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**ABSTRACT**

The emphasis of the course is placed on identification of the responsibilities of the parent, community, and school to provide for the needs of the child within a framework of the health and safety requirements established by law. The student may participate in schools and centers in the area in order to observe the guidance techniques and administrative practices used to provide for these needs. Planned for any senior high school student interested in employment as a Child Care Aide, the course focuses on the responsibilities of the job. The body of the text is devoted to suggested content ideas, learning opportunities, and resources organized under the headings of 10 behavioral outcomes. The course fits into the Child Care Services sequence following the prerequisite courses, The Child Care Aide and Ages and Stages. A bibliography and brief appendix of related sample materials complete the document.

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AUTHORIZED COURSE OF INSTRUCTION FOR THE



CHILD CARE SERVICES III: THE CENTER OF OUR CONCERN

Home and Family Education--6755.04

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DADE COUNTY PUBLIC SCHOOLS

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CHILD CARE SERVICES III:  
THE CENTER OF OUR CONCERN

6755.04

Home and Family Education

Written by

Thea Ahrens

for the

DIVISION OF INSTRUCTION  
Dade County Public Schools  
Miami, Florida 33132  
1972

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## COURSE DESCRIPTION

The emphasis in this course will be placed upon identification of the responsibilities of the parent, community and school to provide for the needs of the child within a framework of the health and safety requirements established by law. The student may participate in schools and centers in the area in order to observe the guidance techniques and administrative practices used to provide for the positive development, health and safety of the children.

## COURSE ENROLLMENT GUIDELINES

This course is planned for any senior high school student interested in possible employment as a Child Care Aide. It fits into the Child Care Services sequence following the prerequisite courses, The Child Care Aide and Ages and Stages.

## RATIONALE

The unique contribution of this course to the Child Care Services sequence is its focus on the responsibilities of the Child Care Aide as they relate to provisions for the health, safety and optimum development of the children in the center.

## FOREWORD

As with the prerequisite courses in the Child Care Services sequence, it is hoped that the teachers who use this course of study will draw upon their vast knowledge, interest and experience to make further improvements and additions to this first edition. To retain the continuity of the total of these courses it is recommended that the teacher select activities that will maintain the objectives within the course. This course of study was developed under the direction and leadership of Mrs. Martha Lee La Croix, Consultant, and Mrs. Betty Morrow, Teacher-Coordinator, Home and Family Education.

## MAJOR GOALS

1. The student will evaluate the relationships between parent, community and school as related to the development and behavior of the preschool age child.
2. The student will relate an understanding of Cicero's precept "Know yourself" to the satisfactions of the basic needs of children as preliminary to self-directed behavior.
3. Based upon the procedures to follow in order to insure the health and safety of the children, the student will plan activities to teach good practices of health and safety to the children in accordance with legal requirements.
4. The student will recognize the symptoms of illness in young children and report such symptoms to the person in charge without attempting a diagnosis or a cure.

## BEHAVIORAL OUTCOMES

The student will be able to:

1. Evaluate the relationships between parents and the staff of the Child Care Center, and help to promote greater participation on the part of parents.
2. Recognize the actions and procedures which help children adjust to the Child Care Center, and relate center activities to helping children experience satisfactory improvement in growth and development.
3. Recognize how adult behavior will contribute to the child's feelings of adequacy, and interpret the children's actions as an indicator of their self-image.
4. Analyze self-behavior to determine whether it helps to meet the basic needs of the children.
5. Identify the purposes of discipline and analyze how different types of control create different behavior patterns.
6. Demonstrate an understanding of the relationship between the level of maturation of the child and the forms of guidance used.
7. Assist in the development of routines established for the development of independence in the child.
8. Relate acceptable eating habits of young children to the increased development of security and independence.
9. Describe procedures to follow to insure the health and safety of children, and plan activities to teach good practices to the children.
10. Explain the symptoms of illness in children, recognize the symptoms of diseases common to children, and discuss the health policies of the community as they relate to the operation of the Child Care Center.

## COURSE CONTENT

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- I. Parent interest in the center
  - A. Parent participation in the center
  - B. Teacher or aide visitation to homes of children
  - C. Parent-group profiles
  - D. Aid in center activities such as field trips, skits
  
- II. Observing the child
  - A. Behavioral development in the Child Care Center
  - B. Individual differences in the children
  - C. Differences attributed to sexuality
  - D. Methods used for communication of needs
  - E. Helping the child cope with his problems and concerns
  - F. Development of an observation form for the Aide
  
- III. Children and their work in the center
  - A. Independence through routine
  - B. Self-image, self-control
  - C. Ways to develop the attention span through work
  
- IV. The child in the Child Care Center
  - A. Physical care
  - B. Catering to food and eating habits
  - C. Manners and socialization
  - D. Sleep and rest habits
  - E. "Let me do it!" performance
  
- V. Development of health and safety habits
  - A. Health and health-care habits
  - B. Safety in physical plant
  - C. Safety habits
  - D. Communicable diseases in children
  - E. Health policies of the community
    1. Entry to school
    2. Immunization
    3. Health requirements of the Aide

**BEHAVIORAL OUTCOME:** 1. Evaluate the relationships between parents and the staff of the Child Care Center, and help to promote greater participation on the part of parents.

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES  |
|---|---|--|
| <p>The approach by different parents to a child's first school experience will be governed, in part, by attitudes developed through individual backgrounds, including:</p> <ul style="list-style-type: none"> <li>Parents eager to help in center activities</li> <li>Parents who feel insecure and need support for child-rearing techniques</li> <li>Parents who consider the center a baby-sitting service only</li> </ul> | <p>Role-play a parent-center situation for each of these types of parents:</p> <ul style="list-style-type: none"> <li>Parent who is eager to help in center activities</li> <li>Insecure parent who needs to feel his methods of rearing the child were satisfactory</li> <li>Parent who simply wishes to leave the child in a center because he is "too busy"</li> </ul> <p>Read aloud, and discuss, each of the case studies given in <u>The Nursery School, A Human Relationships Laboratory</u>, pp. 6-13. Describe briefly what the parents of these children may have been like.</p>          | <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 339-358</p> <p><u>Good Schools for Young Children</u><br/>pp. 62-64, 371-388</p> <p>Pamphlet:<br/><u>Kindergarten - Who? What? Where?</u><br/>pp. 28-30</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 5-15, 369-387</p> <p><u>A Creative Guide for Preschool Teachers</u><br/>pp. 31-40</p> <p>Leaflet:<br/><u>Parent Conference Terms: Appendix</u></p> |
| <p>Adults are people with special feelings that call for understanding</p> <p>Inadequacy in a new situation</p> <p>Feelings of strength and confidence when a child accepts an adult</p> <p>Day care centers and parents rely upon each other with the child as the center of their concern.</p>  | <p>Unscramble a series of terms which might be used when taking part in a parent conference.</p> <p>Invite a Child Care Center director and a parent to tell how parent-center contacts are made. Ask questions related to these topics:</p> <ul style="list-style-type: none"> <li>Teachers making home visits</li> <li>Parents working in centers as paraprofessionals</li> <li>Parents visiting the center and observing</li> <li>Informal conversations between parent and director</li> <li>Parent-teacher conferences</li> <li>Regular group meetings</li> <li>Parent study groups</li> </ul> | <p>Curriculum Guide:<br/><u>A Guide: Early Childhood Education in Florida Schools</u><br/>pp. 12-15</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 38-40</p>   |



**BEHAVIORAL OUTCOME:** 1. Evaluate the relationships between parents and the staff of the Child Care Center, and help to promote greater participation on the part of parents. (Continued)

| SUGGESTED CONTENT IDEAS  | LEARNING OPPORTUNITIES  | RESOURCES  |
|--|---|--|
| <p>Parents must be considered as actual and potential assets capable of helping the center widen mutual horizons.</p> <p>Through study groups parents can gain a better understanding of their own child as they discuss problems which are of concern to parents of all young children.</p> | <p>Develop a survey form that includes the points made in the previous lesson, and visit a Child Care Center to use it.</p> <p>List values and attitudes which class members acquired from their families. Analyze one of these in detail to see how it may have originated.</p> <p>Prepare a bulletin board that shows parent participation in a center.</p> | <p><u>Guide for Establishing and Operating Day Care Centers for Young Children</u><br/>pp. 73-78</p> <p><u>Good Schools for Young Children</u><br/>pp. 11-22</p> <p>Pamphlet:<br/><u>Parents and the Day Care Center</u><br/>pp. 5-8</p> <p><u>The Child's Small World</u><br/>p. 17</p> |
| <p>Parents play a vital role in the preparation of a child for the day care center experience.</p>   | <p>Research and discuss a parent-cooperative Child Care Center.</p> <p>Debate:<br/>Once a parent has placed a child in a day care center, the legal responsibilities for that child should rest solely with the center rather than remain with the parent.</p>  | <p><u>Guide for Establishing and Operating Day Care Centers for Young Children</u><br/>pp. 12-16</p> <p>Pamphlet:<br/><u>Child Welfare League of America Standards for Day Care Service</u><br/>pp. 27-31</p>  |
| <p>A parent-group profile, a community profile, as well as parent skills and interest serve as springboards for a parent/center relationship.</p>  | <p>Have a social worker explain the parents' role in the placement of a child in a day care service.</p> <p>Select one person in class to research and make an oral report on a parent-group profile.</p> <p>Select another student to research and report on a community profile.</p>  | <p>Resource agency:<br/>Family and Children's Services</p> <p>Pamphlet:<br/><u>Child Welfare League of America Standards for Day Care Service</u><br/>pp. 10, 22, 23, 24</p> <p><u>Parents and the Day Care Center</u><br/>pp. 9-21</p>  |

**BEHAVIORAL OUTCOME:** 2. Recognize the actions and procedures which help children adjust to the Child Care Center, and relate center activities to helping children experience satisfactory improvement in growth and development.

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES   |
|---|---|---|
| <p>The Child Care Aide must know the universal needs of children and help provide experiences to meet these needs:</p> <ul style="list-style-type: none"> <li>Need to belong</li> <li>Need to achieve</li> <li>Need to excel</li> <li>Need to reverse</li> <li>Need to dream</li> <li>Need to love</li> </ul> <p>The child enters the world with no experience, with a whole set of needs, and ready for learning.</p> <p>The child, from the beginning, must form an image within himself of who he is, what he can and cannot do, and how he can relate to the world around him.</p> <p>The Child Care Aide can help the child to have pride in his home environment—his family life.</p> | <p><u>Discuss Why is Childhood Important?</u></p> <p>Read, and rewrite in own words, the following, by Francis Thompson:</p> <p>"Do you know what it is to be a child? It is to be something very different from the man of today. It is to have a spirit yet streaming from the waters of life; it is to believe in loveliness, to believe in belief, it is to be so little that the elves can reach to whisper in your ear; it is to turn pumpkins into coaches and mice into horses, lowness into loftiness and nothing into everything...for each child has a fairy godmother in his soul."</p> <p>List on the board some examples of actions that will help a child to belong:</p> <ul style="list-style-type: none"> <li>• Straight-forward manner and a look of friendliness</li> <li>• A pat on the shoulder to show affectionate interest</li> <li>• Soothing, reassuring tone of voice</li> <li>• Attentive manner—listen closely to a child</li> <li>• Praise, no matter how small the success</li> <li>• Simple duty for child to perform regularly</li> <li>• Expression of trust and faith in the child</li> <li>• Designation of a place in the room as "his," place for his own things, labeled with his name</li> <li>• Display center for child's work, referred to often</li> <li>• Build child's self-expression and self-confidence by providing opportunities to be a "hostess" or "host"</li> <li>• Reminder that the child is needed: "Don't forget, Johnny, I'll need you to help me tomorrow."</li> </ul> | <p><u>The Child's Small World</u><br/>pp. 10, 11, 12</p> <p>Curriculum guide:<br/><u>A Guide: Early Childhood Education in Florida Schools</u><br/>pp. 16-18</p> <p><u>The Child's Small World</u><br/>p. 16</p> <p>Pamphlet:<br/><u>Child Welfare League of America Standards for Day Care Service</u><br/>pp. 40-42</p> |

**BEHAVIORAL OUTCOME:** 2. Recognize the actions and procedures which help children adjust to the Child Care Center, and relate center activities to helping children experience satisfactory improvement in growth and development. (Continued)

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES   | RESOURCES   |
|---|--|---|
| <p>Activities involving parents, with the emphasis on the culture the parents represent, develop a spirit of rapport which carries over into easier teaching.</p> <p>The Child Care Aide assists the children in developing a sense of "belonging" at the center.</p>   | <p>Awareness of child's cultural background and an attitude of interest in it</p> <p>A "welcome" atmosphere to ease the child into the school situation</p> <p>Stagger times of entrance so each child can have personal attention</p> <p>Introduce the child to his surroundings: "your chair", "your place"</p> <p>Plan an activity to help the child gain a feeling of belonging.</p> <p>View the film, <u>If These Were Your Children</u>, on the topic of the helping parents interpret the "unspoken language" of child behavior and to know when it may indicate possible emotional problems. Relate to the duties of the Child Care Aide.</p> <p>Study the chart on how the <u>Child Care Center Meets Children's Needs</u> (found in the <u>Child Care Aide</u>).</p> | <p><u>Child Care Aide Unit IV-2</u></p> <p>Film:<br/><u>If These Were Your Children</u></p> <p><u>Child Care Aide pp. A-59 - A-61</u></p> |
| <p>The experiences of a child contribute to the development of his mental potential.</p> <p>Through play experiences, certain concepts and attitudes can be taught. These may include:</p> <ol style="list-style-type: none"> <li>1. Quantitative concepts             <ol style="list-style-type: none"> <li>a. Systematic number thinking</li> <li>b. Understanding of sizes</li> <li>c. Familiarity with time</li> </ol> </li> </ol> | <p>For each physical need: (1) relate the concepts formed. (2) plan an experience to develop at least one of the concepts.</p> <p>Discuss the thinking of some people who say that "children only play and don't really learn anything."</p>   | <p><u>Child Care Aide pp. A-59 - A-61</u></p> <p><u>Enjoying Family Living pp. 141, 144, 152, 155, 161</u></p>                            |

**BEHAVIORAL OUTCOME:** 2. Recognize the actions and procedures which help children adjust to the Child Care Center, and relate center activities to helping children experience satisfactory improvement in growth and development. (Continued)

| SUGGESTED CONTENT IDEAS  | LEARNING OPPORTUNITIES  | RESOURCES   |
|--|---|---|
| <p>2. Language training</p> <ul style="list-style-type: none"> <li>a. New words through communication with adults and with each other</li> <li>b. Interest in reading and proper care of books</li> <li>c. Foreign speaking children overcoming their fear of learning a new language</li> </ul> | <p>Observe children at play. Record examples of learning through <u>repetition</u>, <u>imitation</u> and <u>experimentation</u>.</p> <p>Complete the questions in <u>Child Care Aide</u> on pages A-63 and A-64 for teacher evaluation.</p>                                 | <p><u>Good Schools for Young Children</u><br/>pp. 177-181, 219-223</p> <p><u>Child Care Aide</u><br/>pp. A-63, A-64</p>                               |
| <p>3. Scientific information and habits</p> <ul style="list-style-type: none"> <li>a. Physical properties of things around them</li> <li>b. Their own bodies</li> <li>c. "How things work"</li> </ul>  | <p>Develop a learning activity to demonstrate the physical properties of water.</p>   | <p><u>Teachers' Guide to Adventures in Discovery</u><br/>pp. 117-116</p>  |
| <p>4. Appreciation of art and music</p> <ul style="list-style-type: none"> <li>a. Learn to enjoy listening to music, singing, playing simple instruments, creating rhythm</li> <li>b. Express themselves through art; recognize textures, colors, shapes</li> </ul>                              | <p>Plan a field trip that might be taken with children. Decide what things to look for, and what objectives might be achieved.</p> <p>Perform a "tone-pitch" experiment for the class:<br/>Use a tuning fork, or fill glasses with different water levels to vary tone.</p> | <p><u>Child Care Aide</u><br/>pp. A-62, A-63</p> <p>Pamphlet:<br/><u>Child Welfare League of America Standards for Day Care Service</u><br/>p. 33</p> |
| <p>5. Sensory training</p> <ul style="list-style-type: none"> <li>a. Differences and similarities in color, shape and pitch</li> <li>b. Visual acuity--puzzles, games, pictures</li> <li>c. Auditory training--music, language</li> </ul>  | <p>Perform a "tone-pitch" experiment for the class:<br/>Use a tuning fork, or fill glasses with different water levels to vary tone.</p>  | <p>Pamphlet:<br/><u>Child Welfare League of America Standards for Day Care Service</u><br/>p. 33</p>  |
| <p>6. Social attitudes</p> <ul style="list-style-type: none"> <li>a. Function in a group</li> <li>b. Share</li> <li>c. Listen to others</li> <li>d. Assume responsibility</li> <li>e. Perform tasks</li> </ul>   | <p>Develop a learning activity to demonstrate the physical properties of water.</p>   | <p>Pamphlet:<br/><u>Kindergarten - Who? What? Where?</u><br/>pp. 14, 15, 37-42</p>  |



**BEHAVIORAL OUTCOME:** 3. Recognize how adult behavior will contribute to the child's feelings of adequacy, and interpret the children's actions as an indicator of their self-image.

| SUGGESTED CONTENT IDEAS  | LEARNING OPPORTUNITIES   | RESOURCES  |
|--|--|--|
| <p>Group centers, such as a day care center or nursery school, can develop many aspects of the child's individuality that may not be tapped at home.</p> <p>The child development point of view presently emphasizes the importance of helping the child become a self-directing individual.</p> <p>A helpful and knowledgeable adult respects children's play as a clue to the child's feelings of security and adequacy.</p> <p>The behavior of the adult can help the child to adjust to <u>group</u> activities that in turn contribute to self-direction.</p> | <p>Review the body types of children in the view of the constitutional psychologists:<br/>(1) endomorph; (2) mesomorph; (3) ectomorph;<br/>(4) mixtures of these.</p> <p>Select a child of one body type and write a case situation concerning this child's self-image as shown in a nursery school setting.</p> <p>Set up, in writing, several centers of interest or activities that a three or four year old might choose. Tell how these centers of interest were planned to help children achieve a positive self-image.</p> <p>Visit a public school kindergarten and observe how the teacher guides the children's behavior into acceptable channels, thus reinforcing a positive self-image.</p> <p>A group of three children are building aimlessly with large hollow blocks. Discuss the questions an adult might ask in order to help the children become aware of the many possibilities of creative play.</p> <p>Discuss the concepts which might be achieved in the block situation.</p> <p>Demonstrate for the class how the Aide might create a desirable atmosphere for the rest period in a Child Care Center. Answer these questions: Was the teacher <u>interfering</u> by her suggestions for rest? Or helping the child feel adequate?</p> | <p><u>Child Care and Development</u><br/>pp. 298-301, Chapter 2</p> <p><u>Child Care and Development</u><br/>pp. 303-305</p> <p><u>Good Schools for Young Children</u><br/>pp. 68-75</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 167-195</p> <p><u>The Child's Small World</u><br/>pp. 14-35</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 162-164</p> |

**BEHAVIORAL OUTCOME:** 3. Recognize how adult behavior will contribute to the child's feelings of adequacy, and interpret the children's actions as an indicator of their self-image. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES  | RESOURCES  |
|-------------------------|---|--|
|                         | <p>Describe a situation in which guidance given to a child helped him feel secure.</p> <p>Discuss "The Adult Provides" at the end of discussion of each need (from <u>The Child's Small World</u>).</p> | <p><u>The Child's Small World</u><br/>pp. 16, 18, 21, 25, 29, 32</p> |

**BEHAVIORAL OUTCOME:** 4. Analyze self-behavior to determine whether it helps to meet the basic needs of the children.

| SUGGESTED CONTENT IDEAS  | LEARNING OPPORTUNITIES  | RESOURCES  |
|--|---|--|
| <p>A review of the basic needs of children may be necessary as a preliminary to Cicero's precept "Know Yourself." These basic needs are:</p> <ul style="list-style-type: none"> <li>Need to belong</li> <li>Need to achieve</li> <li>Need to excel</li> <li>Need to reverse</li> <li>Need to dream</li> <li>Need to love</li> </ul> <p>Problems of meeting the needs of a child often occur at the point at which the activity of the child is engaged in is interrupted to direct him into a routine activity.</p> <p>The need for independent action on the part of the child may conflict with the need of the adult, which may be the adult's need to help.</p> <p>The nursery school teacher and aide promote learning by creating a climate for discovery, providing blocks of uninterrupted time, reinforcing what the child does, and by serving as good "models."</p> | <p>Prepare a checklist based upon each section titled "The Adult Provides." Check each item to evaluate self-behavior in relation to meeting the basic needs of children.</p> <p>List some problem situations that might arise because of the physical set-up of the nursery school.</p> <p>The child fumbles with putting on shoes after his rest period. All the other children are waiting in line to go to the bathroom which is down the hall from the room in which they rest.</p> <p>Role-play the actions of the aide; first, as she helps with the shoes, then, as she hurries him along.</p> <p>Role-play several other conflict points. Discuss possible solutions of these behavior conflicts.</p> <p>Observe two students role-play two small children who run ahead of the others while taking a nature walk.</p> | <p><u>The Child's Small World</u><br/>pp. 16, 18, 21, 25, 29, 32</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 164-166</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 177-187</p> |

**BEHAVIORAL OUTCOME:** 4. Analyze self-behavior to determine whether it helps to meet the basic needs of the children. (Continued)

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES  |
|---|---|--|
| <p>In discipline, the child must know that we care about him, and that we will let him learn from various experiences, and learn in safety, rather than fear and confusion.</p> | <p>Discuss why this occurred, and develop examples of positive reinforcement and of negative reinforcement of the children's actions.</p> <p>Plan several one-line commands an aide might use that defeat the promotion of <u>negative learning</u>, i.e., "Mary, you climb up this side of the ladder box" (positive), not "<u>Don't</u> climb up the ladder box while Jimmy is coming down."</p> <p>Given a list of negative commands, restate them in positive terms.</p> <p>Develop a flannel board presentation of a stick-figure child building with blocks in an overcrowded area of fear, confusion, irritation and boredom. Show how these feelings defeat the success in "live" learning experiences.</p> | <p>Child Care Aide<br/>pp. A-72, A-73, A-74</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 89-91</p> <p>Leaflet:<br/><u>Let Little Laurie Learn</u><br/>Appendix</p> |



**BEHAVIORAL OUTCOME:** 5. Identify the purposes of discipline and analyze how different types of control create different behavior patterns. **BEST COPY AVAILABLE**

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES  |
|---|---|--|
| <p>The Child Care Aide in charge of the children is partially responsible for the development of acceptable behavior patterns.</p> <p>Discipline techniques for children in groups consider the group socialization as well as the self-control of the individuals.</p>   | <p>Debate:<br/>The goal of discipline is to make the child "do what you want."</p> <p>Invite a guidance counselor to take part in a question and answer session on the role of discipline in guidance.</p>  | <p><u>Child Care Aide A-69</u></p> <p>Resource person:<br/>School Guidance Counselor</p>   |
| <p>Trace around the hand. Label the palm with the words <u>Discipline Develops SELF-Control</u>; the thumb and fingers with (1) sense of security; (2) acceptable social standards; (3) respect for rights of others; (4) promote health and well-being; (5) protect from bodily harm.</p> <p>Study the "hand", then write a short paper explaining how SELF-control spreads itself into each of the "fingers", and how "hands" help all others in a group.</p> | <p>Trace around the hand. Label the palm with the words <u>Discipline Develops SELF-Control</u>; the thumb and fingers with (1) sense of security; (2) acceptable social standards; (3) respect for rights of others; (4) promote health and well-being; (5) protect from bodily harm.</p> <p>Study the "hand", then write a short paper explaining how SELF-control spreads itself into each of the "fingers", and how "hands" help all others in a group.</p> | <p>Leaflet:<br/><u>Discipline Develops SELF-Control Appendix</u></p> <p><u>Child Care Aide pp. A-69, A-70</u></p> <p>Pamphlet:<br/><u>Kindergarten - Who? What? Where? pp. 33-42</u></p> |
| <p>Pretend to be a parent participating in a group meeting with teacher and aide for the purpose of discussing child-problems concerning "respect for the rights of others".....(Take it from there).</p>   | <p>Pretend to be a parent participating in a group meeting with teacher and aide for the purpose of discussing child-problems concerning "respect for the rights of others".....(Take it from there).</p>   | <p><u>Understanding and Building Young Children pp. 211-231</u></p> <p>Leaflet:<br/><u>Puppet-making Appendix</u></p>  |
| <p>Make three puppets from popsicle sticks with styrofoam heads. Dress two as children and one as an adult. (The group of puppets may be enlarged but this presents problems in handling.) Using a makeshift stage, present discipline problems likely to occur in a group situation with children, three, four and five years of age.</p>  | <p>Make three puppets from popsicle sticks with styrofoam heads. Dress two as children and one as an adult. (The group of puppets may be enlarged but this presents problems in handling.) Using a makeshift stage, present discipline problems likely to occur in a group situation with children, three, four and five years of age.</p>  | <p>Leaflet:<br/><u>Puppet-making Appendix</u></p>  |

**BEHAVIORAL OUTCOME:** 5. Identify the purposes of discipline and analyze how different types of control create different behavior patterns. (Continued)

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| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES   |
|---|---|---|
| <p>Solutions to problems of misbehavior call for questions to be asked in order to reach some course of action:</p> <ul style="list-style-type: none"> <li>What did the child do?</li> <li>Why did he do it?</li> <li>Did he know better?</li> <li>Did he wish to do wrong?</li> <li>How can the fault be corrected?</li> <li>How can he learn the appropriate behavior?</li> </ul> | <p>Present the problem on stage, then attempt resolution through employing each type of control (adult, democratic, or child control). Compare the projected results.</p> <p>Role-play a "misbehavior" situation. Knowing that communication is vital when disciplining a child, and knowing that the child's actions may trigger a negative response, practice each of the guidance suggestions given in <u>Child Care Aide</u>. Write personal feelings as the reading is done.</p> | <p><u>Child Care and Development</u><br/>pp. 223-233</p> <p><u>Child Care Aide</u><br/>pp. A-71, A-72, A-73</p> |

**BEHAVIORAL OUTCOME:** 6. Demonstrate an understanding of the relationship between the level of maturation of the child and the forms of guidance used.

| SUGGESTED CONTENT IDEAS  | LEARNING OPPORTUNITIES  | RESOURCES   |
|--|---|---|
| <p>A young child needs to move toward inner discipline because as he matures and moves away from home to school to peers to a larger society, he will need to make decisions in keeping with his advancing ages.</p>                     | <p>List on the board the probable differences in abilities that are directly traceable to the child's maturity.</p> <p>Discuss ways in which children with differing abilities may be handled with a minimum of conflict.</p> <p>Look at a "good" daily schedule in a center. Write, for teacher evaluation, a short paper on "How a Flexible Schedule is Balanced Between Behavior and Maturity."</p> <p>Study these suggestions for setting limits:</p> <ul style="list-style-type: none"> <li>Set only necessary limits.</li> <li>Be sure the child understands the limits.</li> <li>Be consistent without being inflexible or afraid.</li> <li>Give the child time to accept the limits.</li> <li>Accept the child's feeling when he "tests" the limits.</li> </ul> <p>Give an example of the setting of limits for the 3-year-old; the 4-year-old; the 5-year-old.</p> <p>Apply the suggestions of setting limits to the finger-painting activity.</p> <p>Develop an observation form that may be used to check a child's common problems of behavior.</p> | <p><u>Good Schools for Young Children</u><br/>pp. 64-66</p> <p><u>Child Care Aide</u><br/>pp. A-74, A-75, A-76</p> <p><u>Good Schools for Young Children</u><br/>pp. 140-149</p> <p><u>A Creative Guide for Preschool Teachers</u><br/>pp. 23-30</p> <p><u>Child Care Aide</u><br/>p. A-78</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 229-235</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 238-242</p> <p><u>Child Care Aide</u><br/>pp. A-74, A-75, A-76</p> |
| <p>Limits placed on a child's behavior are closely related to the support of the child in his growth.</p> <p>Much may be learned about the kinds of control a child has built up as his experiences with new materials are observed.</p> |   |   |

**BEHAVIORAL OUTCOME:** 6. Demonstrate an understanding of the relationship between the level of maturation of the child and the forms of guidance used. (Continued)

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| <b>SUGGESTED CONTENT IDEAS</b> | <b>LEARNING OPPORTUNITIES</b>  | <b>RESOURCES</b> |
|--------------------------------|--|------------------|
|                                | <p>Visit a center and observe a child for fifteen minutes. Record any behavior problems observed. Observe a teacher or an aide for fifteen minutes; notice how behavior problems of the children are handled. Record whether the observations concur with knowledge gained in class.</p> <p>Discuss the observations with the class.</p> |                  |

**BEHAVIORAL OUTCOME:** 7. Assist in the development of routines established for the development of independence in the child.

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| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES   | RESOURCES  |
|---|--|--|
| <p>When a child is involved in performing tasks suitable to his ability the child develops:</p> <ul style="list-style-type: none"> <li>A sense of order</li> <li>A desire to preserve this order</li> <li>A feeling of independence which leads to self-discipline</li> </ul> <p>Supervision is necessary as children perform routine tasks until such time as greater accomplishment reduces the need for assistance.</p> <p>The efforts toward balance between dependence and independence are frustrating; how well the child succeeds in achieving this balance will determine, in large measure, the kind of adult he will become.</p> <p>Six important criteria should be considered when judging the appropriateness of clothing for young children:</p> <ul style="list-style-type: none"> <li>Must give freedom for action</li> <li>Must be sturdy</li> <li>Must allow for <u>self-dressing</u></li> <li>Must be suited to the weather</li> <li>Must be of suitable weight</li> <li>Should promote good posture</li> </ul> | <p>Take part in a round table discussion concerning the "Let me do it" tasks that the child between three and five years of age might perform in each of these areas: housekeeping, dressing, washing, toileting, or</p> <p>Take part in a buzz session to prepare a series of questions for the round table to answer. Questions such as "Why is a game like playing house important to a child's development?" "How does the game progress as the child matures?"</p> <p>Given the following incidents:<br/>         The children played in the housekeeping corner, and left the dishes on the table; the children played with puzzles, and left the pieces scattered on the floor; the children undressed the dolls, and left the clothes on the floor.<br/>         Explain how the children should have performed, and <u>what</u> the aide should do.</p> <p>Browse through pattern catalogs in search of pictures of children's clothing. Mount any pictures that will show articles of clothing that might be suitable to develop independence in dressing for the young child.</p> | <p><u>Child Care Aide</u><br/>pp. A-62, A-63, A-64</p> <p><u>Understanding and Guiding Young Children</u><br/>pp. 107-127, 130-131</p> <p><u>Child Growth and Development</u><br/>pp. 234-239</p> <p>Assorted pattern catalogs</p> |



**BEHAVIORAL OUTCOME:** 7. Assist in the development of routines established for the development of independence in the child. (Continued)

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| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES   | RESOURCES   |
|---|--|---|
| <p>(To the teacher: Make a basic paper doll pattern of a young boy and a young girl, toddler age or a four- or five-year-old. Give one of each to each student in class.)</p> <p>Training in the proper care of teeth beginning at approximately age three is necessary to keep teeth in a healthy condition, as well as developing a further area of independence toward routine tasks.</p> <p>When washing the face of a young child, care should be taken to relieve any fears on the part of the child.</p> | <p>Make a poster to illustrate the types of clothing fasteners on the market. Discuss which fasteners should be used for young children's clothing and give the reasons.</p> <p>Draw, for the paper dolls distributed by the teacher, various articles of clothing suitable for training a child to dress himself.</p> <p>View the film, <u>Take Time for Your Teeth</u>, and discuss tooth care.</p> <p>Plan how teeth and their care could be explained to a young child.</p> <p>Invite a dentist to talk about the formation and care of teeth in young children.</p> <p>Define the term, <u>fluoridation</u>. Search references to discover what it is, its purposes, etc. Pool information found.</p> <p>Have an auction of dental supplies: toothbrushes, toothpaste, tooth powder, dental floss, both waxed and un-waxed, oral irrigator. "Sell" each product for use by young children.</p> <p>Discuss what has been learned about the topic, "Look, Mom, no cavities."</p> <p>Demonstrate the proper method for washing a child's face.</p> | <p><u>Child Growth and Development</u><br/>pp. 213-225</p> <p>Film:<br/><u>Take Time for Your Teeth</u></p> <p><u>Child Growth and Development</u><br/>pp. 129-131</p> <p>Resource person:<br/>Dentist</p> <p>Assorted references from:<br/>Library<br/>Dental offices<br/>Toothpaste brochures</p> <p><u>Child Care and Development</u><br/>pp. 315-327, 138-150</p> |

**BEHAVIORAL OUTCOME:** 7. Assist in the development of routines established for the development of independence in the child. (Continued) **BEST COPY AVAILABLE**

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES  |
|---|---|--|
| <p>Training in the routine task of washing hands after toileting, and before eating is essential.</p> <p>The repetition of an activity with adequate recognition for achievement helps to make the activity the child's very own.</p> | <p>Use the puppets and role-play a toileting situation in which washing of hands is introduced.</p> <p>Discuss the importance of bathroom facilities which are convenient for the child to use, particularly in group situations.</p> <p>Develop some "praise" techniques to reinforce the washing of hands by young children.</p> <p>Answer the questions in <u>Child Care Aide</u>, page A-35 for teacher evaluation.</p> | <p><u>Child Care Aide</u><br/>pp. A-03, A-04, A-05</p> |

**BEHAVIORAL OUTCOME:** C. Relate acceptable eating habits of young children to the increased development of security and independence. **BEST COPY AVAILABLE**

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES   |
|---|---|---|
| <p>A child who enters nursery school brings with him a "long past" of eating experiences to be dealt with in the center.</p>  | <p>Recall from childhood examples of problem eating habits, and the handling of these problem habits, i.e., placing the milk glass on the edge of the table, eating with fingers.</p>   | <p><u>Child Care Aide</u><br/>pp. A-101, A-102</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 154-162</p> |
| <p>Just as with all areas of child-training, the preparation for eating has certain routines and limits to follow as a means of developing desirable eating habits in children.</p> | <p>Review the planning for a day in a Child Care Center and analyze how each proposed schedule allows for routine habit-formation. Check also for limits which are set such as: the means used for taking the children to bathrooms before mealtimes, the seating of the children, the pre-meal activities.</p>                               | <p><u>Child Care and Development</u><br/>pp. 307-311</p> <p><u>Good Schools for Young Children</u><br/>pp. 68, 140-148</p>            |
| <p>A child is affected by the attitudes of adults toward his eating habits.</p>   | <p>Role-play possible nursery school situations to demonstrate the problems in eating habits that a child may have:</p> <ul style="list-style-type: none"> <li>Eating with a group of children his own age</li> <li>Variety of foods</li> <li>Conversation at table</li> <li>Pouring liquids</li> <li>Tiring of the eating process</li> </ul> |   |
| <p>Since children learn through observation and imitation, it becomes essential to set the table attractively and correctly.</p>  | <p>Discuss the pros and cons of the value of the "clean plate" concept.</p>   |   |
| <p>Plans for mealtime in a group situation become more meaningful for the children if the food and table-setting follow the learning theme for the daily schedule.</p>              | <p>List on the board ideas for making a table-setting attractive. Relate this to children.</p> <p>Plan one entire mealtime situation with a group of six four- and five-year-old children. Include the menu, the tablesetting, the decorations, the seating, the directions for conversation with the children.</p>                           | <p><u>Child Care Aide</u><br/>pp. A-102</p> <p><u>Child Care Aide</u><br/>p. A-91</p>   |



**BEHAVIORAL OUTCOME:** 2. Relate acceptable eating habits of young children to the increased development of security and independence. (Continued)

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES   |
|---|---|---|
| <p>The teaching of good basic table manners develops better social acceptance.</p> <p>Acceptance of a child's actions, and a good sense of humor, can turn the child's fear and distrust into security and trust.</p> | <p>Develop some guidelines to make mealtime pleasant as well as a learning situation for children.</p> <p>Discuss what should be done in the following problem situations:<br/>           Every child has finished eating but Tommy.<br/>           Susie has spilled her milk onto Bobby's plate of food.<br/>           Kim asks for more applesauce when there is only one extra serving left.<br/>           Betty was crying over the sharing of the stethoscope just before coming to the table.<br/>           David refuses to eat because, he says, "My daddy told me not to."</p> | <p><u>Good Schools for Young Children</u><br/>pp. 74, 75</p> <p><u>Child Care Aide</u><br/>pp. A-105 - A-109</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 154-162</p> |

**BEHAVIORAL OUTCOME:** 9. Describe procedures to follow to insure the health and safety of the children, and plan activities to teach good practices to the children.

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES  | RESOURCES  |
|---|---|--|
| <p>Fifty-two per cent of the accidents concerning children occur at school.</p> <p>To feel free one must feel safe; therefore, clearly defined limits must be maintained for young children.</p> <p>The mental health of the adult in charge of children can greatly facilitate or hinder the approach to sound health and safety practices for the children.</p> | <p>List and discuss four major causes of accidents: carelessness; unorganized activities; ignorance; homes, buildings and automobiles in poor repair.</p> <p>Each student write a short paper on "What Would I Do?" stating what he would do to protect children placed in his care. Be specific.</p> <p>Use a younger sister or brother situation, or a babysitting situation, or a nursery school situation.</p> <p>Witherspoon poses a series of questions for self-examination relating to the mental health of the adult placed in charge of children.</p> <p>Each student answer them.</p> <p>Do I see children as they really are? Or are my concepts clouded by my own experiences as a child?</p> <p>Can I show kindness and affection toward others? Or, do I feel that this is unnecessary?</p> <p>Do my actions and deeds reflect confidence and integrity? Or, are they merely an attempt to "save face" in order to protect me from myself?</p> <p>Do I view myself as physically healthy, ambitious and enthusiastic? Or, do I view myself as "tired" all the time even though I am healthy in the physical sense?</p> <p>Am I sure that others think of me as their friend?</p> <p>Do I face crises calmly and confidently so that I can face reality whatever it may be? Or, do serious "accidents" always happen to me?</p> | <p><u>Child Care Aide</u><br/>pp. A-155 - A-159</p> <p><u>Good Schools for Young Children</u><br/>pp. 297, 298</p> <p><u>The Nursery School, A Human Relationships Laboratory</u><br/>pp. 100-103, 315-316</p> |

**BEHAVIORAL OUTCOME:** 9. Describe procedures to follow to insure the health and safety of the children, and plan activities to teach good practices to the children. (Continued)

| SUGGESTED CONTENT IDEAS  | LEARNING OPPORTUNITIES  | RESOURCES   |
|--|---|---|
| <p>health, comfort and safety are primary concerns in planning the physical environment for children.</p> <p>"Children must have:</p> <p>S ecurity</p> <p>A ctivities</p> <p>F reedom</p> <p>E ducation</p> <p>T rust</p> <p>Y ou</p> <p>for good health practices."</p> <p>T. J. Ahrens</p> | <p>Discuss the following physical facilities in relation to health and safety of the children in a center:</p> <ul style="list-style-type: none"> <li>Arrangement of equipment for active and quiet play</li> <li>Lighting for play and rest</li> <li>Protection from traffic</li> <li>Equipment well made and in good condition</li> </ul> <p>Arrange to take a group of young children to a fire station. Plan the <u>security</u> procedures to use; what <u>activities</u> the children might pursue at the fire station; the <u>freedom</u> to allow, within limits set; what and how the trip will <u>educate</u> for safety; explain why everyone should <u>trust</u> the fireman; and the part <u>you</u> played over all for the health and safety training of the children.</p> <p>Plan and role-play safety "games" to teach children:</p> <ul style="list-style-type: none"> <li>Getting in and out of a car, and in-the-car behavior</li> <li>How to use the ladder box properly, taking turns</li> <li>Safe ways to store hammers, scissors, pins, brooms and other equipment</li> <li>Proper way to carry a chair</li> <li>Simple rules of fire prevention—we <u>walk</u> quietly, etc.</li> </ul> | <p>Good Schools for Young Children<br/>pp. 299-309, 403-410</p> <p>Child Care Aide<br/>p. A-157</p> <p>The Nursery School, A Human Relationships Laboratory<br/>pp. 69, 102, 150, 373</p> <p>Child Care Aide<br/>pp. A-157, A-150</p> <p>Good Schools for Young Children<br/>p. 308</p> |

**BEHAVIORAL OUTCOME:** 10. Explain the symptoms of illness in children, recognize the symptoms of diseases common to children, and discuss the health policies of the community as they relate to the operation of the Child Care Center.

| SUGGESTED CONTENT IDEAS  | LEARNING OPPORTUNITIES   | RESOURCES  |
|--|--|--|
| <p>Concern for the health and safety of children in a Child Care Center is part of the larger concern for community health.</p> <p>Physical examinations should be made within one month prior to the date the child enters school for the first time.</p> | <p>Invite a speaker on community health to discuss epidemics, mass immunization.</p> <p>List the agencies or organizations in the community that may serve as health resources.</p> <p>Discuss requirements in the community for the first entrance to school. Investigate the situation in regard to the recently adopted immunization regulations.</p> <p>Develop a form that might be used to record the physical health of a child entering school.</p>                  | <p>Resource persons:<br/>Public Health worker<br/>School nurse</p> <p><u>Good Schools for Young Children</u><br/>pp. 302, 303</p> <p>Pamphlet:<br/><u>Child Welfare League of America</u><br/><u>Standards for Day Care Service</u><br/>p. 57</p> <p><u>Child Care Aide</u><br/>p. A-162</p> <p>Film:<br/><u>Looking at Children</u></p> <p><u>Good Schools for Young Children</u><br/>pp. 393, 394</p> <p><u>Child Care Aide</u><br/>p. A-163</p> <p><u>Good Schools for Young Children</u><br/>pp. 302-304</p> <p><u>Child Care Aide</u><br/>pp. A-161 - A-172</p> |
| <p>The Child Care Aide may not be responsible for morning inspection of the children, but it is important for her or him to recognize symptoms in the event of illness developing during a time when she or he has charge of the children.</p>             | <p>View the film, <u>Looking at Children</u>, and discuss the clues to childhood health problems often seen by classroom teachers.</p> <p>Prepare a checklist of health precautions to use in the morning inspection of a child, and tell how both parent and child might be "put at ease."</p> <p>Practice the use of the tongue depressor and an accompanying reassuring "patter" for the children.</p> <p>Discuss the health policies typical for Child Care Centers.</p> |  |

**BEHAVIORAL OUTCOME:** 10. Explain the symptoms of illness in children, recognize the symptoms of diseases common to children, and discuss the health policies of the community as they relate to the operation of the Child Care Center. (Continued)

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES   | RESOURCES  |                    |                 |          |  |  |  |  |   |
|---|--|--|--------------------|-----------------|----------|--|--|--|--|---|
| <p>"Any child who does not appear to be completely well should be considered sick until proven otherwise," according to the <u>Texas Day Care Newsletter</u>.</p> | <p>Role-play: A child has become unduly fatigued early in the day. The supervisor asks the aide to relate his observation of the child to the parent on the telephone.</p> <p>Review the "poor health" signals to look for in children.</p> <p>Study and attempt to become familiar with the "Communicable Diseases of Children," as given in the charts in <u>Child Care Aide</u>.</p> <p>Write a brief paragraph: "When I had ....." concerning an illness recalled from childhood.</p> <p>Prepare a chart on <u>Immunization</u> as though it were being prepared by a parent, for an imaginary child.</p> <table border="1" data-bbox="1123 788 1389 1675"> <thead> <tr> <th>Disease</th> <th>Age for First Dose</th> <th>Number of Doses</th> <th>Boosters</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Disease  | Age for First Dose | Number of Doses | Boosters |  |  |  |  | <p><u>Good Schools for Young Children</u><br/>pp. 296-309</p> <p><u>Child Care Aide</u><br/>pp. A-163, A-164</p> <p><u>Child Care Aide</u><br/>p. A-165 - A-167</p> <p>Pamphlet:<br/><u>Child Welfare League of America</u><br/><u>Standards for Day Care Services</u><br/>pp. 54-56</p> <p><u>Child Care Aide</u><br/>p. A-165</p> |
| Disease   | Age for First Dose   | Number of Doses  | Boosters           |                 |          |  |  |  |  |   |
|   |  |  |                    |                 |          |  |  |  |  |   |
| <p>Records concerning immunizations for the child should be relayed by the parents to the center the child attends.</p>   | <p>Exchange knowledge in class of immunizations received and discuss whether they were important or necessary.</p> <p>Discuss and practice the proper techniques for reporting and treating minor cuts:</p>  | <p>The Child Care Aide may assist in administering first aid for cuts and bruises.</p> |                    |                 |          |  |  |  |  |   |



**BEHAVIORAL OUTCOME:** 10. Explain the symptoms of illness in children, recognize the symptoms of diseases common to children, and discuss the health policies of the community as they relate to the operation of the Child Care Center. (Continued)

| SUGGESTED CONTENT IDEAS   | LEARNING OPPORTUNITIES   | RESOURCES  |
|---|--|--|
| <p>Policies of a center must protect the child and prevent any possible charges of negligence.</p>  | <p>"Mary fell from the swing and scraped both knees, causing a surface abrasion." Treat it.</p> <p>"Jimmy hit his finger when using the hammer, causing a bruised finger and darkened nail." Treat it.</p> <p>"Sally was kicked in the head by accident, causing an ugly bump, and hurt feelings." Treat it.</p> <p>Debate: Parents place their child in a center of their own knowledge, and should not be able to bring a suit for negligence at a later date.</p>   | <p>Pamphlet:<br/><u>Child Welfare League of America</u><br/><u>Standards for Day Care Services</u><br/>p. 56</p> <p>Resource agencies:<br/>Local water supply company<br/>Local county water department<br/>State and national Hotel and Restaurant Association<br/>Public Health Department</p> |
| <p>The Child Care Aide knows and follows the health measures for children established in a good Child Care Center.</p>                    | <p>Research local water contamination. Study slides of local water under a microscope and draw what appears. Discuss the pollution of local canals and lakes as it can affect children.</p> <p>Invite a biology teacher to speak to the class about bacteria as it relates to health practices of children.</p> <p>Write for bulletins on food handling requirements. Discuss the adequacy of the requirements.</p> <p>Review the tests made in order to obtain the food handler certificate required for employment as a Child Care Aide.</p> | <p>Child Care Aide<br/>pp. A-158 - A-159, A-170 - A-172</p>  |
| <p>Provisions made for a clean and healthful environment include activities which will help children reach satisfactory health goals.</p> | <p>List the provisions for sanitation in a good Child Care Center.</p>   |  |

**BEHAVIORAL OUTCOME:** 10. Explain the symptoms of illness in children, recognize the symptoms of diseases common to children, and discuss the health policies of the community as they relate to the operation of the Child Care Center. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES  | RESOURCES |
|-------------------------|---|-----------|
|                         | <p>Divide into three teams each taking a topic: (1) health; (2) safety; and (3) first aid and poisons. Participate in a round-robin question and answer session using questions concerning all three areas. Teacher records check marks for accuracy of each team on the board.</p> <p>Plan three activities that might be used with young children to teach health, safety, and first aid and poisons.</p> <p>Debate: The skull and crossbones label on a poison attracts a child rather than warns, therefore should not be used.</p> |           |

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**A P P E N D I X**

Parent Conference Terms

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Unscramble these terms:

YLTIIIBA — Ability

CELUMSS — Muscles

INTODOROCANI — Coordination

LANSYPIC — Physical

CLOISA — Social

MEANOIEOL — Emotional

MESPRTA — Parents

DECKLECK — Knowledge

TTFDEAIU — Attitude

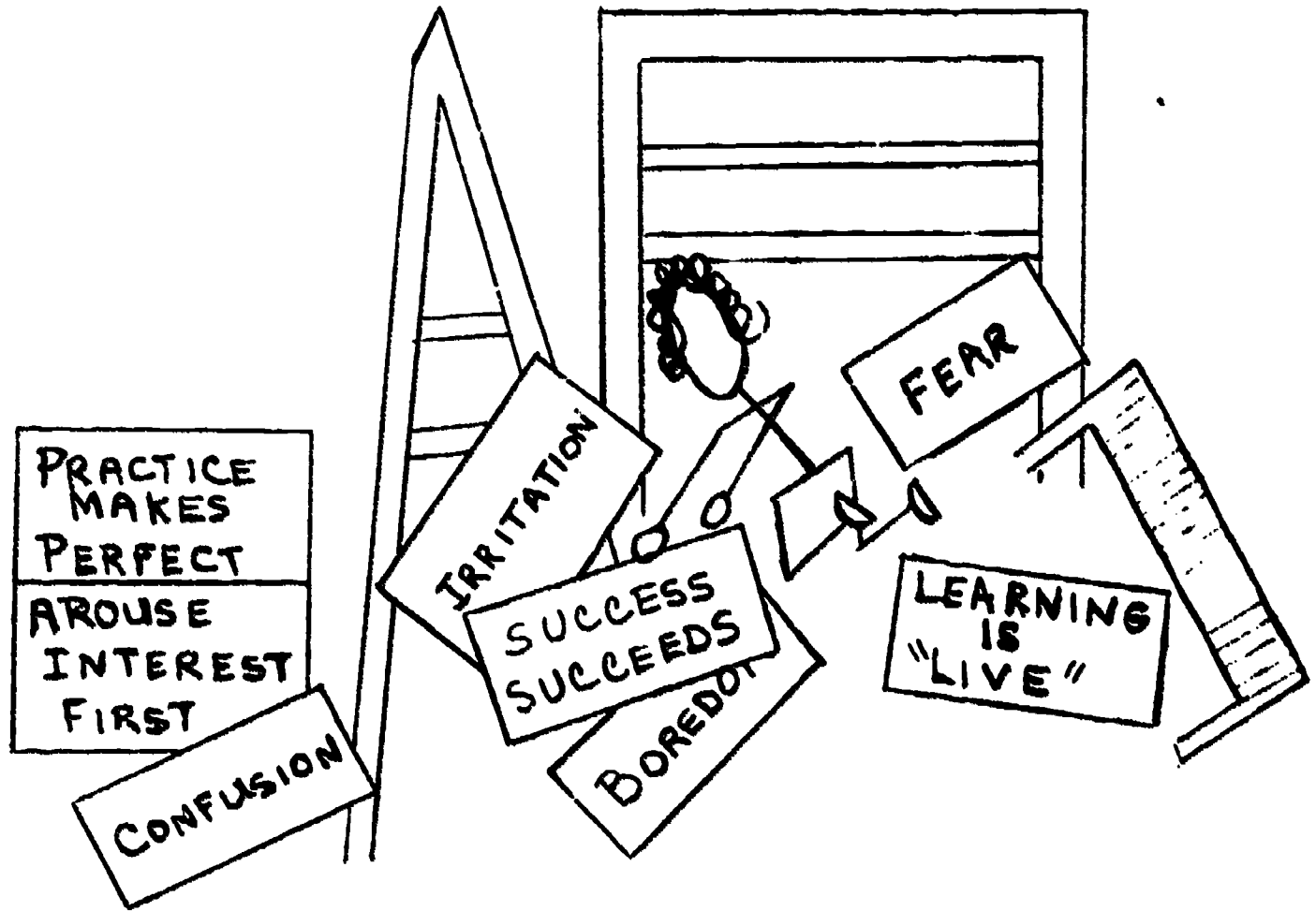
RLOA — Oral

-MCHORLOHSLT — Self-Control

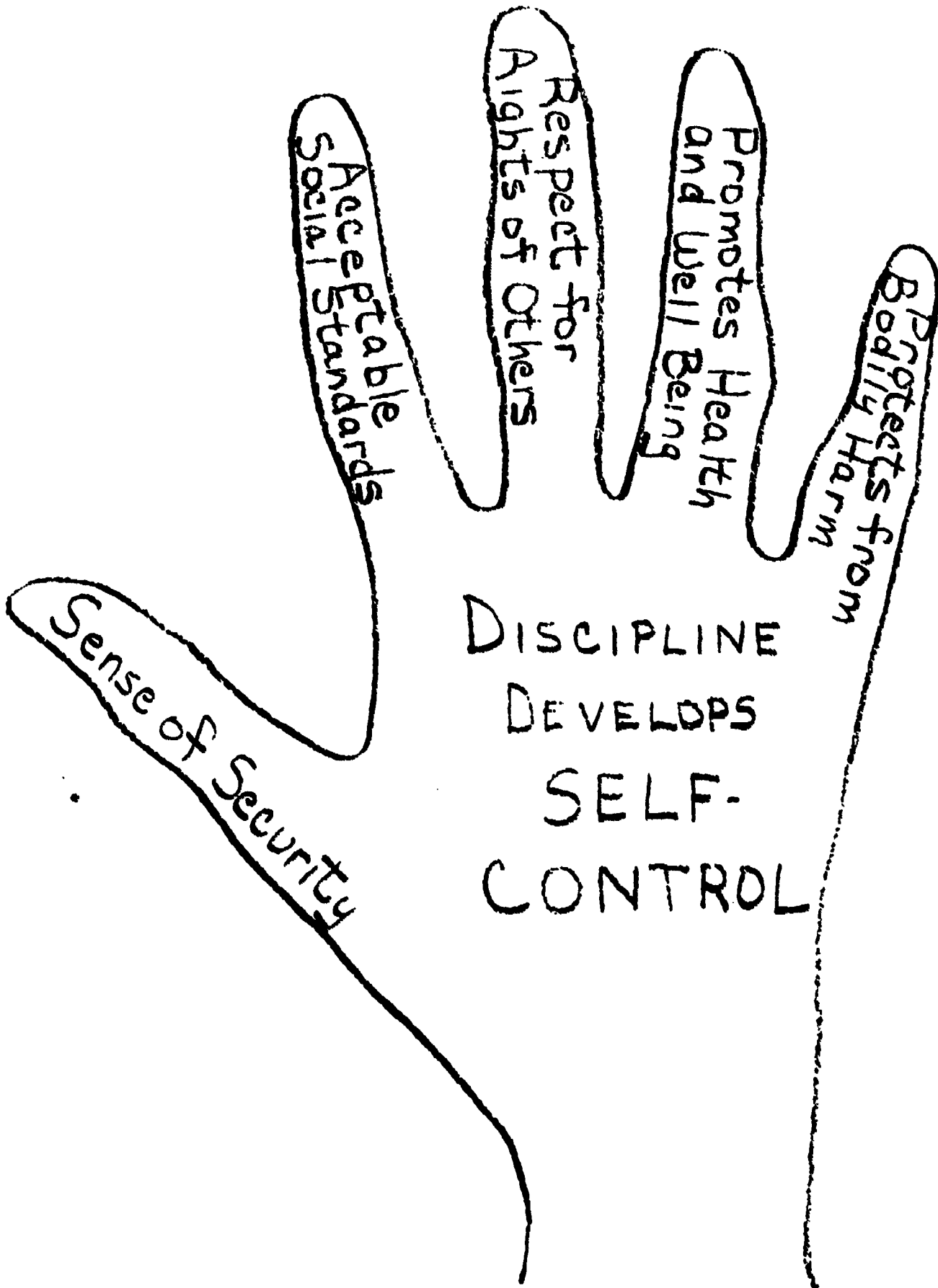
PNLISDCIE — Discipline

NGILINSTE — Listening

ECUTLANITLLE — Intellectual

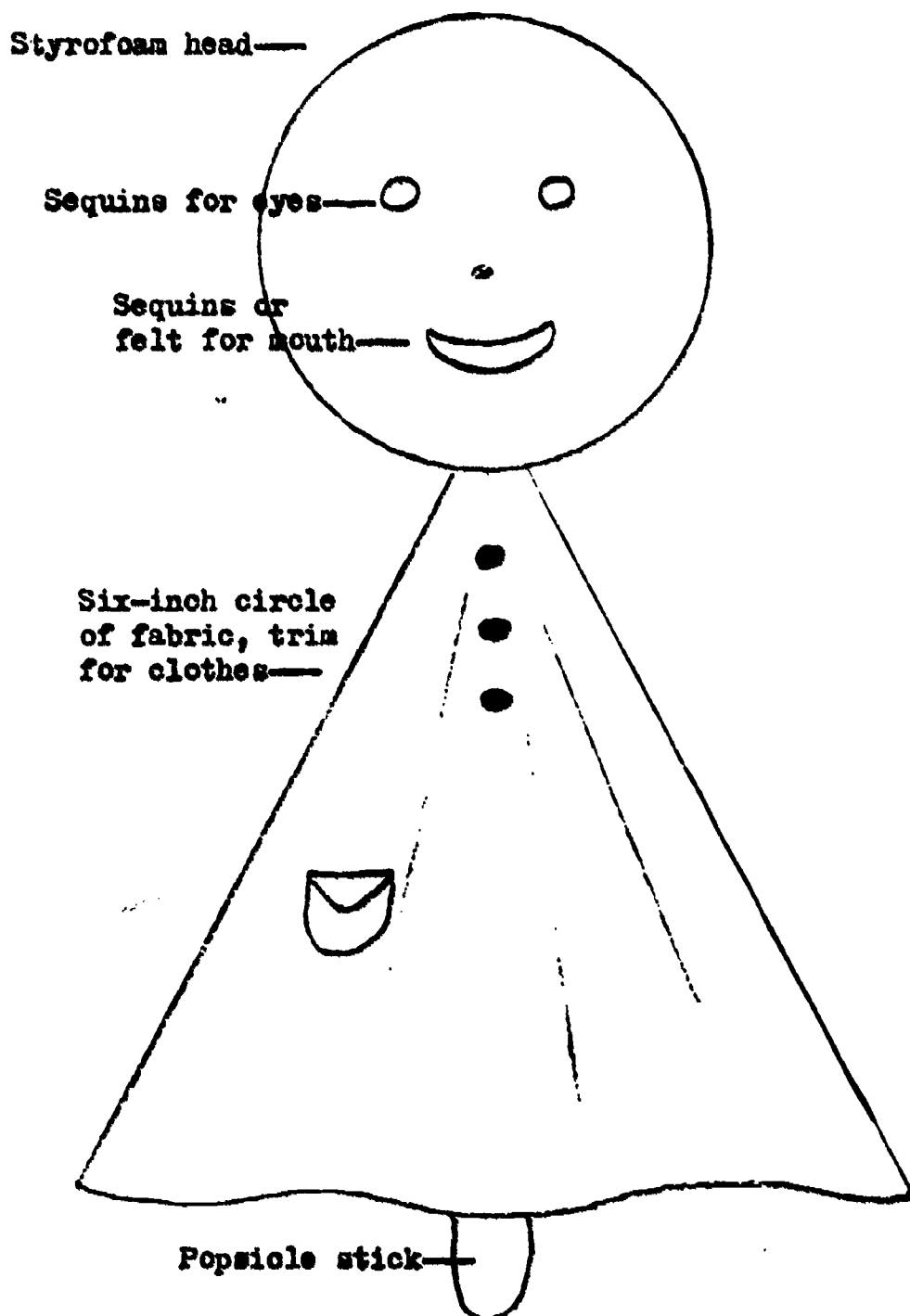


LET LITTLE LAURIE LEARN



## Puppet-Making

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Insert fabric center into popsicle stick. It may be necessary to sharpen end of the stick to a point for easier entry.

Dress the puppets using trim to indicate whether child or adult.