss the use of equipment and how it can be adapted for use in other situations. Demonstrate how to improvise equipment.

Discuss types of play equipment used for outdoor activities and how it should be protected from the weather.

Inspect indoor storage facilities of a center and discuss equipment which needs special storage.

Work in groups to plan storage areas for a given situation. Evaluate.

Discuss housekeeping tasks of child care aide related to equipment and room arrangement.

1. Daily tasks
2. Weekly tasks
3. Periodically performed tasks

Listen to the county health officer discuss standards for day care service. Compile a list of minimum acceptable standards for:

Space  
Toilet facilities  
Exits  
Food handling  
Isolation of sick  
Ventilation

County Health Officer.

## Books:

- American Red Cross. American Home Nursing. New York: Macmillan Company, 1967.
- American Red Cross. Breath of Life.
- Anderson, Lucie T. and McIlwain, Mary K. Kindergarten Guidebook. College of General Studies. University of South Carolina, Columbia, South Carolina, 1968.
- Baker, Katherine R. and Fane, Xerria F. Understanding and Guiding Young Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.
- Brisbane, Holly E. and Riker, Audrey P. The Developing Child. Peoria, Illinois: Charles A. Bennett, Co., Inc., 1971.
- Chandler, Bessie E. Early Learning Experiences, Dansville, New York: Instructor Publications, 1970.
- Craig, Hazel T. Thresholds to Adult Living. Peoria, Illinois: Charles A. Bennett Company, Inc., 1969.
- Cross, Aleene A. Enjoying Family Living. Philadelphia: J.B. Lippincott Co., 1967.
- Duvall, Evelyn M. Family Living. New York: The Macmillan Company, 1961.
- Epting, Helen. Child Care Prevocational Curriculum Guide. State Department of Education, Office of Vocational Education. Columbia, South Carolina 29201, 1970.
- Ginott, Hiam. Between Parent and Child. New York: The Macmillan Company.
- Green, Marjorie and Woods, Elizabeth. A Nursery School Handbook for Teachers and Parents. Sierra Madra Community Nursery School, Sierra Madra, California 91024.
- Hammond and Leeper, Sarah H. Good Schools for Young Children. New York: The Macmillan Company, 1964.
- Hearn, Florence C. Guiding Preschoolers. Nashville: Convention Press.



- Hurlock, Elizabeth B. Child Growth and Development, 3rd Edition. New York: Webster Division, McGraw-Hill Book Company, 1968.
- Ilg, Frances V. and Ames, Louise Bates. Child Behavior. New York: Dell Publishing Company.
- Jensen, Arthur K.; Robert T. Benson; B. Vermer Burkett and Betty P. Watkins. The World of Work. Clemson: Vocational Educational Media Center, 1971.
- Kimbrell, Grady and Vineyard, Ben S. Succeeding In the World of Work. McKnight and McKnight Publishing Company, 1970.
- Kupsinel, Penelope Easton. Home Economics Related Occupations. Danville, Illinois: The Interstate Printers, 1967.
- Landis, Janson T. and Landis, Mary G. Building Your Life. New York: Prentice-Hall, Inc., 1964.
- Langford, Louise M. Guidance of the Young Child. New York: John Wiley and Sons, Inc.
- Leavitt, J. Nursery-Kindergarten Education. McGraw Hill.
- Mattersox, Elizabeth M. Play and Playthings for the Preschool Child. Penguin (paperback).
- Sferri, Wright and Rice. Personality and Human Relations, 2nd Edition. Chicago: Gregg Publishing Division, McGraw-Hill.
- Shrey, Rebekah; Woods, Elizabeth L. and Young, Ester M. Learning About Children. Philadelphia: J.B. Lippincott Co., 1969.
- Smart, Mollie S. and Smart, Russel C. Children Development and Relationships. New York: The Macmillan Company, 1972.
- Stumm, Mary M. and Grieser, Edwina H. Guide to Modern Clothing. New York: Webster Division, McGraw-Hill Book Company, 1968.
- Thal, Helen and Holcombe, Melinda. Your Family and Its Money. Boston: Houghton-Mifflin Company, 1968.

Todd, Vivian and Hefferman, Helen. The Years Before School. Guiding Preschool Children.  
New York: The Macmillan Co., 1970.

Wagner, Guy; Gilloley, Laura; Betts, Ann R. and Cesinger, Joan. Games and Activities for Early Childhood Education. Darien, Conn.: Teacher's Publishing Corp., 1967.



- Burkett, B. Verner. Locating and Securing a Job. Clemson: Vocational Education Media Center, 1970.
- Child Study Association. 9 East 89th Street, New York, N.Y. 10028.
- Aggressiveness in Children  
When Children Need Special Help with Emotional Problems
- Community Playthings, Dept. 33, Rifton, New York.
- Criteria for Selecting Play Equipment for Early Childhood Education  
Exceptional Equipment for Exceptional Children  
The Use of Large Muscle Play Equipment in the Classroom
- Institute of Life Insurance, Educational Division. Making the Most of Your Money. 277 Park Avenue, New York, New York 10017.
- Metropolitan Life Insurance Company. Mothers at Work. 1 Madison Avenue, New York, N.Y. 10010.
- National Dairy Council. Feeding Little Folk. 111 North Canal Street, Chicago, Illinois 60606.
- National Education Association. Dept. of Elementary, Kindergarten and Nursery Education. Discipline as Self-Direction. 1201 Sixteenth Street, N.W., Washington, D.C.
- National Mental Health Foundation, Inc. Some Problems of Children Aged 2 to 5 Years. 1520 Race Street, Philadelphia, Pa.
- Public Affairs Pamphlets. How to Discipline Your Child. 381 Park Avenue South, New York, N.Y. 10016.
- Ross Laboratories. Columbus, Ohio.  
Children's Quarrels  
Your Child's Appetite
- Science Research Associates. 259 East Erie Street, Chicago, Illinois 60611.  
Building Self-Confidence in Children  
Self-Understanding: A First Step to Understanding Children  
Understanding Hostility in Children

South Carolina Committee on Children and Youth. This Is For You, the Working Teenager. Columbia, South Carolina 29201.

South Carolina State Board of Health. J. Marion Sims Building, Columbia, South Carolina 29201.  
America and Your Food

Food for the Young Child

Recommended Procedure—Emergency Care of Sickness and Accidents Occurring at School

Recommended School Control Measures for Communicable Diseases

Southern Bell Telephone Company. Helpful Hints for Young Job Seekers. Columbia, South Carolina 29201.

United States Department of Agriculture. Food for the Young Family. Washington, D.C.

United States Department of Health, Education and Welfare, Office of Child Development. For sale by the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402.  
Day Care Services No. 420-1964

Food for Groups of Young Children Cared for During the Day

Nutrition Kit, Project Headstart

Project Headstart Parent Involvement, 10A

Films, Filmstrips and Transparencies:

- Avon Cosmetics. A Teen's ABC'S of Beauty. Avon Products, Inc., New York, New York.
- McGraw-Hill Book Company, Text-Film Division. 330 West 42nd Street, New York, N.Y. 10036.  
Four Families  
Keeping Children Safe
- Metropolitan-Life Insurance Company. If These Were Your Children. 1 Madison Avenue, New York, N.Y. 10010.
- Modern Talking Pictures. 1212 Avenue of the Americas, New York, N.Y. 10036.  
Look At Me  
Abbey's First Two Years  
Operation Headstart, Teacher's Aid
- Parent's Magazine Films, Inc. How an Average Child Behaves 1 Through 5. 52 Vanderbilt Ave., New York, N.Y. 10017.
- Personal Products Corporation. Through the Looking Glass to Good Grooming. Associated Films, Inc., 600 Madison Ave., New York, N.Y.
- Money Management Institute. Your Money and You. Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.
- South Carolina Dept. of Mental Health. 2214 Bull Street, Columbia, South Carolina 29201.  
Aggressive Child  
Children's Emotions  
Children of Change  
Children's Play  
Fears of Children  
Frustrating Four's and Fascinating Five's  
Kindergarten  
Little World  
Long Time to Grow, Part I, Part II  
Social Development  
Terrible Two's and Trusting Three's  
Who Cares About Jamie?



South Carolina State Board of Health. J. Marion Sims Building, Columbia, South Carolina 29201.  
Food as Children See It  
Why Won't Tommy Eat

South Carolina State Department of Education Audio-Visual Library. 1513 Gervais Street, Columbia, South Carolina 29201.

ABC of Puppet Making, Part I, II  
Finger-Painting Methods  
Golfing Behavior  
Harvest of Health  
How to Make Paper Mache Animals  
How to Make Potato Prints  
Mothergoose Rhymes  
Physical Fitness and Good Health  
Telephone Courtesy  
Thread of Life  
Safe Living at School  
Safety on the Playground  
Setting up a Room  
There's Something About a Story

Your Job:

Applying for It  
Finding the Right One  
Fitting In  
Getting Ahead  
Good Work Habits  
You and Your Boss

University of South Carolina, Department of General Studies. Columbia, South Carolina 29201.

Discipline and Self Control  
Organizing Free Play  
What You Eat You Are

PERSONAL DEVELOPMENT OF THE CHILD CARE AIDE:

- (1) Discovering Individual Differences (Teaching Techniques)
- (2) Growth Failure and Maternal Deprivation (General Interest)
- (3) Readiness for School

PLANNING A DAILY PROGRAM FOR CHILDREN:

- (1) A Chance for Change
- (1) A Long Time to Grow; Part I, Part II
- (4) Learning in Kindergarten
- (4) The Creative Kindergarten
- (3) Jenny is a Good Thing

UNDERSTANDING THE MEANING OF WORK:

- (1) Work and the Family
- (3) Work - What's It All About

UNDERSTANDING CHILDREN UNDER SIX:  
CHILD GROWTH AND DEVELOPMENT:

- (1) The Development of Individual Differences
- (1) Family Circus
- (1) Grief
- (1) He Acts His Age
- (1) Preface to a Life
- (1) Sibling Relations and Personality
- (1) World of Three
- (1) Behavior Patterns at One Year
- (1) Life With Baby

MODERN TALKING PICTURES:

- Psychological Hazards in Infancy
- Person to Person in Infancy

BEHAVIOR AND GUIDANCE:

- (1) Answering the Child's Way
- (1) Children's Fantasies
- (2) Emergence of Personality

Language Arts for Pre-School Children

- (4) A Wheel is Round
- (4) Ducks
- (4) In, Out, Up, Down, Under
- (4) Rain
- (4) Sun
- (4) Wind
- (4) Zis for Zoo
- (4) The Baker's Bet
- (4) The Cap That Came Back
- (4) Did You Say Meow?
- (4) The Fox's Widow

EXCEPTIONAL CHILDREN:

- (1) Boy in the Doorway
- (1) Mentally Handicapped Children Growing Up
- (1) No Less Precious
- (1) Tuesday's Child
- (2) Beyond the Shadows
- (2) PKU - Preventable Mental Retardation

CODE:

- (1) South Carolina Mental Health Commission
- (2) South Carolina State Board of Health
- (3) University of South Carolina, Department of General Studies
- (4) State Department of Education, Audio-Visual Library



Title	Author	Publisher	Date	Cost
<u>Creative Guide for Pre-School Teachers</u>	Wylie	Western Publishing Company, Inc. 850 Third Avenue New York, New York 10022	1969	
<u>Better Homes and Gardens Junior Cookbook</u>		Meredith	1963	
<u>"Bits and Pieces"</u>		Association for Childhood Education International	1967	1.25
<u>Blockbuilding</u>	Starks	National Education Association - Department of Elementary, Kindergarten and Nursery	1960	.75
<u>"Creating with Materials for Work and Play"</u>		Association for Childhood Education International 3615 Wisconsin Ave., NW Washington, D. C. 20016	1970	1.25
<u>Creative Activities for Children</u>	Silberblatt	Creative Activities P. O. Box 16005 Cincinnati, Ohio 45216	1964	3.50
<u>"Creative Activities for Young Children"</u>	Osborn and Haupt	The Merrill-Palmer Institute 71 E. Ferry Road Detroit, Michigan 48202	1966	1.50
<u>Discipline</u>		Association for Childhood Education International	1957	.75
<u>Educating Children in Nursery Schools and Kindergartens</u>	Gore and Doury	U. S. Dept. of Health, Education and Welfare Supt. of Documents, U.S. Printing Office, Washington, D.C. 20402	1964	.35
<u>Education in the Kindergarten (Fourth Edition)</u>	Foster and Headley	American Book Company 300 Pike Street Cincinnati, Ohio 54202	1970	8.95



Title	Author	Publisher	Date	Cost
<u>1 For Children</u>	Hayes, Anne C.	Home Economics Occupational Program Instructional Materials Lab University of Kentucky Lexington, Kentucky	1970	
<u>Helping Young Children Develop Language Skills: A Book of Activities</u>	Hildebrand	National Education Association Department of Elementary, Kindergarten and Nursery Education	1968	2.75
<u>Introduction to Early Childhood Education</u>		The Macmillan Company	1971	
<u>"Kindergarten Education"</u>		National Education Association Department of Elementary, Kindergarten and Nursery Education 1629 21st Street, NW Washington, D. C. 20036	1968	2.00
<u>Kindergarten Guidebook</u>		Office of Instructional Services Colorado Dept. of Education State Office Building 201 E. Colfax Avenue Denver, Colorado 80203	1960	1.40
<u>Kindergarten—Who, What and Where?</u>	Baker	Southern Association on Children Under Six from Merrill Palmer Institute	1967	1.00
<u>Let's Play Outdoors</u>		National Association for the Education of Young Children 1629 21st Street, NW Washington, D. C. 20036		

Title	Author	Publisher	Date	Cost
<u>ERIC</u> <u>Directions in the Kindergarten</u> (Early Childhood Education Series)	Robison and Spodek	Teachers College, Columbia Univ. 525 West 120 Street New York, New York 10027	1969	
<u>Portable Workshop for Pre-School Teacher with Ten Practical Guides</u>	Hollander	Doubleday & Company		.75
<u>Puppet Party</u>	Taubchernoff	Scholastic Book Service 50 W. 44th Street New York, New York 10036	1971	
<u>Pre-school Education Today</u>	Hechinger	Doubleday & Company 501 Franklin Avenue Garden City, New York 11531	1966	4.50
<u>"Science Adventures in Children's Play"</u>	Rieger	The Play Schools Association 120 West 57th Street New York, New York 10019	1968	
<u>Science Experiences for Nursery School Children</u>	Haupt	National Association for the Education of Young Children		.75
<u>Teaching the Child Under Six</u>	Hynes	Charles E. Merrill Publishing Co. 1300 Alum Creek Drive Columbus, Ohio 43216	1968	2.95
<u>These Are Your Children</u>	Jenkins, et al	Scott, Foresman and Company 1900 E. Lake Avenue Glenview, Illinois 60025	1966	7.75



CHILD-CENTERED AGENCIES

- Association for Childhood Education International. 3615 Wisconsin Avenue, N. W., Washington D. C. 20016.
- Child Study Association of America, Inc. 9 East 89th Street, New York, New York 10028.
- Child Welfare League of America, Inc. 44 East 23rd Street, New York, New York 10010.
- Day Care and Child Development Council. 1426 "H" Street, N.W., Washington D. C. 20005.
- The ERIC Clearinghouse on Early Childhood Education. 805 West Pennsylvania Avenue, Urbana, Illinois 61801.
- The Merrill-Palmer Institute. 71 East Ferry Avenue, Detroit, Michigan 48202.
- National Association for the Education of Young Children. 1834 Connecticut Avenue, N.W., Washington D. C. 20009.
- National Education Association, Department of Elementary - Kindergarten - Nursery Education 1201 16th Street, N.W., Washington D. C. 20036
- National Federation for Settlements and Neighborhood Centers. 232 Madison Avenue, New York, New York 10016.
- U. S. Department of Health, Education and Welfare. Office of Child Development (Children's Bureau and the Head Start and Early Childhood Bureau), Washington, D.C. 20201.