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**ABSTRACT**

The teaching guidelines, presented as working papers, are related to the training of preschool assistants, child development center assistants, early childhood assistants, and preschool children's assistants. Content, learning experiences, and resources included are based on an analysis of tasks that workers perform in working with young children. Teaching units deal with child development background, learning experiences for young children, routine activities, food, equipment and facilities, emergency procedures, and an orientation to the career aspects of child care occupations (employee qualities and opportunities, obtaining a job, and job ethics). Each unit categorizes unit objectives, knowledge level, learning experiences, and resources for learning. Additional references of books, pamphlets/bulletins, and films/filmstrips are included in the appendix. (EA)

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Guidelines for Teaching:

Preschool Assistant  
Child Development Center Assistant  
Early Childhood Assistant  
Preschool Children's Assistant

State of Washington  
Coordinating Council for Occupational Education  
Home and Family Life Section  
Olympia  
1972

OVERVIEW

**Guidelines for Teaching:**

Preschool Assistant  
Child Development Center Assistant  
Early Childhood Assistant  
Preschool Children's Assistant

These guidelines are presented as working papers. The content, learning experiences, and resources included are based on an analysis of tasks workers perform in working with young children. The learning experiences demand that groups of young children be available for observation.

In the "Resources for Learning" column, bulletins and pamphlets are numbered, and films and filmstrips are lettered. The numbers and letters indicate sources listed in the appendix, pages 41-45. Complete references for books will be found in the appendix, page 39.

As you use these, we urge you to make note of changes and/or additions so that they may be incorporated into the next edition. Send your suggestions for changes to Marianne Andrews, 216 Old Capitol Building, Olympia, Washington 98504.

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**OUTLINE OF COURSE CONTENT FOR THE:**

Preschool Assistant  
Child Development Center Assistant  
Early Childhood Assistant  
Preschool Children's Assistant

Introduction to Working with Young Children

Survey of programs for children  
Personal characteristics of people who work with children  
On-the-job activities

Growth and Development of Young Children

Observation - method of learning about children  
Physical and motor  
Social  
Emotional  
Intellectual  
Personality

Learning Experiences for Young Children

Criteria for selection and presentation of:

Stories and poetry  
Art  
Music  
Science  
Trips or excursions  
Creative or dramatic play  
Food preparation  
Contribution of activities to growth and development  
Preparation of environment  
Arrangement of equipment and materials  
Indoor  
Outdoor  
Role of the adult in guiding learning experiences  
Schedules  
Planning daily activities  
Schedule  
Assisting teacher with daily planning

Routine Activities

Eating  
Personal cleanliness  
Resting  
Toileting  
Clothing

Guiding Children's Behavior

Awareness of own reactions to children's behavior  
Causes of children's behavior  
Teaching techniques:  
Affection, warmth, and approval  
Positive statements  
Voice  
Goal of guidance:  
Achieving independence  
Controlling own behavior  
Special guidance problems

Food for Children

Menus and nutrition  
Food preparation  
Food service  
Meal clean up

Maintaining Equipment and Facilities

Cleaning in a child development center  
Storage in a child care center  
Minor repairs  
Sanitation and safety

OUTLINE OF COURSE CONTENT (Cont.)

Meeting Emergencies

Recognizing illness and other emergencies  
Procedures for meeting illness and other emergencies

Orientation to the World of Work

Qualities of a good employee  
Employment opportunities  
Job application  
References  
Interviews  
Ethics  
Employee-employer relationships  
Employee-employee relationships  
Employee-parent relationships  
Treatment of confidential information  
Laws affecting the job

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit 1 Introduction to Working with Young Children Approximate Time for Unit

Objective of Unit The student will become aware of the places and ways where the needs of young children are met. The student will be better able to identify characteristics of persons who work with young children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
<p>Programs for young children</p>	<p>View filmstrip, "Nursery School, A Planned Program for Three- and Four-Year-Old Children," with recording.</p> <p>Take field trip to see places where children are in groups away from home.</p>	<p>Filmstrip: "Nursery School, A Planned Program for Three- and Four-Year-Old Children." (A)</p> <p>Headstart Program Nursery Schools Day Care Centers Nurseries Foster Homes Kindergartens</p>
<p>On-the-job activities</p>	<p>Listen to person in charge of groups of children describe a "typical day" in her program.</p> <p>Interview a child-care worker to analyze her job. Write a simple job analysis indicating:</p> <ol style="list-style-type: none"> <li>What she does on job</li> <li>Equipment she uses on job</li> <li>What she needs to know to do the job</li> </ol>	<p><u>Essentials of Nursery Education, NAEYC. (13)</u></p> <p>Child-care worker</p>
<p>Personal characteristics of persons who work with children</p>	<p>Use job analysis, plus selected readings to prepare a list of desirable personal qualities and attitudes needed for working with children.</p> <p>List characteristics of worker observed in film.</p>	<p>Job analysis</p> <p><u>Preschool Guide. (5)</u></p> <p>Film: "It's a Small World." (B)</p>

BIG IDEAS  
(What He Must Know)

Personal characteristics of persons who work with children (Cont.)

## LEARNING EXPERIENCES

Compile a list of techniques to make acquaintance of children.

Compile master list of qualities--health, emotional behavior, appearance, communication skills--needed by a person who works with children.

Listen to talk by day care director or supervisor of children to discover the need for developing a professional attitude toward the child and his family.

Review supervisor's "big ideas" by written summary.

Evaluate self in terms of qualities needed to be an effective worker with young children.

## RESOURCES FOR LEARNING

Observation of Children in a Home Economics Program (1)

Shuey, Woods and Young, Learning About Children.

Smart and Smart, Living and Learning with Children.

Brisbane, The Developing Child.

Individual lists of personal qualities

Day Care Center Director or Nursery School Supervisor



Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit II Growth and Development of Young Children

Approximate Time for Unit

Objective of Unit The student will be better able to identify and analyze the developmental growth characteristics of young children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
<p>Uniqueness of individuals</p>	<p>Check ages at which people in your family stood without help, crawled, walked, cut tooth, spoke first word, etc.</p> <p>Compare individuals within family for similarities and differences.</p> <p>Compare with classmates to note similarities and differences.</p>	<p><u>Nursery School Portfolio, ACEI, Leaflet #1. (2)</u></p> <p><u>Baker, Understanding and Guiding Young Children.</u></p> <p><u>Brisbane, The Developing Child.</u></p> <p><u>Gesell and Ilg, Child Development, An Introduction to the Study of Human Growth. (Teacher Reference)</u></p>
<p>Stages of development - Each individual will normally pass through each stage exhibiting traits that are characteristic of each stage.</p>	<p>Read references on norms of development. List "big ideas" from reading.</p>	
<p>Development</p> <ul style="list-style-type: none"> <li>- follows a pattern</li> <li>- is continuous</li> <li>- proceeds from general to specific</li> <li>- is predictable</li> <li>- proceeds at different rates for different parts of the body</li> </ul>	<p>View film. List "big ideas." Draw conclusions from film, readings, and student data.</p>	<p>Film: "Principles of Development." (C)</p>

**BIG IDEAS**  
(What He Must Know)

**LEARNING EXPERIENCES**

**RESOURCES FOR LEARNING**

Factors influencing development  
Heredity  
Environment

Define heredity and environment.

Brisbane, The Developing Child.

Observation  
Etiquette  
Information needed to identify observation

Read references to find examples of inherited characteristics and effects of environment on development.

Listen to teacher explain guidelines for observing in a preschool group situation.

Preschool teacher.

Hawkes and Pease, Behavior and Development from 5 to 12.  
(Teacher Reference)

Physical and Motor Development  
Changes in size and proportion:  
Height  
Weight  
Relationship of body parts

From reading compare the physical development of children from 3 to 5 years old.

Shuey, Woods, and Young, Learning About Children.

Make a check sheet for examining the physical development of a child at a definite age. Point out individual differences.

Your Child from One to Six.  
(21)

Measure and check the physical growth of a 3, 4, and 5 year old child.

Cesell and Ilg, Child Development, An Introduction to the Study of Human Growth.  
(Teacher Reference)

Changes in complexity of physiological functioning  
Gross to fine motor activities

Define gross and fine motor skills.

Brisbane, The Developing Child.  
Nursery School Portfolio, ACEI. (2)

In 30-minute period, observe a child in free play. Keep record of time the child spends in gross and fine motor activities. Two students observe same child. Compare records. Discuss possible reasons for differences in records of same child.

Gardner, Development in Early Childhood, The Preschool Years, p. 100 and 103.  
(Teacher reference)

Repeat experience with 3, 4, 5 year old. Compare findings.

**BIG IDEAS**  
(What He Must Know)

Stages in learning to:

- Walk
- Pick up objects
- Talk
- Control elimination functions

Physical and motor characteristics of each age

Fostering physical and motor development

Social Development

Stages in play:

- Solitary
- On-looker, watcher
- Parallel
- Associative
- Cooperative

Social characteristics of each age

**LEARNING EXPERIENCES**

Observe a 3, 4, and 5 year old in specific motor activities; ie, running, walking, talking, picking up objects. Compare differences observed.

Develop chart of stages of learning to walk, talk, control of elimination functions, etc. Develop general statements relating to physical and motor development.

Observe teacher as she helps to foster physical and motor development. Interview teacher to find out how she helps to foster physical and motor development.

Define what is meant by social development.

Observe filmstrip or film. Record ways in which children are playing.

In preschool, look for examples of ways children are playing which were observed in the filmstrip.

Discuss observation records to identify and define stages of play.

Observe 3, 4, and 5 year olds in play situations. Record stages of play in which he engages and the amount of time in each one.

Develop chart of social characteristics of each age.

**RESOURCES FOR LEARNING**

Gardner, Development in Early Childhood, The Preschool Years. (Teacher Reference)

Baker, The Nursery School--A Human Relationships Laboratory.

"Understanding Children's Play." (D)

Shuey, Woods, and Young, Learning About Children, Chapter 14.

Brisbane, The Developing Child.

Baker, Understanding and Guiding Young Children.

**BIG IDEAS**  
(What He Must Know)

Fostering social development

Emotional Development  
Patterns  
Characteristics of each age

Fostering Emotional Development

Intellectual Development  
Define: Intelligence  
Patterns  
Sensory - touch, smell,  
taste, hearing  
Labeling  
Concept formation  
glob - concrete  
dog - cocker spaniel

**LEARNING EXPERIENCES**

Observe teacher as she helps to foster social development.  
Interview or have teacher tell how she helps to foster social development.

Define emotion and/or emotional development.

View film, "Children's Emotions."

Write a paragraph showing how children express the following emotions in the film: anger, curiosity, joy, fear, hate, jealousy.

Observe and list the emotional behavior displayed by the children.

Develop chart with pictures which show the pattern of emotional development.

View film, "Meeting Emotional Needs of Children."

Listen to teacher tell how she helps to foster emotional development.

Observe teacher as she helps to foster emotional development.

Define intelligence.

Read references on how children learn.

Observe and record the ways in which a child uses materials and/or equipment.

Discuss: What senses did the child use in learning about the materials?

Were the materials named by the child? by the teacher?

What did the child learn?

**RESOURCES FOR LEARNING**

Film: "Children's Emotions."  
(C)

Brisbane, The Developing Child.

Gardner, Development in Early Childhood, The Preschool Years, p. 106.  
(Teacher Reference)

Film: "Meeting Emotional Needs of Children." (D)

Brisbane, The Developing Child.

Gardner, Development in Early Childhood, The Preschool Years. (Teacher Reference)

Baker, Understanding and Guiding Young Children.

**BIG IDEAS**  
(What He Must Know)

Facets of Intellectual Development:  
Memory  
Attention Span  
Problem Solving  
Verbalization  
Imagination  
Curiosity

Fostering Intellectual Development

Personality Development Stages

Trust-oneself  
one's world  
Autonomy-independence  
Initiative-school years  
Fostering Personality Development

**LEARNING EXPERIENCES**

By committees, observe for evidence of memory, length of attention span, problem solving ability, degree of verbalization, imagination, and curiosity in 3, 4, and 5 year olds.

Develop a visual to depict the characteristics of each age in the above facets of intellectual development.

Analyze the experiences of the preschool setting for the factors which foster intellectual development.

Define personality.

From reading, identify and list basic needs of individuals. Discuss how these needs can be met in families and in school or group situations.

Observe and record the ways in which children's needs are met in a group situation.

Role play situations in which personality development could be fostered. Student in the situation explain how teacher's response would or would not help to meet the person's needs.

View film, "A Long Time to Grow."

Formulate general statements about growth and development as depicted in the film and from learning experiences in this unit.

**RESOURCES FOR LEARNING**

Baker, Understanding and Guiding Young Children.

Brisbane, The Developing Child.

Nursery School Portfolio, ACEI, Leaflet #4. (2)

Film: "A Long Time to Grow," Part II. (D)

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit III Learning Experiences for Young Children Approximate Time for Unit

Objective of Unit The student will be better able to assist in selecting and presenting learning experiences for children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
<p>Criteria for selection and presentation of:            Stories and poetry            Art            Music            Science            Play and play equipment</p>	<p>Read to find types of learning experiences needed by preschool children.            Refer to developmental charts. (Refer to Unit II) Identify appropriate equipment and materials for 3, 4, and 5 year olds in the following areas:            Stories and poetry            Art            Music            Science            Play            Trips</p> <p>Watch children as they use equipment and materials to determine appropriateness for each age.</p>	<p><u>Preschool Guide.</u> (5)  <u>Baker, Understanding and Guiding Young Children.</u>  <u>Brisbane, The Developing Child.</u>  <u>Portable Workshop for Pre-school Teachers.</u> (7)  <u>Let's Play Outdoors, NAEYC.</u> (13)  <u>Play, Children's Business, ACEI.</u> (2)  <u>Water, Sand and Mud as Play Materials, NAEYC.</u> (13)  <u>Trips in Early Childhood Education.</u> (3)  <u>What is Music for Young Children?, NAEYC.</u> (13)  <u>Science Experiences in Early Childhood Education.</u> (3)  <u>Science Experiences for Nursery School Children, NAEYC.</u> (13)</p>

Young Children and Science,  
ACEI. (2)

Art... For Children's Growing, ACEI. (Teacher Reference) (2)

Children's Drawings.  
(Teacher Reference) (3)

Hartley and others, Understanding Children's Play. (Teacher Reference)

Creative Dramatics, ACEI.  
(Teacher Reference) (2)

The Art of Block Building.  
(3)

Librarian

City and school library or traveling extension library.

Listen to librarian (or person who makes a specialty of telling stories to children) talk to class on selecting and telling stories to children.

Set up criteria for selecting books and telling stories.

Practice reading and telling stories appropriate for young children.

Arrange an exhibit of desirable books for children.

Demonstrate ways to make stories interesting using pictures, finger plays, puppets, paper sack characters, pictures mounted on cardboard and flannel board.

Stories and poetry

BIG IDEAS  
(What He Must Know)

## LEARNING EXPERIENCES

## RESOURCES FOR LEARNING

## Music

Listen to children's music or records. Set up characteristics of music or records appropriate for young children.

Listen to speaker discuss effects of music on children.

Develop ways in which children can react to music as: marching to music, somersaulting to music, being a train, dancing, etc.

Read materials on rhythms, singing and simple musical instruments. Watch nursery school teacher guide rhythms, singing and use of simple musical instruments.

Children's records.

Grade school music teacher.

Response of children to music in observation.

Smart and Smart, Living and Learning with Children.

## Art

Read and discuss children's learning through art activities.

Observe such art experiences for young children as: easel painting, finger painting, soap painting, clay, play dough, crayons, chalk, working with wood, etc.

Enumerate contributions of art experiences to children.

Watch demonstration by teacher on uses of art materials.

Discuss importance of the adult's attitudes in fostering a child's creativity.

Develop and experiment with art materials.

Johnson, Home Play for the Preschool Child.

Johnson, 838 Ways to Amuse a Child.

Recipes in Preschool Guide. (5)

## Science

Read to identify kinds of science experiences appropriate for young children.

Plan space for science center

Plan science center where science related materials are provided for stimulation of interest and experiences.

Learn how to care for these materials--plants, animals, etc.

Young Children and Science, ACEI. (2)

Science Experiences in Early Childhood Education. (3)

Science Experiences for Nursery School Children, NAEYC. (13)



**BIG IDEAS  
(What He Must Know)**

**LEARNING EXPERIENCES**

**RESOURCES FOR LEARNING**

**Science (Cont.)**

Observe children in their use of science related materials.

Evaluate science center students planned.

**Trips or Excursions**

Plan a variety of excursions appropriate for 3, 4, and 5 year olds.

Select an excursion and help carry it out.

Evaluate the trip or excursion in terms of criteria for trips and children's reactions.

Replan a variety of excursions.

**Creative or Dramatic Play**

From readings, discuss values of creative or dramatic play.

Identify types of dramatic or creative play.

Plan and equip a housekeeping area for use by preschool children.

Observe and record children's use of this area.

Observe children in other creative or dramatic play situations; i.e., child's interpretation of music, stories, trips, past experiences, etc.

**Preparation of Food**

Watch a teacher as child helps her prepare food.

Make a plan for a child to help you prepare food.

Prepare food with children assisting at home, school, neighbors' homes. Report on experience to class members.

Trips in Early Childhood Education. (3)

Creative Dramatics, ACEI. (2)

Play, Children's Business, ACEI. (2)

**BIG IDEAS**  
**(What He Must Know)**

Contributions of activities to growth and development

Preparation of Environment  
Arrangement of Equipment and materials  
Indoor  
Outdoor

Role of the Adult in Guiding Learning Experiences

**LEARNING EXPERIENCES**

Give talk on your understanding of the contributions of play to a child's growth. (each trainee)

Compare and discuss statements: "play is a child's occupation;" "It was simple as child's play;" "Play is the work of children."

Summarize through discussion of typical activities for different stages of development.

Read to find ideas for arranging equipment and materials in space available.

Analyze several rooms arranged for use by preschool children.

- Use of space
- Safety
- Traffic patterns

Arrange rooms with equipment and materials for use of preschool children.

Suggest the contribution of the adult in guiding learning experiences.

Discuss safety precautions in use of equipment and materials.

Formulate points to remember in guiding indoor and outdoor activities.

Role play situation: Teacher explains to new assistant the guidelines for use of indoor and outdoor equipment.

**RESOURCES FOR LEARNING**

Space, Arrangement, Beauty in School, ACEI. (2)

Nursery School Settings-- Invitation to What?, NAEYC. (13)

Space for Play, The Youngest Children. (Teacher Reference) (26)

Let's Play Outdoors, NAEYC. (13)

Baker, The Nursery School-- A Human Relationships Laboratory.

Baker, Understanding and Guiding Young Children.

BIG IDEAS  
(What He Must Know)

Planning Daily Activities  
Schedules

Assisting with daily  
planning

LEARNING EXPERIENCES

Listen to teacher explain need for schedules.

Plan daily schedule for a group of preschool children.

Panel of preschool teachers discuss schedules in their preschool groups.

Observe children using materials and equipment. Note what is used and how. Report observation to teacher to use in making decisions about activities for the following day.

RESOURCES FOR LEARNING

Starting to School. (9)

Baker, The Nursery School--  
A Human Relationships  
Laboratory. (Teacher  
Reference)

Portable Workshop for Pre-  
school Teachers, Leaflet  
#1. (7)

Cross, Enjoying Family  
Living.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit IV Routine Activities of Children

Approximate Time for Unit

Objective of Unit The student will be better able to guide children in routine activities.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Eating	<p>List factors which affect a child's eating practices.</p> <p>List factors involved in changing eating patterns.</p> <p>Observe and record eating practices of 3, 4, and 5 year olds.</p> <p>Observe child participation in serving food and clearing table.</p> <p>Report value of child self-help in eating.</p> <p>Compile suggestions for helping a child learn to help himself while eating.</p>	<p><u>Smart and Smart, Living and Learning with Children.</u></p> <p>Film: "Why Won't Tommy Eat." (F)</p> <p><u>Eating Problems of Children.</u> (15)</p> <p><u>Spock and Lowenberg, Feeding Your Baby and Child.</u></p> <p>Observation check sheet</p> <p><u>Observation of Children in a Home Economics Program.</u> (1)</p> <p><u>Preschool Guide.</u> (5)</p> <p>Nursery school work experience, baby sitting work experience, high school play-school work experience.</p>
Personal Cleanliness	<p>From reading make notes on important points regarding sanitary practices.</p>	<p><u>Baker, Understanding and Guiding Young Children.</u></p>

## LEARNING EXPERIENCES

## RESOURCES FOR LEARNING

Observe someone guiding a child in personal cleanliness practices (washing hands and face, bathing, brushing teeth).

Practice guiding a child in personal cleanliness needs.

Examine philosophies of degree of cleanliness needed by children.

Compare sleep needs of different children.

Discuss effect of insufficient sleep.

Enumerate conditions conducive to rest.

Collect and practice ideas which set the stage for quiet times.

Observe people getting children to rest. Describe incidents observed or experiences in putting children down to rest.

Role play demonstration of child's feelings and reactions about various methods of preparing for bedtime or rest.

In groups, develop workable procedures for assistant to use when setting the stage for rest.

Read to find important points regarding toileting.

Observe someone guiding a child toileting.

Practice assisting a child with toileting.

Panel of parents and/or teachers

Hurlock, Child Growth and Development, p. 185-186

Shuey, Woods and Young, Learning About Children, p. 196.

Music - records - songs - finger games - stories to read, to tell - poems and rhymes.

Smart and Smart, Living and Learning with Children, p. 15-24.

Spock, Baby and Child Care.

Spock, Baby and Child Care, pp. 168-171, 245-260.

Smart and Smart, Living and Learning with Children, p. 15-24.

Toileting

Resting

BIG IDEAS  
(What He Must Know)

LEARNING EXPERIENCES

RESOURCES FOR LEARNING

Toileting (Cont.)

Baker, Understanding and Guiding Young Children.

Clothing

Brisbane, The Developing Child.

From readings, write what can be expected from a child in dressing himself.

Observe someone as they guide a child in dressing or undressing.

Guide a child in dressing and/or undressing.

Observe children's dress in relation to weather conditions, season of year, and ease of manipulation.

Conduct "buzz session" on "What is appropriate dress for optimum health?"

Identify ways of fostering the attitude of caring for belongings.

Nursery school.

Baker, Understanding and Guiding Young Children.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit V Guiding Children's Behavior

Approximate Time for Unit

Objective of Unit The student will be better able to assist in guiding children's behavior.

**BIG IDEAS**  
(What He Must Know)

Goal of guidance--  
Achieving independence  
Achieving internal control  
of own behavior

**LEARNING EXPERIENCES**

Read reference on goal of guidance.

Discuss "big ideas" from reading, i.e.,

- gentle but firm treatment gives a child security.
- calm, gentle handling provides security.
- approval fosters values.
- positive statements give direction.

Dramatize "guidance situations" in which children are helped or hindered in developing confidence.

"Sally spills milk at every meal."  
"Bruce can't get his wagon through the door," etc.

Analyze the "guidance situations."

- Which were positive and growing situations?
- What did the adult or older child do to "build up" the child?
- What were the positive statements that would help the child?
- Why would \_\_\_\_\_ feel less than equal?

Identify how you were helped to become independent and to control your own behavior. (physical punishment vs. other type of guidance)

Make written summary statements on the goal of guidance.

**RESOURCES FOR LEARNING**

Nursery School Portfolio,  
ACEI, Leaflet #6. (2)

Good Ways to Guide Your  
Child's Behavior. (11)

Teacher prepared guidance situations.

Smart and Smart, Living and Learning with Children.

Understanding Children's Behavior. (Teacher Reference) (6)

BIG IDEAS  
(What He Must Know)

Awareness of own reactions  
to children's behavior

Study case situations of children's behavior involving:

1. Destruction of equipment
  2. Physical abuse of other children
  3. Verbal negativism
  4. Using materials in an unexpected way
  5. Desire to try experience beyond capabilities
- React as to what the adult in the case should do and give reasons.  
Compare differences in reactions and compare reasons.  
(Refer to section including observation techniques.)

Causes of Children's Behavior  
Physical  
Emotional  
Home Environment  
Social  
Intellectual Ability

Observe and record children's behavior in a variety of play activities.

Analyze the behavior in terms of:

Physical Factors--

Do you think the child felt well?

Did the child appear to be tired?

Did the child appear to be hungry?

Discuss other factors which may affect children's behavior.

## LEARNING EXPERIENCES

## RESOURCES FOR LEARNING

Teacher prepared case situations.

Child Guidance Techniques.  
(17)

Good Ways to Guide Your Child's Behavior. (11)

Hymes, Behavior and Misbehavior.

Baker, Understanding and Guiding Young Children,  
p. 142.

Hawkes and Pease, Behavior and Development from 5 to 12, p. 276-288.

Discipline, ACEI. (2)



**BIG IDEAS**  
(What He Must Know)

Teaching Techniques:  
 Showing affection, warmth, approval  
 Using positive statements  
 Providing choice if choice is intended  
 Using voice: volume tone  
 Setting realistic limits  
 Changing environment

Special guidance problems

LEARNING EXPERIENCES

Observe in preschool setting for practices and techniques used by teacher in guiding children's behavior.  
 From observation, develop criteria for giving directions to and communicating with children that will help achieve independence and innercontrol of own behavior.  
 Role play guidance situations.  
 Class members analyze situations using the criteria developed.  
 Students in situations explain why the particular guidance technique (teacher) was used and how (child) in situation may have felt.

Read references and discuss each of the following situations:

- When a child hurts another child.
- When a child is destructive.
- When a child uses unacceptable language.
- When a child won't share.
- When a child sucks his thumb.
- When a child wets his clothes.
- When a child has fears.
- When a child has temper tantrums.

Role play introducing child to a group situation.

Formulate general statements on the goals of guidance.

RESOURCES FOR LEARNING

Teacher and/or class prepared guidance situations.

Some Special Problems of Children--Aged Two to Five Years. (4)

Baker, The Nursery School--A Human Relationships Laboratory, Chapter 5.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit VI Food for Children

Approximate Time for Unit

Objective of Unit The student will be better able to help children with food.

**BIG IDEAS**  
(What He Must Know)

Menus and nutrition

**LEARNING EXPERIENCES**

Write paper describing "My Food Likes and Dislikes."

Discuss effect of food likes and dislikes on selection and presentation of food.

Review the daily food requirements to determine foods needed for children.

Prepare exhibit of essential foods for children of different ages.

Construct "Flip Chart" setting forth "big ideas" of child nutrition.

List most accepted foods for children.

Plan week's menu for child of selected age.

Discuss how one can tell when a preschool age child is hungry. Relate hunger to behavior.

Observe situations in which new foods are introduced.

Compile suggestions to use when giving a child new food.

**RESOURCES FOR LEARNING**

Foods Your Children Need.  
(21)

Spock, Baby and Child Care.

The Road to Good Nutrition.  
(21)

Food for Families with Young Children, USDA. (20)

Shuey, Woods, and Young, Learning About Children.

Baker, Understanding and Guiding Young Children.

Food for Young Children in Group Care. (21)

Nutrition Handbook for Family Food Counseling.  
(14)

LEARNING EXPERIENCES

RESOURCES FOR LEARNING

Food Preparation

Prepare a wide variety of simple finger foods.

Prepare simple foods as: sandwiches, soups, vegetables, beverages, desserts.

Feeding Little Folks. (14)

Spock, Baby and Child Care.

Food Service

Observe food preparation and service in a child development center.

Review methods used in food preparation and service by child development center.

Nursery school

Review film

Film: "Food As Children See It." (G)

Watch teacher demonstration: Serving sizes for young children.

Teacher and books.

Present "minute dramas" giving one important factor in food for children.

Meal Clean-up

Observe a demonstration of recommended dishwashing for public service.

School cafeteria personnel

Practice dishwashing.

Food and Beverage Service Worker's Manual. (23)

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit VII Maintaining the Equipment and Facilities for Groups of Children Approximate Time for Unit

Objective of Unit The student will be better able to care for facilities and equipment.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Cleaning in a Child Care Center	Observe and list cleaning needs in Child Care Center.	Nursery school or kindergarten or play school
Sanitation Safety	Investigate tools and materials to use and methods for cleaning. Discuss sanitation related to care of facilities and equipment. Demonstrate and practice cleaning methods.	Washington State Safety Council Pamphlets.
Storage in a Child Development Center	Illustrate ways to avoid accidents which might result to adults or children from use or care of cleaning materials. Study information on labels of cleaning and sanitizing agents to compare methods of use.	Various types of products. Washington State Safety Council Pamphlets.
Minor Repairs	Observe storage and list equipment and materials needing storage. Plan storage for the cleaning materials needed for a Child Development Center. Demonstrate how to store equipment in the spaces provided. Survey types of minor repairs of equipment needed in Child Development Center. Make minor repairs on equipment used in Child Development Center.	Cleaning and sanitizing agents. Nursery school, day care, kindergarten.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit VIII Meeting Emergencies

Approximate Time for Unit

Objective of Unit The student will be better able to meet emergencies as they arise in a child development center.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
<p>Recognizing illness and other emergencies</p>	<p>Listen to talk by nurse or doctor on "Identifying Easily Recognized Signs of Children's Illness."</p> <p>Record symptoms of common communicable diseases, incubation period, convalescence, and complications.</p> <p>Differentiate between those having similar symptoms.</p> <p>Prepare "flip chart" on precautions to take in relation to common cold.</p> <p>Role-play practices which spread infections.</p> <p>Replay with practices which would prevent spread of infections.</p> <p>Compile list of common emergencies related to child care.</p>	<p>Pediatrician</p> <p><u>Your Child from 1 to 6. (21)</u></p> <p><u>Spock, Baby and Child Care.</u></p>
<p>Procedures for meeting emergencies and illness</p>	<p>Read for information on how to provide safe living conditions for children.</p> <p>Look for provisions that have been made for children's safety in a child development center.</p>	<p><u>Smart and Smart, Living and Learning with Children.</u></p> <p><u>A Formula for Child Safety. (12)</u></p> <p><u>Spock, Baby and Child Care.</u></p> <p><u>Your Child from 1 to 6. (21)</u></p> <p>School, kindergarten, church nursery, baby sitting, etc.</p>

Examine regulations of child development center that state the worker's responsibility in case of emergency.

Locate listing of emergency telephone numbers.

Watch fire department personnel demonstrate how to meet fire emergencies.

View film about fire hazards.

Work out ways to get out of your home as well as Child Development Center in case of fire in any part of the structure.

Make notes on worker's responsibility in case of emergency.

Parents and family doctor.

Home Health Emergencies. (8)

Film: "Way with Fires." (E)

Glenn, Safe Living, Chapter 3.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit IX Orientation to the World of Work

Approximate Time for Unit

Objective of Unit The student will be better able to assume employment.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
<p>Qualities of a good employee</p>	<p>Learn personal qualities desired by employers. Survey to see relation of personal qualities to job placement.</p> <p>Listen to case worker discuss importance of keeping certain information confidential.</p> <p>Discuss on-the-job grooming.</p> <p>Arrange demonstrations on good grooming practices.</p> <p>Role-play common courtesies important to good employee-employer relationships.</p> <p>Practice acting as employers and employees, giving and receiving instructions efficiently.</p> <p>Discuss the importance of manners and attitudes as factors contributing to a satisfactory representation of self.</p> <p>Select suitable attire for a job interview. (Model, bring to show, sketch, or go to store and show attire.)</p>	<p>Employers in community</p> <p>Welfare case worker</p> <p>Teacher of pre-school group.</p> <p><u>Through the Looking Glass.</u> (18)</p> <p><u>Smart and Smart, Living and Learning with Children,</u> p. 262-270.</p> <p><u>How to be Well-Dressed.</u> (10)</p> <p><u>My Reflections.</u> (14)</p> <p><u>How to Get and Hold the Right Job.</u> (22)</p> <p>Charm school representative</p> <p>Employer of women from community.</p>

Employment opportunities

Job application

Reference

Interviews

RELATIONSHIPS

Employee-Employer

Review unit in introduction "Programs for Young Children."

Fill out different types of job application forms.  
Evaluate completed forms.

Analyze what should be included in a fact sheet about your qualifications.

Role play asking a person to use his name as a reference.

Contact persons in the community about personal reference to be used for job applications.

Role play interview situations. Using information from these role playing situations, formulate guides for use when applying for a job.

Study sample applications for work permit and the work permit.

Listen to panel discuss: Relationships of employer and employee.

Compile statements showing responsibility of employee to employer and of employer to employee.

Application form from Employment Security

How to Prepare Yourself for Job Interviews. (25)

Miller, James N., "Seven Steps Toward Getting a Job," Reader's Digest, February, 1963.

Here's How to Land that Job. (16)

Coordinator of distributive education in local school or Distributive Education Section of State Division of Vocational Education

Sample form, work permit

Employer and employee



BIG IDEAS  
(What He Must Know)

LEARNING EXPERIENCES

RESOURCES FOR LEARNING

Employee-Employee

Discuss: Personal characteristics of staff members which may create conflict.

Make a list of qualities desirable in an employee.

Helpful Hints to the Job Seeking Teenager. (16)

How to Get and Hold the Right Job. (22)

Employee-Parent

Formulate principles to aid assistant in parent contacts.

Sharing a New Level in Teacher-Parent Relationships, NAEYC. (13)

Role play situations: Child care assistant meets parent bringing her child to day care center. (Greeting and describing child's activity)

Laws affecting the job

Fill in blanks on study sheet about rules and regulations affecting them as employees. Individual project, or group participation using overhead projector.

Teacher developed study sheet

Requirements for Licensing Day Care Centers. (24)

Some Facts for Young Workers about Work and Labor Laws. (22)

THE PHYSICAL ENVIRONMENT OF THE PRESCHOOL AFFECTS THE WAY IN WHICH THE CURRICULUM MAY BE IMPLEMENTED.

- A. The indoor space of the preschool should be well-lighted and well-ventilated. It should be arranged to accommodate all the children in the group with sufficient space for different types of play activities to go on at the same time without confusion and interference. The size of the rooms and the placement of furniture shall be arranged to avoid excessive noise, confusion and stimulation of the children.
- B. The outdoor play area shall be adjacent to the indoor play space; well fenced with gates that children cannot open; free from litter and blind areas. The surface of the play yard should offer a variety of surfacing: hard top for wheeled vehicles; turf, or other resilient material under swings and climbing apparatus; and dirt for digging and planting.
- C. Storage space should be provided for the play materials and equipment to be used by the children.
- D. Equipment and furniture should be scaled to the child's size and height and should include a variety of materials: playhouse furniture, dolls, blocks, wheel toys, climbing equipment, transportation toys, art and craft materials, musical instruments, table toys, books, pictures and nature materials. This material should be maintained in a safe, clean condition.

A Nursery School Handbook for Teachers and Parents, p. 10. (19)

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Requirements for Licensing Day Care Centers. (24)

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- 1. Books**
- 2. Pamphlets and Bulletins**
- 3. Films and Filmstrips**

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2. Association for Childhood Education International  
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Washington, D. C. 20016  
  
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69 Bank Street  
New York, New York 10014  
  
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- Lysen, Nancy, Good Ways to Guide Your Child's Behavior, HE #59.
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1 Madison Avenue  
New York, New York
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- My Reflections.  
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