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ABSTRACT

The curriculum guide is an effort to help teachers plan and implement a course in human services. The program is designed for students in grades 11 and 12 who terminate their education after completion of high school. The course prepares students for entry level skills as child care aides, geriatrics aides, or convalescent aides. The sections are organized as follows: overall topics, emphases, specific objectives, learning experiences, evaluation techniques, and resource materials. There are several suggested learning experiences under each general objective. (KB)

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OCCUPATIONAL HOME ECONOMICS
CURRICULUM GUIDE

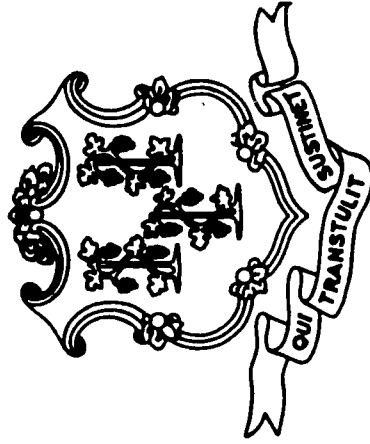
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DIVISION OF VOCATIONAL EDUCATION
BUREAU OF VOCATIONAL SERVICES—HOME ECONOMICS EDUCATION UNIT

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FOREWARD

In past generations, the aged, infirm, and helpless have traditionally been cared for by family members. As the activities and structure of the family are changing, these responsibilities are being increasingly assumed by other members and institutions of society.

Some of the skills for child care, convalescent care and geriatric care can be learned in the secondary schools. The qualities of concern and compassion for the defenseless are extremely difficult to communicate. However, these too can be acquired.

This curriculum guide is one resource that a home economics teacher may use to implement a program in human services. Funds for publication were made available by the State Department of Education under Part F of Public Law 90 - 576.

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PHILOSOPHY AND USE OF THE GUIDE

This curriculum is an effort to help teachers plan and implement a course in human services.

Such a program is designed for boys and girls in grades 11 and 12 who do not plan to continue their formal education after high school.

The teacher is not expected to use all the suggestions incorporated in the guide but to select some and improvise others that will prepare students for entry level skills as child care aides, geriatrics aides or convalescent aides. The sections are organized as follows: overall topics, emphases, specific objectives, learning experiences, evaluation techniques, and resource materials.

There are several suggested learning experiences under each general objective. Those that a teacher selects will depend on the student's interests and abilities, the resources available and the community's needs. As employment opportunities change, the teacher will adapt the program to meet the requirements of the community.

Planning Learning Experiences

In planning the learning experiences for this curriculum guide, job analyses were used as a yardstick to keep the suggested learning experiences related to the work situation for which the students are being trained. A variety of learning experiences have been suggested in order to:

1. Offer enrichment
2. Encourage insightful and attitudinal inquiry-examination.
3. Teach skills
4. Provide opportunities to apply these acquired understandings and abilities.

Evaluation

Some subjective evaluations are:

1. Pretests
2. Self-evaluation devices
3. Identification tests, check lists, score cards
4. Reports: oral and written
5. Charts, bulletin boards, posters, collages, mobiles

Evaluation cont.

6. Evaluation of case studies; simulation exercises
7. Performance tests and demonstrations of skills
8. Assessment of other students' performance
9. Collection of samples
10. Scrapbook and handbook of year's activities
11. Post tests

Some objective evaluations are :

1. True - False : Giving the reasons or correcting the false statement.
2. Multiple choice
3. Matching
4. Completion

Some deductive evaluations are:

1. Observations

Deductive evaluations cont.

2. Listing of guidelines
3. Comparing and contrasting
4. Tracing the development
5. Determining cause, effect and possible solutions

Sometimes learning experiences fall more appropriately into evaluation and vice versa.

In a learning situation, three elements that work together to bring about desired behavior changes are the students, the teacher, and the learning environment. The process of education should help each student achieve the planned objectives.

Since occupational home economics is offered to all students, a progressive curriculum is necessary in order to meet the differences in needs, interests, and abilities of these students. Individualized planning and instruction may be necessary to provide for differences in the backgrounds and expectations of the students.

A related work experience is essential to the program. This may involve varying degrees of

observation and participation. Some home economics programs may establish an early childhood laboratory at the high school. Others may place the students in existing child care centers. It is desirable to cycle the students through several types of job training situations in order to give a breadth to their career orientation. This may take place during or outside of school hours, but should not be confused with a job for which the young person receives a salary.

A reasonable assurance of placement of the graduates is necessary for the success of an occupational program. The following procedure should be considered.

1. Survey the local job market
2. Determine the students interest and abilities
3. Establish an advisory committee to:
 - a. Help plan the curriculum
 - b. Provide a source of speakers and field trips
 - c. Offer facilities for on-the-job training
 - d. Aid in placement of graduates

The Dictionary of Occupational Titles contains a number of descriptions of jobs related to the care of children, convalescents, and the elderly. Examples of some of these are:

Child Day Care Center Worker
Nursery School Attendant
Playroom Attendant

Description of Occupation

Organizes and leads activities of pre-kindergarten children in nursery school or in play-rooms operated for patrons of theaters, department stores, hotels and similar organizations:

- Helps children remove outer-garments
- Organizes and participates in games
- Reads to children
- Teaches them simple painting, drawing, handwork
- Teaches them songs and similar activities
- Directs children in eating, resting and toileting
- Helps children develop habits of caring for own clothing and picking up and putting away toys and books.
- Maintains discipline

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Description of Occupation cont.

May serve meals and refreshments to children

Regulates rest periods

May assist in such tasks as preparing food and cleaning quarters

Child Care Attendant (School)

Description of the Occupation

Attends to personal needs of handicapped children while in school to receive specialized academic and physical training. Wheels handicapped children to classes, lunchroom and treatment rooms. Prepares children for physical therapy treatment; secures them in equipment, lowers them into baths or pools, etc.

Helps children to walk, board buses, put on braces, eat, dress and perform other physical activities as their needs require.

Nurseman, Child Monitor
Infants/Children's Nurse
Baby Sitter

Description of Occupation cont.

Performs any combination of the following duties to attend children in private homes:

Observes and monitors play activities or amuses children by reading to them or playing games with them.

Prepares and serves meals and formulas.

Sterilizes bottles and other equipment used for feeding infants.

Dresses or assists children to dress and with bath

Accompanies children on walks and other outings

Washes and irons clothing

Keeps childrens' quarters clean and tidy

When employed on a daily or hourly basis may be designated as babysitter

Case Aide

Description of Occupation

Works on simpler aspects of case or provides service to less complex cases under close and regular supervision of caseworker.

Children's Matron

Description of Occupation

Escorts child patrons of theater to section reserved for exclusive use of children. Keeps children orderly and quiet.

Attempts to remember when each child entered theater and reminds him to go home after witnessing one complete performance.

Home Attendant
Home Health Aide

Description of Occupation

Cares for elderly, convalescent or handicapped persons in patient's home, performing any combination of the following tasks:

Changes bed linens

Washes and irons patient's laundry

Cleans patient's quarters

Description of Occupation cont.

Purchases, prepares and serves food for patient and other members of family.

Follow special prescribed diets

Assist patients into and out of bed, automobile, or wheelchair, to lavatory, up and down stairs.

* Massages patient and applies non-medical preparations and treatments such as liniment or alcohol rubs and heat lamp stimulations.

Accompanies ambulatory patients outside home, serving as guide, companion, and aide.

Entertains patients, reads aloud and plays cards or other games with patient.

Performs variety of miscellaneous duties as required such as obtaining household supplies and running errands.

Attendant Physical Therapy
Physical Therapy Aide

Description of Occupation

Prepares patients for treatment by physical therapist

* Delete in the State of Connecticut. - Add to job description: Assist in the care of home bound patient under the care of the nursing supervision.

Description of Occupation cont.

Assists patients in dressing, undressing and moving about

Sets up and assembles equipment

Places patient in position for treatment

Tires length of treatment

Changes linen on beds and treatment table and cleans work area

May assist in fitting patients with casts, braces and hand splints

Nursing Assistant, Nurse Aide

Description of Occupation

Assists in care of hospital patients, under direction of nursing and medical staff.

Answers signal lights and bells to determine patients needs.

Bathes, dresses and undresses patients.

Serves and collects food trays and feeds patients requiring help.

Transports patients to treatment units, using wheel chair and wheeled carriage or assists them to walk.

Description of Occupation cont.

Drapes patient for examinations and treatments, and remains with patient, performing such duties as holding instruments and adjusting lights.

Dust and cleans patients room

Changes bed linens

Runs errands

Directs visitors

Answers telephone

Takes and records temperatures, pulse and respiration rates, and food and liquid intake and output as directed.

May apply compresses and hot water bottles

May clean, sterilize, store, prepare and issue dressing packs, treatment trays

Nurse Aide, Nursery

Description of Occupation

Bathe, weigh, dress and feed newborn babies.

Companion

Description of Occupation

Cares for elderly, handicapped or convalescent people, acting as aide or friend on same or acceptable social level.

Attends to employer's personal needs (personal maid, valet) and transacts social and business affairs (social secretary, clerical).

Keeps employer amused by reading, playing cards and other games. Accompanies employer on trips and outings. May prepare and serve meals to employer.

GENERAL OBJECTIVES OF OCCUPATIONAL HUMAN SERVICES PROGRAM

Program Objectives

1. To motivate and provide greater incentive for students to remain in school and acquire training that will benefit both the student and society.
2. To orient students to the home economics related occupations and explore employment opportunities open to them after completing occupational home economics course in high school.
3. To help students acquire skills and knowledge for a cluster of occupations which have sufficient commonalities to provide the student with a choice of jobs or the ability to transfer.
4. To help students develop behavior patterns and attitudes which contribute to success in the world of work.
5. To help prepare students with special needs to learn a saleable skill.
6. To indicate to students the steps of the career ladder and the procedures for advancement.

OVERALL OBJECTIVES
CHILD CARE UNIT

THE STUDENT WILL BE ABLE TO:

1. Recognize the career opportunities available in caring for or assisting in the care of young children.
2. Recognize the value of training and experience in working with young children.
3. Recognize the influence of environment and heredity on a child's growth.
4. Recognize both similarities and individual differences in children.
5. Recognize ways to contribute to the social, emotional, physical, and intellectual development of infants and children.
6. Demonstrate ability in working with infants and children in group situations.
7. Complete training and experience necessary for entry level employment in the area of child care.

TOPIC A BABY'S FIRST YEAR

- Emphasis 1. Basic Needs
- Emphasis 2. Infant Forms of Communication
- Emphasis 3. Principles of Development
- Emphasis 4. Clothing for Infants
- Emphasis 5. Feeding Infants
- Emphasis 6. Sleep and Rest Periods for Infants
- Emphasis 7. Reasons for Discomfort
- Emphasis 8. Infants Toys and Play
- Emphasis 9. Bathing Infants

Emphasis 1. BASIC NEEDS

OBJECTIVES:	CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Describes the growth pattern of the child from birth to one year. Lists ways of assisting infants to satisfy their need. Recognizes the importance of meeting the basic needs of infants.</p>	<p>Basic needs of infant from birth to one year: For love For security For food For rest For health and safety For intellectual stimulation For exercise</p>	<p>Use references to identify needs of infants. Group discussion on comparison of young children and young animals. Invite a pediatrician to speak on immunization and periodic medical checkups. Using references, make a chart depicting growth patterns of infants from birth to one year. Read studies of infants in deprived situations.</p>	<p>List the physical and psychological needs of infants. List some major differences in institutional care of children compared with home care. Organize a daily, weekly and monthly schedule for parent substitute. Debate the topic: "Hereditry is More Important than Environment"</p> <p>Give oral report and lead a group discussion on infant care in communist China or some other culture.</p>	<p>Hurlock, <u>Child Growth and Development</u> Landis, <u>Personality Development</u> <u>Smart, Living and Learning with Children</u></p> <p>Periodicals: Day Care Dialogue Early Childhood Education Learning Parents 2 - 6 Young Children</p> <p>Appendix: Bill of Rights for infants</p>

Emphasis 2. INFANT FORMS OF COMMUNICATION

OBJECTIVES: Recognizes ways in which infant communicates.
Names the basic rules of infant care.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Reasons why babies cry:</p> <p>Physical needs:</p> <p>Social needs</p> <p>Emotional needs</p> <p>Competencies required to work with infants:</p> <p>Speech</p> <p>Action</p> <p>Ways of developing the necessary competencies in adults working with infants.</p> <p>Ways to stimulate speech development in infants.</p>	<p>An 8 - week old baby is crying. List ways to alleviate the distress.</p> <p>Observe a mother's verbal and non-verbal communication.</p> <p>Discuss the baby's basic needs and the competencies required by the aide for each need.</p> <p>Study language development and trace continuity in language development of an infant.</p>	<p>Make a poster or collage of potential dangers to infants.</p> <p>Flashowl discussion: "Infant protection is the responsibility of the state"</p> <p>Lead a discussion on the statement: "To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he develops a basic trust in himself and in the world around him".</p> <p>Make a poster depicting a baby's basic needs and ways in which adults are meeting them.</p>	<p>Cohen, <u>Observing and Recording the Behavior of Young Children</u></p> <p>Gessell, <u>The First Year of Life</u></p> <p>Transparencies:</p> <p>3 M Company</p> <p>Resource Persons: Mother and infant</p>



OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Using role playing, demonstrate different communication skills that can be effectively used with infants: singing, talking, touching, gesturing.	Using a picture or a transparency, describe what the child is thinking or feeling.	

Emphasis 3. PRINCIPLES OF DEVELOPMENT

OBJECTIVES: List the principles of physical development.
 Recognizes height and weight differences among infants.
 Demonstrate procedures in weighing and measuring infants.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Principles of physical development.</p> <p>Height</p> <p>Weight</p> <p>Needs as basis for assisting infants.</p> <p>Growth and development of infants occurs in a sequence common to all children but in a pattern rate which is unique to each child.</p>	<p>From readings, chart growth progression.</p> <p>Discuss the principles of development.</p> <p>Weight small and large dolls. Using an infant scale measure the weight of the dolls to the nearest fraction of an ounce.</p> <p>Record heights and weights of 10 one year olds.</p> <p>View film on infants.</p> <p>Give examples of how children have individual differences in rate of development, and how one might use this knowledge in care of infants.</p>	<p>List the laws of growth.</p> <p>List the principles of development discussed in class.</p> <p>What is the average height and weight of a one year old?</p> <p>Discuss and give examples: "Development progresses continuously but at different rates".</p>	<p>Better Homes and Garden, Baby Book</p> <p>Breckenridge, Growth and Development of the Young Child</p> <p>Brisbane, The Developing Child</p> <p>Cohen, Observing and Recording the Behavior of Young Children</p> <p>Flanagan, The First Nine Months of Life</p> <p>Gardener, Development in Early Childhood, The Pre-School Years</p> <p>Gessell, The First Year of Life</p>

OBJECTIVES: Traces typical patterns of social and emotional growth and development in infants from birth to one year.
Traces typical patterns of intellectual development in infants from birth to one year.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Social, emotional, and intellectual characteristics of infants and toddlers from:</p> <p>Birth to 3 months</p> <p>4 months - 8 months</p> <p>9 months - 12 months</p> <p>Relationship of physical and motor growth.</p>	<p>Divide class into two groups. From a reading assignment, make up situations where infant has a physical or psychological need. Write suggestions to satisfy the infant's need. Ask one student from the other group to suggest ways to help the infant in the given case.</p> <p>Read and discuss child rearing practices among different cultural and ethnic groups.</p> <p>Discuss the importance of keeping developmental records of infants.</p> <p>Consult references and study the different ways of recording development.</p>	<p>List the motor activities infants can accomplish at different ages.</p> <p>List behaviors related to social development according to age groups.</p> <p>At what age would a child experience the following emotions: Fear, anger, love, loneliness.</p> <p>Show how an infant would express emotions in a given situation. What three emotions can be recognized at: 3 months, 6 months, 1 year?</p> <p>Discuss: "All individuals possess similar feelings but differ in the methods used to express them."</p>	<p>Greenberg, <u>Encyclopedia of Child Care and Guidance</u></p> <p>Janis, <u>A Two Year Old Goes To Nursery School</u></p> <p>Spock, <u>A Baby's First Year</u></p> <p>Woodstock, <u>Life and Ways of a Two Year Old</u></p> <p>Charts:</p> <p>Conn. State Department of Health: <u>Growth and Development Pattern in First Year.</u></p> <p><u>Child Development: From Birth Through Sixteen Years.</u></p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
	<p>Give examples to show how physical and motor growth are related. Collect pictures that show different stages of a child's physical growth from birth to age one. Arrange them in sequential order: Birth to 3 months, 4-8 months, 9-12 months.</p> <p>Study differences in emotional behavior. Discuss how babies learn through play activities and imitating adults.</p>	<p>Discuss: Play helps a child move toward his full potential.</p> <p>Discuss the five different senses, Plan activities to show how children can receive messages through one or more of their five senses.</p>	<p>Film: "Looking At Children"</p>

Emphasis 4. CLOTHING FOR INFANTS

OBJECTIVES:

- Becomes aware of desirable features in infants clothing.
- Becomes aware of safety precautions in dressing and diapering infants.
- Demonstrates the procedure in caring for infants clothing.

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
<p>Desirable features in infant clothing:</p> <p>Types of clothes</p> <p>Criteria for selecting infants or children's clothing.</p> <p>Safety precautions in dressing a baby.</p> <p>Procedures and techniques which facilitate dressing.</p>	<p>Establish criteria for selection of clothes including fabric, brand names, care, cost, safety, comfort and durability.</p> <p>Invite a resource person from a department store to speak on special features of infants clothing.</p> <p>Group discussion on purchase, use, and care of reusable and disposable diapers.</p>	<p>Make a bulletin board or display of children's clothes</p> <p>Use pattern books, magazines or real samples.</p> <p>Read and report on clothes for handicapped children.</p> <p>Apply common stains and soils to swatches of fabric. Remove. Make a booklet containing information.</p> <p>Students demonstrate diapering and dressing "Baby Jane".</p>	<p>Bare, Self-Help Clothing for Handicapped Children</p> <p>Brisbane, <u>The Developing Child</u></p> <p>Hurlock, <u>Child Growth and Development</u></p> <p>Resource Person: Department store buyer of infants' clothing</p> <p>"Baby Jane"</p>



Emphasis 5. FEEDING INFANTS

OBJECTIVES: Lists the nutritional needs of infants. Knows the procedure for feeding infants. Becomes aware of the safety precautions in feeding infants. Demonstrates ability in preparing food for and feeding infants.				
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES	
Nutritional requirements.	Discuss the nutritional needs of infants from birth to 3 months, 4-8 months, 9-12 months.	Students demonstrate preparation of formula using a variety of ingredients.	Pamphlets: Child Day Care Center Guidelines, Conn. State Department of Health, 1970	
Feeding techniques.	Survey infant care centers in order to determine types of formula being used.	Use "Spelling B" techniques to administer test on infant feeding.	McBery, "Feeding Little Folks"	
Sanitation in preparing and serving food.	Working in small groups, design a short answer test on infant feeding.	List sanitary techniques which should be followed in a child care center.	"State and Local Day Care Licensing Requirements."	
Breast feeding versus bottle feeding in infants.	Using references, find out the relationship of food sanitation to health.	Demonstrate sterilization of equipment.	Resource Person: Mother and Infant	
Introduction of solid food.		Prepare samples of infant foods. Have class taste samples.	Plan a week's menu for a one-year old.	

OBJECTIVES:

COMMENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
	<p>Divide class in 3 groups and hold a buzz session on safety precautions and sanitation in:</p> <ul style="list-style-type: none"> Preparing food for infants Temperature of food Serving food to infants Storing food <p>Observe a mother breast feeding her child.</p> <p>Observe a day care attendant bottle feeding a child.</p> <p>Visit a department store and list the equipment available for infant feeding. Discuss desirability of use.</p> <p>Visit a food store and record costs of infant food. Discuss findings.</p>	<p>List the advantages and disadvantages of breast feeding versus bottle feeding. Select one and defend with information obtained in class.</p>	



OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	What foods are introduced very early in the infant's life? When and why?		

Emphasis 6. SLEEP AND REST PERIODS FOR INFANTS

OBJECTIVES: Realizes the importance of adequate rest for infants.
Becomes aware of safety precautions in supervising infants during sleep period.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Preparation of environment.	Visit group care facility and note various behavior patterns during rest periods.	List factors to be considered when preparing a room for rest.	Hurlock, <u>Child Growth and Development</u>
Recognition of individual needs.	<p>Role play situations in which problems arose because children did not have supervision while resting.</p> <p>Using references, read and report on the patterns of sleep and rest in the first year of life.</p>	<p>Panel discussion on ways to recognize fatigue.</p>	<p>Pamphlets: "Child Day Care Center" Guidelines, Conn. "Guide to Mother and Baby Care" American Red Cross</p>

Emphasis 7. REASONS FOR DISCOMFORT

OBJECTIVES: Recognizes unusual behavior which may indicate need for health care or medical attention.
 Recognizes symptoms of illness.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Symptoms which require medical attention.</p> <p>Symptoms which require rest and isolation.</p>	<p>Investigate and report on:</p> <p>A) Kinds of immunizations required of children admitted to Child Day Care Centers.</p> <p>B) Conn. State Department of Health record form for children's day care centers.</p> <p>Invite a pediatrician to speak on diseases in early childhood.</p> <p>Invite a panel of mothers to talk on situations when a child needs extra attention.</p> <p>Collect and display pamphlets and articles of childhood diseases.</p>	<p>Make a chart of ways to recognize early symptoms of childhood diseases.</p> <p>Write and produce a playlet on children showing various types of normal discomforts.</p>	<p>Pamphlet: "Infant Care"</p> <p>Resource Persons: Pediatrician Mothers of Infants</p>

Emphasis 8. INFANTS TOYS AND PLAY

OBJECTIVES: Becomes aware of required safety features in infants' toys.
Evaluates suitability of toys for infants.
Recognizes play activities typical of infants.
Describes the role of infants development.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Suitable toys for infants.</p> <p>Contribution of toys to the social, emotional, physical and intellectual growth.</p>	<p>Using store catalogs, select toys for infants.</p> <p>Make a list of safety factors to be considered.</p> <p>Make a display of toys.</p> <p>Discuss the values of each.</p> <p>Classify toys according to their main contribution.</p> <p>Discuss ways to stimulate infants in early play.</p>	<p>Develop a check list of desirable features for toys.</p> <p>Using this list, evaluate toy display.</p> <p>Write an essay: "A child plays according to his development, and a child develops according to his play activities".</p> <p>Chart play activities of an infant of 3 months, 6 months, 9 months.</p>	<p>Gordon, <u>Baby Learning Through Baby Play</u></p> <p>Honing, <u>Infant - Care Giving A Design for Training</u></p> <p>Pamphlet: "Child Day Care Center" Guidelines, Conn.</p>

Emphasis 9. BATHING INFANTS

OBJECTIVES: Becomes aware of safety precautions in bathing infants.
 Demonstrates procedure for bathing infants.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Bathing Infants	<p>Read assignments on bathing infants.</p> <p>Conduct a round table discussion on findings.</p> <p>Compare procedures for preparing an infant for a bath and a two-year old for a bath.</p>	<p>Using Baby Jane, demonstrate bathing an infant.</p> <p>Develop a check list and ask class to grade the demonstration.</p>	<p>Johnson and Johnson, "Bathing Babies"</p> <p>Film: "Baths and Babies"</p> <p>"Baby Jane"</p>

TOPIC B THE CHILD FROM ONE TO THREE

- Emphasis 1. Individual Differences
- Emphasis 2. Food for Health
- Emphasis 3. Care of Teeth
- Emphasis 4. Sleep and Rest Periods for Children
- Emphasis 5. Toileting
- Emphasis 6. Graduating Child to Independence

Emphasis 1. INDIVIDUAL DIFFERENCES

OBJECTIVES: Recognizes that each child develops at his own rate.
Appreciates the influence of environment on the child's development.
Distinguishes characteristics of different age groups.

COMMENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Individual differences in children</p> <p>Characteristics of the two and three year old.</p>	<p>Visit nursery school and observe children. Note differences within age group; compare characteristics of different age group.</p> <p>List characteristics that are typical of ages 2 and 3.</p> <p>View visuals: Participate in a circle discussion and summarize findings on 2 and 3 year olds.</p> <p>Collect pictures from magazines that show social growth in children from age one to three.</p>	<p>Write a report on observations from visit to nursery school.</p> <p>Write a report on the characteristics of any particular age. Use references and observations to strengthen your report.</p> <p>Put different characteristics in a hat and play "From the top of my head". Talk for one minute on the topic.</p> <p>Write a caption for each picture.</p>	<p>Jenkins, <u>These are your Children</u></p> <p>Pamphlet:</p> <p>"Your Child From 1 to 6"</p> <p>Films:</p> <p>"Terrible Twos and Trusting Threes"</p> <p>"The Small World of the Nursery School"</p> <p>Filmstrip: "Introducing the Three Year Old"</p>

Emphasis 2. FOOD FOR HEALTH

OBJECTIVES: Appreciates the importance of children's need for simple nutritious foods at different ages.
Describes ways to develop good food habits in children.

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
Food Groups	Plan meals and snacks for a preschool age child.	List 5 ways of improving eating habits in children.	Brisbane, <u>The Developing Child</u>
Requirements for different ages.	Group discussion on: An overweight child will probably become an overweight adult.	Debate: Adults use non-nutritious food as a reward or expression of affection.	Read, <u>The Nursery School</u>
Periods of rapid growth.	Prepare foods for a taste panel.	How can adults make meal time a pleasant experience? Cite examples.	Riehl, <u>Family Nursery and Child Care</u>
Principles for planning meals for children.	View films: Discuss factors that affect food habits in general and mention the factors that affect children's food habits.	Write and produce a puppet show on good nutrition.	Pamphlets: "Your Child From One to Six" "Food Before Six"
Factors that affect children's food habits.	Use food to plan learning activities for children such as: Color Number Shape	Introduce a three year old to a new food. Record reaction.	"Foods Children Need" "Foods for Group of Young Children Cared for During the Day" "Booklet on Nutrition"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Make a list of popular snacks. Then make a list of nutritious snacks. Compare lists.</p> <p>Read assigned references; discuss the cultural, ethnic and religious variances in food practices and how they effect childrens food habits.</p>		<p>Films: "Childrens Food Habits" "Food as Children See It" "Jenny is a Good Thing"</p>

Emphasis 3. CARE OF TEETH

OBJECTIVES: Recognizes ways to motivate the child to care for teeth.
 Assists the child in brushing and caring for teeth.
 Applies knowledge of facts related to dental caries.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Care of teeth.</p> <p>Procedure for brushing teeth.</p> <p>Care of tooth brush.</p> <p>Food for healthy teeth.</p>	<p>Discuss care of teeth.</p> <p>Invite dental hygienist to talk on oral hygiene for young child.</p> <p>Role play teaching a child to brush teeth.</p> <p>Discuss foods that help prevent dental caries, build strong teeth and gums.</p> <p>Assist a child in brushing his teeth.</p>	<p>Make a poster depicting the procedure for brushing teeth.</p> <p>Make a list of food which should be avoided for good dental health, and give reasons.</p>	<p>Films: "Teeth" "Teeth Are to Keep"</p> <p>Resource Persons: Dental Hygienist Dental Assistant</p>

Emphasis 4. SLEEP AND REST PERIODS FOR CHILDREN

OBJECTIVES:	CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Recognizes the importance of periods of rest for children. Recognizes the signs of fatigue in children. Describes ways to motivate small children to rest. Prepares room for children to rest.</p>	<p>Importance of routine for child's feeling of security. Indications that child needs rest. Requirements for rest periods.</p>	<p>Prepare room for children to rest. Experiment on paper with different arrangements of beds. Observe the procedures a child care teacher follows in preparing children for a rest period. Make a rest chart. Sing songs, tell stories and play games that are conducive to rest.</p>	<p>List signs of fatigue in children. Write a report on your observations.</p>	<p>Fleming, <u>Home Nursing Handbook</u> Hurllock, <u>Child Growth and Development</u> Read, <u>The Nursery School</u> Riehl, <u>Nursing and Children</u> Pamphlet: "Your Child From 1 to 6" "State and Local Day Care Licensing Requirements"</p>

Emphasis 5. TOILETING

OBJECTIVES:	LEARNING EXPERIENCE	EVALUATION	RESOURCES
<p>Becomes aware of toileting procedures. Recognizes signs of readiness for toileting. Consciousness of influence of own attitudes and biases concerning toileting. Describes ways of encouraging independence in toileting.</p> <p>Schedules and procedures for carrying out toileting activities.</p> <p>Handling toilet accidents.</p> <p>Personal attitudes about toileting.</p> <p>Helping child gain independence in toiletting.</p>	<p>Visit several child care centers. Speak with teachers and aides regarding toileting supervision, facilities and handling of accidents. Report on comments and findings. Discuss variations of centers and give alternatives.</p> <p>Tape conversations of children in a nursery school bathroom. Discuss problems and possible solutions.</p> <p>Attempt to recall early toileting experiences. Compare with current practices and philosophy observed in child care centers.</p>	<p>Write an essay on the supervision or guidance you would give a child to help him form regular toilet habits.</p>	<p>Baker, <u>Understanding and Guiding your Children</u></p> <p>Green, <u>A Nursery School Handbook</u></p> <p>Hurlock, <u>Child Growth and Development</u></p> <p>Read, <u>The Nursery School</u></p> <p>Riehl, <u>Family Nursing and Child Care</u></p> <p>Pamphlet: "Developing Toilet Habits"</p>

Emphasis 6. GRADUATING CHILD TO INDEPENDENCE

OBJECTIVES: Determine ways of assisting children in different activities to grow more independent.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Helping children grow independent.</p>	<p>Video tape or photograph children in a variety of actions such as dressing, eating, toileting, playing.</p> <p>View tapes and photographs in class. Identify actions approaching independence.</p>	<p>Make a presentation to a group of parents. Lead a discussion on changes in behavior patterns with age.</p> <p>Make a graph showing self dressing skills and probable age of accomplishment.</p> <p>Develop a chart of sequential steps to self-feeding.</p>	<p>Read, <u>Nursery School</u></p> <p>Spock, <u>Baby and Child Care</u></p>

TOPIC C THE CHILD FROM THREE TO SIX

- Emphasis 1. Physical Development
- Emphasis 2. Social and Emotional Development
- Emphasis 3. Intellectual Growth

Emphasis 1. PHYSICAL DEVELOPMENT

OBJECTIVES: Describes individual differences in physical development.
Relates physical growth to readiness for independent activities.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Physical development	Trace the continuing development of a child from 3 - 6.	Make a list of independent activities such as fastening clothes.	Shuey, <u>Learning About Children</u>
Fine Motor development	Discuss the relationship of physical growth to readiness for independent behavior in dressing, eating, etc.	Make a list of activities that help develop fine motor coordination and those that help develop gross motor development.	Pamphlets: "Your Child From 1 to 6" "How Children Grow and Develop"
Gross Motor Development	Role play ways to help a child grow toward independence.	Plan some activities for a 4 year old to help in physical development.	Films: "Frustrating Fours and Fascinating Fives" "Childrens Play"
Influence of Heredity and Environment on physical development.	Discuss how individual differences in the physical development of children affect adults expectations of them. Using references, name some factors that influence physical development. View film:	Simulate a written report to a parent on a child's physical growth during the school year.	"Introducing the 3 Year Old" Resource Person: Physical Therapist

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Compare sex differences in relation to growth patterns and body build.</p> <p>Invite a physical therapist to talk about physical development of the handicapped.</p>	<p>Oral report on "Patterning"</p> <p>Book reports on people in history who have overcome handicaps.</p>	<p>Transparencies:</p> <p>Growth Patterns in Children</p> <p>Development of Young Children</p>

Emphasis 2. SOCIAL - EMOTIONAL DEVELOPMENT

OBJECTIVES: Distinguishes between social and emotional characteristics of children aged three to six.
Describes emotional reactions of children from age three to six.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Learning to make decisions.</p> <p>Learning values</p> <p>Social Patterns and Development.</p> <p>Causes of emotions Pleasant Unpleasant</p> <p>Reactions to emotional behavior.</p>	<p>View Film: "Frustrating Fours and Fascinating Fives"</p> <p>List and discuss the adjectives used to describe children at each of these age levels.</p> <p>"Circle Inner Circle" discussion on remembrance of early fears and anxieties; of happiest childhood experiences.</p> <p>Role play ways to help a shy child; an angry child, etc.</p> <p>Observe children in such places as a park, a zoo, a movie. Note dominant personality traits.</p>	<p>Write an analysis on given case study of social or emotional behavior.</p> <p>List ways in which emotional insecurity expresses itself. Note some possible causes of and solutions for the problems.</p> <p>Write and produce a short skit on dealing with a child's emotions.</p> <p>Construct a graph using pictures to illustrate social development of 3 - 6 year olds.</p> <p>Make a list of ways parents and adults can reinforce behavior.</p>	<p>Jenkins, <u>These are Your Children</u></p> <p>Simon, <u>Values Clarification</u></p> <p>Periodicals:</p> <p>"Your Child from 1 to 6"</p> <p>Films:</p> <p>"Frustrating Four and Fascinating Fives"</p> <p>"First Friends"</p> <p>"The Development of Feelings in Children"</p> <p>Transparencies:</p> <p>Growth and Development Patterns</p>

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
	<p>View Film: "First Friends". Discuss reactions of actors in film and how social and emotional situations of the preschool child were handled.</p> <p>Discuss social skills that depend on language and those that do not depend solely on language.</p>		

Emphasis 3. INTELLECTUAL GROWTH

OBJECTIVES: Recognizes activities that stimulate children's intellectual growth. Describes a variety of techniques for advancing language skills.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Activities that encourage: Exploring Experimenting Questioning Observing Constructing</p> <p>Refer to Topic D: Creative Activities for Preschool child.</p>	<p>Observe children and record their vocabulary and reading skills at different ages. Tape. Discuss differences.</p> <p>Discuss techniques for advancing language growth in a child aged 3 - 6.</p> <p>Plan activities that stimulate children and organize their experiences in terms of: similarities and differences, time and space, comparative sizes and amounts.</p> <p>Discuss advantages of unstructured materials such as paint, clay, blocks, in relation to intellectual growth.</p>	<p>List ways you would use to promote cognitive power in a child aged 3 - 6.</p> <p>Debate: How would you encourage free verbal communication among children and between children and adults.</p> <p>Write a lesson plan to teach sizes, shapes, and colors.</p> <p>Write a letter to an aunt or uncle explaining your choice of a birthday gift that would encourage intellectual growth.</p> <p>Panel discussion on coloring books.</p>	<p>Getman, <u>Developing Learning Readiness</u></p> <p>Pamphlets: "Five Year Old and His Thinking" Saunders, "What's Wrong with Coloring Books?" Staff of Developmental Language and Speech Center Resource Place: Toy Lending Library</p>



OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Brain storm techniques that invite exploration and independent study.</p> <p>Buzz session on techniques to be used in developing language skills.</p>	<p>Develop an activity for children that would encourage intellectual development. Use with children and evaluate.</p>	

TOPIC D CREATIVE ACTIVITIES FOR THE PRESCHOOL CHILD

- Emphasis 1. Play Equipment
- Emphasis 2. Guidance and Supervision of Block Building Activities
- Emphasis 3. Art Activities
- Emphasis 4. Music Activities
- Emphasis 5. Dramatic Play
- Emphasis 6. Science and Nature Activities
- Emphasis 7. Group Games
- Emphasis 8. Outdoor Play
- Emphasis 9. Storage of Toys and Play Equipment
- Emphasis 10. Children's Literature

Emphasis 1. PLAY EQUIPMENT

<p>OBJECTIVES: Recognizes criteria for selection of creative play equipment for preschool child. Demonstrate ways to use available materials to provide child with play equipment.</p>			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Criteria for selecting toys and play equipment.</p> <p>Play activities according to child's growth development.</p> <p>Creating play materials.</p> <p>Suitable equipment and materials for use in Child Care Centers.</p>	<p>Using references, list characteristics that can be used as guides in evaluation of toys and play equipment.</p> <p>Make a list of toys for children ages 3 - 6 under each of the following categories: intellectual development, emotional and social development, physical development.</p> <p>Develop a criteria for selecting toys.</p> <p>Assemble toys for display.</p>	<p>Write an essay on the value of toys.</p> <p>Make a check list for selecting toys. Use the check list to evaluate display toys.</p> <p>Make a chart illustrating safe and hazardous features of play equipment. Give examples in each area.</p> <p>Class or group project: Compile booklet for parents of preschool children containing information on toys.</p> <p>Using information from Dept. of H.E.W. write a report on suitable play equipment for children.</p>	<p><u>How To Make Mobiles</u></p> <p><u>Hopper,</u> <u>Puppet Making Through the Grades</u></p> <p><u>Matterson,</u> <u>Play and Things for the School Child</u></p> <p><u>Osborn,</u> <u>Creative Activities for Young</u></p> <p>Pamphlets: "Simple Puppetry" Frank, "Play is Valid" Nuttall, "Creative Activities For Children"</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Visit a toy store; examine a variety of toys for preschool age children. Make list of some toys that you consider unsafe for children. Give reasons.</p> <p>Make such toys as a mobile, a puppet or cuddley animal, a surprise alphabet box, a fishing game, a feel-guess game.</p>	<p>List play equipment children can make for themselves.</p> <p>Demonstrate the construction of a toy.</p>	<p>Films: "Planning Creative Play Equipment for Children" Transparencies: "Importance and Selection of Toys" Resource Places: Kit: "A Learning Medium for Preschool Children"</p>

Emphasis 2. GUIDANCE AND SUPERVISION IN BLOCK BUILDING ACTIVITIES

OBJECTIVES: Recognizes criteria for selecting blocks.
 Supervises children in block building activities.
 Knows ways to enlist cooperation of children in putting blocks away after play.
 Plans placement of block building area in given room.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Value of blocks</p> <p>Role of the teacher</p>	<p>Using a school supply catalog or a department store catalog select different kinds of blocks available for pre-schoolers. Discuss criteria for choice.</p> <p>Describe ways to stimulate imagination in the child who is building with blocks.</p> <p>Brainstorm ways to encourage children to put blocks away.</p>	<p>Select blocks for a group of preschool age children and give reasons for your selection.</p> <p>Given a room plan, which area would you keep for blocks? Why?</p>	<p>Piaget, <u>Play Dreams and Imitation in Childhood</u></p> <p>Pamphlet: "Blocks---A Tool for Learning"</p>



Emphasis 3. ART ACTIVITIES

OBJECTIVES: Identifies art materials and activities.
 Describes ways of developing creativity in children through preparing and using art media.
 Plans an art project to be used by children including cleaning up and storing materials.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Art Activities	Visit local art supply store, Compare costs and quality of different materials.	Using catalogs, complete an order for a one year's supply of art materials.	<u>Bland,</u> <u>Art of the Young Child</u>
Art Media and Materials	Use cafeteria or display cases to exhibit children's art from other countries.	Demonstrate the use of some of these materials.	<u>Cherry,</u> <u>Creative Art for the Developing</u>
Values of art to the child.	Display art from nursery school in local bank or store windows.	From selected samples, lead a discussion on possible relationships of the child's personality and artistic stimulation.	<u>Hoover,</u> <u>Art Activities for the Very Young</u>
Molding art media	Complete a list of art activities for a preschool child. Discuss the values of the different art activities to the child.	Develop an art activity around a special holiday.	<u>Kellogg,</u> <u>The Psychology of Childrens Art</u>
Creativity, permissiveness, experimentation, encouragement.	Demonstrate some gifts a 5 year old could make for a friend or relative.	Complete an Art Ideas Book.	<u>Lowenfeld,</u> <u>Creative and Mental Growth</u>
Procedures for carrying out plans for an art project.			<u>Osborn,</u> <u>Creative Activities for Young Children</u>
Clean-up Procedure			<u>Read,</u> <u>The Nursery School</u>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Invite the art teacher to talk on encouraging creativity.</p> <p>Plan a treasure hunt to teach colors, shapes, and textures. Conduct it with classmates and then with children.</p> <p>Take a preschool friend or relative to a museum.</p> <p>Discuss the procedure you would follow to encourage creativity and allow permissiveness in childrens art work.</p> <p>Role play the supervision of a group of four year olds during art activities.</p>	<p>Write a paper on "Art With Children Is Fun"</p> <p>Give an oral report on museum trip.</p> <p>Debate: The Use of Coloring Books with Children.</p>	<p>Todd, <u>The Years Before School</u></p> <p>Wylie, <u>A Creative Guide for Preschool Teachers</u></p> <p>Pamphlets: "Arts and Crafts for Elementary Teachers" "Art From Soap" "The Creative use of Materials" "Helping Children Draw" "Practical Ideas for Pre-school Enrichment Programs" "Reading and Library Bulletin Boards"</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Collect recipes and make such media as finger paint, playdoh, paste. Improve by adding such ingredients as oats and sand. Compare with commercial products.</p> <p>Help a young child in school or at home or in your neighborhood with an art project.</p> <p>View film-Discuss information.</p>	<p>Make a collection of "junk items" to be used in creative art expression. Create and explain an example to class.</p> <p>Write a report on your experience.</p>	<p>"Suggestions for your Art Education Program"</p> <p>"Trainee's Text for Pre-School and K.G. Aides"</p> <p>"Unicef cards and Posters of Childrens Art From Round the World"</p> <p>Films:</p> <p>"Early Expressionists"</p> <p>Head Start</p> <p>"My Art is Me"</p> <p>Resource Person:</p> <p>Art Teacher</p>

Emphasis 4. MUSIC ACTIVITIES

OBJECTIVES: Compiles a list and demonstrates finger play songs.
 Recites and sings children's songs.
 Teaches new songs to children.
 Plans other music activities for the total development of the child.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Values of Music activities.</p>	<p>Role play teaching children songs.</p>	<p>Demonstrate teaching of songs and finger games.</p>	<p>Baker, <u>Understanding and Guiding Young Children</u></p>
<p>Selecting records for children.</p>	<p>Take children to the band room under supervision of the music teacher.</p>	<p>Demonstrate the procedure for making some instruments that produce sounds.</p>	<p>Brisbane, <u>The Development of Child</u></p>
<p>Procedure to introduce a new song to young children.</p>	<p>Invite friends with special talent to nursery school to sing, dance, or play an instrument.</p>	<p>Display home made and commercial instruments in show case.</p>	<p>Read, <u>The Nursery School</u></p>
<p>Preparing for music hour.</p>	<p>Invite the gym teacher to demonstrate body rhythms accompanied by music.</p>	<p>Make a booklet of body movements to use with music.</p>	<p>Sheehy, <u>Children Discover Music and Dance</u></p>
<p>Finger plays.</p>	<p>Assemble a collection of toy instruments.</p>	<p>Compose a song, jingle or musical rhyme.</p>	<p>Pamphlets: "Collection of Finger Plays" "It's Fun to Teach Creative Music" "Music For Childrens Living"</p>
<p></p>	<p>Listen to records and songs made for preschool children.</p>	<p>Record stories and songs the children originate and compile in a booklet.</p>	<p>Compile a list of records and songs, for children.</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Observe a preschool teacher conducting a music hour.</p>	<p>Note techniques used by the teacher during music hour.</p>	<p>Records: "Peter and the Wolf" "Tubby the Tuba" "Die Kleine Nachtmusik"</p> <p>Resource Persons: Music Teacher Physical Education Teacher.</p>

Emphasis 5. DRAMATIC PLAY

OBJECTIVES: List materials that will encourage dramatic play.
 Appreciates value of dramatic play.
 Follows an appropriate child care aide role in dramatic play.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Values of dramatic play.	Study current literature and report on values of dramatic play.	Organize classmates into small groups. Draw names or situations from a box. Dramatize.	Brown, <u>Creative Drama in The Lower School</u>
Materials that encourage dramatic play.	Make a list of materials available to encourage dramatic play.	Distribute props such as clothing or accessories. Dramatize.	Read, <u>The Nursery School</u>
Role of teacher in dramatic play.	Observe children during dramatic play. Video tape. Discuss the role of the teacher in dramatic play.	Develop an observation sheet on solitary, parallel and group play. Note age, sex and personality differences.	Robinson, <u>New Direction in the Kindergarten</u>
	View film. Discuss.	Write a paper on the Importance of Dramatic Play in a Child's Development.	Ward, <u>Playmaking with Children</u>
			Pamphlet: Woods, "Creative Dramatics"
			Film: "Dramatic Play: An Integrative Process for Learning"



Emphasis 6. SCIENCE AND NATURE ACTIVITIES

OBJECTIVES: Identifies science and nature activities appropriate to the child's interest and ability level. Plan and directs purposeful first hand experiences for preschoolers.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Values of Science and Nature studies.</p> <p>Appropriate Science activities.</p> <p>Planning and preparing for a science activity.</p> <p>Values of hands on experiences.</p> <p>Values of field trips.</p>	<p>Discuss the purposes in preparation of such foods as butter, gelatin, and popcorn. Supervise children's preparation of food.</p> <p>Explain and demonstrate to a group of children such phenomena as water, steam and ice.</p> <p>Take a child for a nature walk. Repeat at a different season.</p> <p>Supervise planting of seeds in boxes or sponges.</p> <p>Invite science teacher to talk on subject such as magnets.</p>	<p>Compile a list of questions asked by children. Read list to class. Suggest answers.</p> <p>Make a list of science activities for preschoolers.</p> <p>From such sources as magazines make a science book for a child.</p> <p>Give a lecture on "Learning through Field Trips".</p>	<p>Craft, An Activities Handbook For Teachers of Young Children</p> <p>Lewis, Complete Book of Pet Care</p> <p>Read, The Nursery School</p> <p>Wylie, A Creative Guide for Preschool Teachers</p> <p>Pamphlets: Pet Shop- Pet Care Booklets</p> <p>"Science Experiences for Nursery School Children"</p>

Emphasis 7. GROUP GAMES

OBJECTIVES: Selects a variety of group games for nursery school children.
Teaches new games to groups of preschool age children.

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
<p>Indoor and outdoor group games.</p> <p>Teaching a new game to young children.</p>	<p>Make a list of games in which all children can participate:</p> <ul style="list-style-type: none"> Imitating games Guessing games Choosing games Hiding games <p>Devise a group game and write detailed instructions for teaching it to children.</p> <p>Encourage innovations on traditional games.</p>	<p>Report on situation in which children's behavior would be considered extreme during group games.</p> <p>List games most often chosen by children and give reasons for their popularity.</p>	<p>Arnold, <u>The World Book of Children's Games</u></p> <p>Brisbane, <u>The Developing Child</u></p> <p>Mertenbahr, <u>Rhyming and Games</u></p>
	<p>Visit a child care facility and observe children in group games. Note any individual differences.</p>	<p>Teach a game to preschool children.</p>	

Emphasis 8. OUTDOOR PLAY

OBJECTIVES: Knows use and value of various types of outdoor play equipment.
Guides and supervises children in outdoor play activities.

COMMENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Purposes for outdoor play activities.</p> <p>Safety precautions in outdoor play area.</p> <p>Supervising outdoor play</p>	<p>List the purposes for outdoor play activities.</p> <p>Class discussion on how to avoid and handle accidents.</p> <p>Visit play areas at schools and parks. Note unusual equipment.</p> <p>Using institutional catalogs order the minimum number of pieces of equipment necessary to start a nursery school.</p> <p>Investigate amount of space required for outdoor play area.</p>	<p>Write a paper on how to prevent and/or handle accidents. <u>Enjoying the Outdoors</u></p> <p>Oral report on discardable items from such places as government surplus or the utility companies that can be converted into outdoor equipment.</p> <p>Compile a check list to evaluate outdoor play equipment and space.</p>	<p>Hein, <u>Enjoying the Outdoors</u></p> <p>Pamphlets: "Baker, "Lets Play Outdoors" "Tires are Tools for Learning" "State and Local Day Care Licensing Requirements"</p>

Emphasis 9. STORAGE OF TOYS AND PLAY EQUIPMENT

OBJECTIVES: Recognizes the importance of appropriate grouping and placing of toys and equipment.
 Appreciates the relationship of appropriate storage to constructive behavior in children.
 Organizes space for functional areas recognizable by children.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Arrangement of furniture, equipment and supplies.</p> <p>Storage</p>	<p>Compare storage facilities in several schools for young children.</p> <p>In a room of given dimension, arrange furniture and equipment for preschool age children. Give reasons for the arrangement.</p>	<p>Draw or describe a facility which makes optimum use of space for activities and storage.</p> <p>Relate success stories of children assuming responsibility for care and storage of toys.</p>	<p>Pamphlet: "Guide for Teaching in a Cooperative Nursery School".</p>
	<p>List changes in the group or situation that might occur. Rearrange the furnishings to meet the needs.</p> <p>Small group discussion on working heights and storage levels.</p>	<p>Give examples of how an organized room makes children responsible for the care of belongings and materials.</p> <p>List ways that heights can be safety adjusted.</p>	

Emphasis 10. CHILDREN'S LITERATURE

OBJECTIVES: Recognizes the values of reading stories to children.
 Selects story books for children of different ages and interests.
 Practices reading stories to groups of children.
 Constructs a story book for a child.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Language concepts: Book selection Reading techniques Appreciation for literature	Discuss criteria for and purposes of reading stories. Observe a teacher reading to a group of children. Using a tape recorder, practice story telling. Invite librarian to talk on book selection. Visit children's section of libraries and book stores. Develop a criteria for selecting books. Prepare an exhibit of story books for different ages and interests.	Demonstrate the procedure for reading or telling a story. Class members evaluate student demonstration. From a list of books, select one book. Evaluate it in terms of appropriateness for a given age. Make a list of suggested books for children.	Arbutnot, <u>Children and Books</u> Baker, <u>Understanding and Guiding Young Children</u> Read, <u>The Nursery School</u> Shuey, <u>Learning About Children</u> Tooze, <u>Story Telling</u> Films: "How to Tell a Story" "Childrens Literature" "Telling Stories to Children"



OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Select a theme for a pre-school story book. Write a script and illustrate the story.</p> <p>Encourage children to relate their own stories. Record them.</p>	<p>Tell student constructed story to class members.</p> <p>Have class members evaluate story book. Make suggested revisions an retell to a child or group of children.</p> <p>Compile childrens' original stories for children to keep.</p>	<p>Resource Persons: Librarian from childrens reading room.</p>

TOPIC E PLAY IN RELATION TO TOTAL DEVELOPMENT OF THE CHILD

- Emphasis 1. Play as a Learning Device
- Emphasis 2. Social Behavior in Play
- Emphasis 3. Emotional Development and Behavior
- Emphasis 4. Discipline
- Emphasis 5. Conscience

Emphasis 1. PLAY AS A LEARNING DEVICE

OBJECTIVES: Appreciates play as an avenue of learning for young children.
Differentiates between the types of play activities.
Relates play to growth and development.
Recognizes cognitive activities for children related to play.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Play as an avenue for learning for young children.</p> <p>Values of play</p> <p>Physical Development</p> <p>Intellectual Development.</p> <p>Social and Emotional Development.</p> <p>Helping children in play.</p>	<p>Plan a party with the children. Invite their friends and family members.</p> <p>Research and discuss values of play in total development</p> <p>Visit nursery schools and note amount of time allocated to various types of play activities.</p> <p>View T.V. programs for children.</p> <p>View adults programs that children watch.</p> <p>Discuss toys and activities that foster: Classifying Perceptive Learning Reasoning</p>	<p>Write an evaluation of the party.</p> <p>Debate: "Home is more conducive to the total development of the child than school."</p> <p>Plan a nursery school schedule. Define time allocations and staff responsibilities.</p> <p>Develop a rating sheet for T.V. programs.</p> <p>Demonstrate ways toys can direct a child's learning.</p>	<p>Aaron, <u>Child's Play</u></p> <p>Caplan, <u>The Power of Play</u></p> <p>Cass, <u>Helping Children Grow Through Play</u></p> <p>Hartby, <u>The Complete Book of Childrens Play</u></p> <p>Marzolla, <u>Learning Through Play</u></p> <p>Roberts, <u>Playing Learning and Living</u></p> <p>Schwartz, <u>A Parents Guide to Childrens Play and Recreation</u></p>



OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Enlist the cooperation of the industrial arts teacher in making puzzles, number and alphabet boards.</p> <p>Discuss guidelines for a teacher to help young children develop cognitive abilities.</p>	<p>Write paper on the role of the teacher or aide in supervising play.</p>	<p>Pamphlets: "Guide for Teaching in a Cooperative Nursery" "Preschool Guide" "Creative Guide for Preschool Teachers Goals, Activities and Suggested Materials for an Organized Program" Films: Head Start Film, "Free Play" "Growth of Intelligence In Preschool Years" Resource Persons: Industrial Arts Teacher</p>

Emphasis 2. SOCIAL BEHAVIOR IN PLAY

OBJECTIVES:
 Recognizes the role of play in social development.
 Uses play to encourage social maturity in children.
 Identifies social behavior and group interaction of children.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Social Development</p> <p>Social Maturity</p>	<p>Observe 3,4, and 5 year olds at play. List differences according to age and sex.</p> <p>Tape conversations of children.</p> <p>Role play "Helping a child learn to share".</p> <p>View visuals-</p> <p>Discuss and compare social aspects presented in films with those found in directed observation.</p> <p>Discuss sociograms and group behavior.</p>	<p>Assemble pictures of children at play. Add dialogue. Quiz classmates on probable age.</p> <p>Play back conversations and lead a discussion on child's maturity.</p> <p>From observations note or identify leaders, followers, or the "preferred child" in group. Analyze a child's position according to behavior displayed.</p>	<p>Hurllock, Child Growth and Development.</p> <p>Films: "Frustrating Fours and Fascinating Fives" "Four Years Old and Ready to Grow" "School for Four's"</p> <p>Filmstrips: A Pictorial guide to the four year old.</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Develop a check list including such indications of social maturity as:</p> <ul style="list-style-type: none"> ability to follow directions ability to lead playmates willingness to take turns "Interview" a child exhibiting these characteristics. <p>Select a child who spends a disproportionate amount of time crying, quarreling, or playing alone. List specific ways to maintain a relationship with this child.</p> <p>Observe children in free play. Note toys selected by children. Record selections and reactions of adults and children to particular toy selection that may differ from the ordinary.</p>	<p>Write a "thumbnail sketch" on this child and present it to the class.</p> <p>Keep a diary on the child's development.</p> <p>Debate: "Girls prefer to play with dolls and boys prefer to play with trucks".</p>	

Emphasis 3. EMOTIONAL DEVELOPMENT AND BEHAVIOR

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>OBJECTIVES: Recognizes individual differences in emotional development. Becomes aware of children's expressions of feelings. Recognizes factors that could influence a child's emotional behavior. Relates a child's behavior to the feelings of the child.</p> <p>Learning the balance between expression and control of feelings</p> <p>Types of feelings</p> <p>Similarity and differences in emotional development.</p>	<p>Study magazine pictures of children showing emotions. Select one and tell a story about it.</p> <p>Brainstorm fears and anxieties.</p> <p>Observe 2, 3, 4 and 5 year olds and note how the same feelings are expressed in different ways by children of different ages.</p> <p>Discuss how feelings are important to a child's personality development.</p> <p>Discuss how a teacher can effect a child's self confidence.</p>	<p>From readings, give a report on fears at age 4, 5, and 6.</p> <p>Write a definition of emotional maturity for a 5 year old.</p> <p>Simulate a case study of a child aged 2 to 5 with a problem. Identify the problem, possible reasons for it and give suggestions for solutions.</p> <p>Lead a discussion on ways in which a nursery school teacher can help redirect destructive emotions.</p>	<p>Gesell, <u>First Five Years of Life</u></p> <p>Shuey, <u>Learning about Children</u></p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>List negative emotions and some ways in which children express them.</p> <p>Class discussion on situations in which children display a degree of emotional maturity.</p>		

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Emphasis 4. DISCIPLINE

OBJECTIVES: Identifies the reasons for discipline. Identifies different types or forms of discipline. Differentiates between discipline and punishment. Selects appropriate measures of discipline to bring about desired behavior.			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Discipline types: Principles of: immediacy consistency reinforcement Behavior modification Punishment	Define discipline and punishment. In small group, read case studies and discuss. Collect newspaper accounts involving children. Relate this to discipline. List kinds of discipline and purpose of each.	Report on child abuse legislation. Lead a class discussion on contributing causes of the battered child syndrome. Debate: "Spare the Rod and Spoil the Child"	Baruch, <u>New Ways In Discipline</u> Green, <u>A Nursery School Handbook For Teachers and Parents</u> Griot, <u>Between Parent and Child</u> Hynes, <u>Behavior and Misbehavior</u> Pamphlet: "Some Special Problems of Children" Film: Head Start Film, "Discipline"
Routine as a means to help the child develop self discipline.	Role play causes of and ways to handle bizarre behavior. View film and discuss discipline procedures.		

Emphasis 5. CONSCIENCE

OBJECTIVES:	Describes the concept of inner discipline. Describes ways to guide children in developing desirable behavior.		
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Maturity level of children.	List desirable habits for children of 3, 4, and 5 years of age.	Write a paper expanding the statement, "A Child is Like Clay - Waiting to be Molded". How could this relate to forming desirable habits in children?	Landmark, <u>Series of Biographies</u>
Habits that encourage maturity.	Role play patterns of children's behavior and various teacher reactions.	Make a bulletin board on "Children Learn What They Live".	Pamphlet: "Your Child From 1 to 6".
	Discuss how to develop a child's awareness of right and wrong.	Read biographies of famous people. Give a book report to the class identifying factors in their childhood which contributed to their success.	
	Discuss inner or self discipline.	Write a short paper on a personal experience where inner or self-discipline was necessary.	



TOPIC F SPECIAL NEEDS

Emphasis 1. Exceptional Children

Emphasis 1. EXCEPTIONAL CHILDREN

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>OBJECTIVES: Recognizes characteristics of children with special needs. Recognizes the role of an aide in care of children with special needs.</p> <p>Children with special needs: Handicapped Disadvantaged Gifted</p> <p>Programs for exceptional children</p> <p>Role of an Aide</p> <p>Job description</p> <p>Personal qualifications</p>	<p>Discuss characteristics of children with special needs.</p> <p>Visit area centers which have programs for exceptional children.</p> <p>Invite a special education teacher to speak on how to help children with special needs.</p> <p>Accumulate material for a reading center from such sources as March of Dimes Foundation and the American Heart Association.</p> <p>Invite a speaker from programs for disadvantaged children.</p>	<p>Write a report on an exceptional child. Define the "special need" and make suggestions for meeting the need.</p> <p>List qualifications necessary for employment with handicapped children.</p> <p>Write a letter of application explaining motivation for working with disadvantaged children.</p> <p>Tape TV shorts dealing with programs for handicapped and disadvantaged.</p> <p>Read and report on the story Helen Keller.</p>	<p>Berlter, <u>Disadvantaged Children in the Preschool</u></p> <p>French, <u>How You Can Help Your Retarded Child</u></p> <p>Riessman, <u>The Culturally Deprived Child</u></p> <p>Film: "If These Were Your Children"</p> <p>Slides: Mansfield Training School: "Helping Retarded Help Themselves"</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Assume a physical handicap for a period of time by restricting vision, hearing, or motor coordination. Describe feelings to the class.</p> <p>Contact personnel directors of special programs for job descriptions.</p> <p>From readings, list ways to recognize a gifted child.</p> <p>Visit an elementary school with a program for such children.</p> <p>List state, local, and community organizations or agencies that assist the handicapped.</p> <p>Discuss the role of an aide in the care of the handicapped</p>	<p>List special qualities of an aide working with exceptional children.</p>	<p>Resource Persons: Director of Program for Disadvantaged Special education teacher</p> <p>Resource Places: Oak Hill School for Blind, Hartford, CT Mansfield Training ct. Mansfield, CT.</p> <p>Gengras Center for Exceptional Children, St. Joseph's College West Hartford, CT.</p> <p>Newington Children's Hospital, Newington, CT. Mystic Oral School Mystic, Conn. Benhaven School New Haven, Conn. Local Programs: Head Start</p>

TOPIC G CHILD CARE SERVICES

- Emphasis 1. Duties and Responsibilities of the Child Care Aide
- Emphasis 2. Safety and Accident Prevention
- Emphasis 3. Home Economics Related Occupations in Infant and Child Care
- Emphasis 4. Job Attitudes and Job Satisfaction
- Emphasis 5. Traits for Success in Working with People

Emphasis 1. DUTIES AND RESPONSIBILITIES OF THE CHILD CARE AIDE

OBJECTIVES: Lists duties and responsibilities of an aide in a day care center.
Organizes a day's schedule for routine activities and duties for a child care aide.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Duties and responsibilities	List activities of staff before arrival and after departure of children.	Write a letter to a friend describing a typical day as a child care aide in a Day Care Center.	<u>Bettleheim, Children of the Dream</u>
Scheduling activities	Have panel of day care personnel discuss duties and responsibilities.	List reasons for sending a child to a pre-school center.	<u>Hechinger, Pre-School Education Today</u>
	Make charts defining time and place of children's activities.	List activities that require: minimum supervision maximum supervision	<u>Langford, Guidance of the Young Child</u>
	Summarize given job descriptions into specific functions of the workers.		<u>Leeper, Good Schools for Young Children</u>
	Visit day care program and note duties and responsibilities of adults.		<u>Smart, Living and Learning with Children</u>
			<u>Todd, The Aide in Early Childhood Education</u>
			<u>Teacher Aide Handbook A Guide to New Careers in Education</u>

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
	Study forms for personal information folders or cards for children. Select and defend a preferred type.	Using an index card, construct a model for a child's personal information file.	<p>Pamphlet: "When Teenager Takes Care of Children, Guides for Babysitters"</p> <p>"State and Local Day Care Licensing Requirements"</p>

Emphasis 2. SAFETY AND ACCIDENT PREVENTION

OBJECTIVES: Identifies the cause and prevention of accidents.
Plans activities that teach safety practices.
Describes procedures to follow in case of an emergency.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Types of accidents Danger areas	Invite representative from the American Red Cross to demonstrate procedures on first aid and emergency care.	Write a paper on "People Cause Accidents"	Hurlock, Child Growth and Development Read, The Nursery School
Fire Hazards	Visit a hospital and identify accidents which occur most frequently.	Make a plan for care and storage in child care center for potentially dangerous items.	Riehl, Family Nursing and Child Care
Poison	Invite a school nurse to speak on accident prevention in school.	Write a story about accident prevention. Tell it to children.	Smart, Living and Learning With Children
Routine practices for child safety.	Invite a policeman to speak on street safety.	Teach a safety lesson to children through art, music, or dramatic play.	Pamphlets: "Family Guide to Emergency Health Care"
Emergency procedure in case of accident.	Display newspaper clippings of accidents on bulletin boards. Group discussion on causes.	Make a listing of emergency procedures to follow.	"Formula for Child Safety"
Health records and recording procedures.	Legalities of treating hurt or ill child.		"Guidepost to Child Safety"

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Discuss reasons for keeping health records for children in centers.</p> <p>Make a chart of dangers according to age.</p> <p>Compile a list of emergency telephone numbers.</p> <p>Make traffic lights or road signs to use in nursery school.</p>		<p>"Red Cross Handbook, "First Aid"</p> <p>Resource Persons: Instructor, American Red Cross</p> <p>School Nurse</p> <p>Policeman</p>

Emphasis 3. HOME ECONOMICS RELATED OCCUPATIONS

OBJECTIVES: Recognizes career opportunities available in caring for young children. Identifies occupations with a family focus on infant and child care.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Steps in career ladder</p> <p>Family focused occupations in infant and child care.</p> <p>Care of children during mothers absence or illness.</p>	<p>Using yellow pages, list places that could offer a job at some future time. Give a brief description.</p> <p>Contrast attitude of people toward family focused occupations in relation to institutional focused occupations. Conduct a personal opinion survey on advantages of each.</p> <p>Invite recent graduates to discuss employment.</p>	<p>Make a bulletin board of present employment opportunities in Child Care and related occupations.</p> <p>Make career ladder for child care positions.</p> <p>Publish report on personal opinion survey in school newspaper or Teen Times.</p> <p>Write a paper on "Why I Prefer Family Focused Child Care".</p> <p>Plan a panel discussion for a community meeting to explain or further explore occupations in human services.</p>	<p>Knapp, When teenagers Take Care of Children. <u>Exploring Careers in Child Care</u></p> <p>Pamphlets:</p> <p>AHEA "Career Ladder and Lattices"</p> <p>"Child Development Associate, A Guide For Training"</p> <p>Filmstrip:</p> <p>"Jobs for You: Its' Happening In Home Economics"</p> <p>Resource Persons:</p> <p>Recent Graduate</p>

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Become involved in a "Shadow Program" - Follow selected child care employees for one day each.</p> <p>Role play a job interview between applicant and potential employer.</p>	<p>Keep detailed report and observations of "Shadow Program".</p> <p>Respond to an advertisement.</p> <p>Make a graph showing increase or decrease in career possibilities. Give oral report to class on findings and explanations.</p>	

Emphasis 4. JOB ATTITUDES AND JOB SATISFACTION

OBJECTIVES: Recognizes that sound attitudes contribute to job satisfaction.
 Recognizes responsibility of obtaining and keeping a job.
 Identifies implications of positive and negative behavior in work.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Relationship of attitudes to work and job satisfaction. Getting and keeping a job:	Discuss why people work. Make a check list to measure your own attitudes toward work.	Write responses to: "Why are you taking a course in human services?" "What are your reasons for getting a job after high school?"	<u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u>
Selection Application Interview Work ethic On-job behavior Accepting responsibility	Research job attitude by questioning adults with different types of jobs. Invite school guidance counselor to speak on "Planning for the Interview".	Compile a resume. Fill out an application for a job. Write on - "Why I would make a good employee".	Kimbrell, <u>Succeeding in the World of Work.</u> Resource Persons: Guidance Director Personnel Director
	Role play a job interview. Invite a personnel director to speak on qualifications considered desirable by an employer.	Make a bulletin board of daily wart ads.	

Emphasis 5. TRAITS FOR SUCCESS IN WORKING WITH PEOPLE

OBJECTIVES: Recognizes important traits necessary for success in working with people.
Recognizes role of interpersonal relationships on the jobs.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Traits necessary for Success</p> <p>Interpersonal relationships on the job</p>	<p>List traits necessary for a nursery school or child care aide.</p> <p>Brainstorm desirable and undesirable traits of people in public or human services.</p> <p>Discuss how values and behavior influence those around us.</p>	<p>Collage or bulletin board of satisfying aspects of a job in human services.</p> <p>Analyze case studies involving teacher/aide relationships.</p> <p>Using an evaluation instrument, measure attitudes and skills necessary in child care occupations. Discuss ways to improve personal rating.</p>	<p>Landis, <u>Personality Development</u></p> <p>Hildebrand, <u>A Laboratory Workbook for Introduction to Early Childhood Education.</u></p> <p>Pamphlets:</p> <p>Hudson, "I Want a Job", "On the Job".</p> <p>Schneider, "Getting And Holding A Job"</p> <p>Transparencies:</p> <p>"Attitudes and Manner"</p> <p>"Goals in Relation to Values"</p>



OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Consult dictionary of occupational titles. Note jobs that offer personal potential.		

OVERALL OBJECTIVES
GERIATRIC AND CONVALESCENT AIDE

THE STUDENT WILL BE ABLE TO:

1. Recognize the career opportunities available in caring for or assisting in the care of the convalescent and the elderly.
2. Recognize the value of training and experience in working with the convalescent and the elderly.
3. Recognize individual differences in care of the convalescent and the elderly.
4. Appreciate the importance of problems and needs of the sick and the elderly.
5. Appreciate the needs of family members of the sick and the elderly.
6. Assist the sick and the elderly with physical, social, emotional, and intellectual needs.
7. Plan work simplification of household tasks.
8. Complete training and experience necessary for a career in the area of care for the convalescent and the elderly.

TOPIC A AGING

Emphasis 1. Problems of Old Age

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Emphasis 1. PROBLEMS OF OLD AGE

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>OBJECTIVES: Is conscious of problems of old age. Realizes that problems of old age are interrelated. Recognizes how health problems of old age influence way of life. Describes reasons for reduced sense of security in old age.</p> <p>Problems of old age: Income Health Leisure time Housing Dependence Aloneness</p> <p>Understanding the different needs of aged persons.</p> <p>The homebound The institutionalized The convalescent</p> <p>Physical Changes</p>	<p>Break into small groups. Each group will investigate one of the following: "The source of income during old age." "The average Social Security allotment in Connecticut." "Medicare and Medicaid!"</p> <p>Invite a resource person from a government agency to talk on the sources of income in old age.</p> <p>Read rules on Social Security and old age.</p> <p>Invite a person from a local welfare office to explain how Food Stamps are managed and administered.</p>	<p>Panel discussion on the interrelationship of the problems of old age.</p> <p>Debate: The adjustments forced on the aged are the most difficult of a lifetime.</p> <p>List common health problems of the elderly.</p> <p>Name and describe the physical changes of old age.</p> <p>Write a paper on "Preparation for Retirement!"</p> <p>List the reasons for reduced sense of security in old age.</p>	<p>Moss, <u>Caring for the Aged</u> Smith, <u>Portraits of Aging</u></p> <p>Pamphlets: "Aging In Conn!" "Commission on the Aging" "Handle Yourself With Care" "Homemaker and Home Health Aide Training Manual" "National Directory on Housing for Older People" "Retired Couple's Budget"</p>

OBJECTIVES :

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Invite a representative the Health Dept. to speak on common health problems of old age. Discuss how each of the health problems would affect the way of life.</p> <p>Failing Health</p> <p>Physical changes with age:</p> <p>teeth sight hearing memory muscle strength balance</p> <p>Invite a doctor to speak on senility and diseases of old age.</p>	<p>Oral report on "The Biggest Problem in Retirement"</p> <p>Debate: "An old person is lonely because he choose to be lonely"</p> <p>Collect pictures of the aged. Tell a story about one.</p>	<p>Pamphlets cont.: "Work Book on Housing" "Your New Home"</p> <p>Resource Persons: Health Dept. Social Security Agency Welfare Agency Physician Resource Places: Hebrew Home for the Aged St. Joseph in Trumbull</p>
	<p>Invite a speaker from an institution for the aged to speak on the emotional patterns of the elderly.</p>	<p>35</p>	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Discuss - "Some people enjoy retirement because -----".</p> <p>Discuss the housing problems of old age.</p> <p>Visit some of the housing facilities for the elderly in Connecticut.</p> <p>Class discussion on the adequacy of the facilities and its effect on the total life of elderly.</p> <p>Research: Consumer economics for the elderly. Compile information for panel and speak groups of elderly in community.</p>	<p>Write a report on "New Living Facilities for Elderly", "Housing development for the Elderly". Investigate possibilities immediate area.</p> <p>Collect and compile a notebook and or bulletin board on abuses and advantages taken of elderly.</p>	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Coordinate a fashion show on accessories, items, and slight changes that can "perk up" present wardrobes.</p>	<p>Take fashion show to Golden Age Club or Senior Citizens Center.</p> <p>Assemble an up-to-date resource center or in-class library on the elderly.</p>	

TOPIC B HEALTH AND SAFETY

Emphasis 1. Hygenic Procedures

Emphasis 2. Body Mechanics

Emphasis 3. Transfer Activities

Emphasis 1. Hygienic Procedures

OBJECTIVES: Recognizes hygienic procedures to follow in care of patient, to insure health and safety.
 Demonstrates hygienic procedures to follow in care of patient, to insure health and safety of household members and self.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Care of patient	Discuss health techniques you would practice in working as a Home Health Aide.	Lead a discussion on the sanitation procedures a Home Health Aide can use to protect self and household members.	Pamphlet: "Code of Ethics for A.N.A., L.P.N., etc."
Preventing the spread of disease.	Invite a nurse to demonstrate hand-washing procedure when caring for sick.	Demonstrate handwashing procedure.	Films: Rocom Trainex
Sanitation Procedures	Red Cross nurse to explain procedures of bathing and toileting.	Using "Mrs. Chase", give demonstration on bathing a patient, or giving a bedpan.	Resource Persons: Nurse
Disposal of waste from patient's room.	Discuss why and when hand-washing is necessary.	Debate: "Disposable uniforms are more satisfactory than other types"	
	List sanitation needs in the home. Examine aprons, coveralls, uniform: and discuss the purpose of the apparel.		

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Discuss preparation for protecting and caring for patients furniture - floors - property.</p> <p>Make a chart showing: <u>Do's and Don'ts for disposal of waste.</u> Include ways in which disease is disseminated by uncontrolled disposal of waste from the patient's room.</p> <p>Brainstorm situations where the use of rubber gloves might be necessary.</p>	<p>Make "newspaper bags"</p>	

Emphasis 2. BODY MECHANICS

OBJECTIVES: Identifies the importance of good body mechanics.
 Develops procedures and use in assisting or moving patients.
 Applies principles of good body mechanics.

COMMENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Body mechanics</p> <p>Definition of terms: Posture Mechanics Standing Sitting Lying</p>	<p>Define body mechanics</p> <p>Discuss the importance of posture and body mechanics to the health and safety of the trainee and the patient.</p> <p>Invite a rehabilitation nurse to demonstrate key points of:</p> <p>Good posture when standing, sitting, lying, stooping, pivoting, lifting, moving a bed patient, etc.</p> <p>Demonstrate leverage and momentum principles.</p> <p>Teacher demonstrates carrying a heavy object using proper body mechanics to conserve energy and prevent strain.</p>	<p>Test including such questions as the following: What does proper body mechanics mean? Why should the conservation of the patient's energy be a responsibility of home health attendant?</p> <p>How can you apply the principles of body mechanics to yourself?</p> <p>Which method requires less effort of rolling, turning, or lifting?</p> <p>Complete the sentence below giving examples: "Home Health Attendant knowledge of body mechanics will be helpful in:"</p> <p>Write a paper including: the key points of the demonstration observed in moving a patient.</p>	<p><u>Red Cross Home Nursing Program</u></p> <p>Pamphlets: "Facts about Backs"</p> <p>Films: Rocom Trainex</p> <p>Resource Persons: Rehabilitation Nurse</p>



OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Demonstrate procedures in moving the patient. Video tape the demonstration and develop procedures to be used in assisting or moving patients.</p> <p>Develop a step by step procedure including, the set of instructions when helping the patient:</p> <p>To sit-up in bed: towards the head of the bed, to the side of the bed, to turn on his side facing away or to turn towards the aide.</p> <p>Using references explain principles of body mechanics of aide and patient to use in turning, walking, sitting, and lifting patients.</p>	<p>Write explanation of dialogue to use informing patient of plans in turning, walking, etc.</p>	



OBJECTIVE S:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Observe students move each other following directions given and using principles of body mechanics. Experiment in class with sliding a patient to hip level and then lifting the patient.</p> <p>Using references, discuss why it is important to change the patients position and how you can help the patient maintain a good posture in bed.</p> <p>Discuss positions a home health attendant needs to know to help make the bed patient more comfortable.</p>	<p>Evaluate demonstrations of students.</p> <p style="text-align: right;">101</p>	

Emphasis 3. TRANSFER ACTIVITIES

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>OBJECTIVES: Awareness of safety factors in transfer activities. Assists patients in transfer activities. Demonstrates ability to assist patient in walking.</p> <p>Safety factors in transfer activities.</p> <p>Principles of ambulation and transportation.</p> <p>Use of equipment:</p> <p>Crutches Walker Casts and braces Wheelchair Safety</p>	<p>Discuss safety and comfort factors in using body mechanics.</p> <p>Invite a physical therapist or nurse to demonstrate the proper procedures of helping the patient move from bed to chair.</p> <p>Question and answer session with therapist about the kind of help home health aides might be expected to give patients.</p>	<p>Develop a score card for transfer activities. Demonstrate transfer of ambulatory patients.</p> <p>Use score card in assessing colleague's demonstration, including: explanation before beginning Knowledge of subject Holding attention of group Smoothness and ease of demonstration. Equipment available, pre-preparation.</p> <p>After practicing, repeat the demonstration to measure improvement as compared to first performance.</p> <p>Make a detailed plan on paper, of the equipment, procedure, and instructions used in assisting a patient to move from bed to a wheelchair</p>	<p>Pamphlet: "Up And About"</p> <p>Resource Persons: Physical Therapist Nurse</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Practice transfer activities. Develop a step by step procedure:</p> <ul style="list-style-type: none"> to assist a patient from bed to a wheel chair into an automobile. to assist a patient up and downstairs <p>Assist a patient using cane, walker, crutches or braces. Demonstrate each of these procedures.</p> <p>List possible hazards to the aide and to the patient that could be incurred in service.</p> <p>Demonstrate moving a wheelchair through doors and over a threshold.</p> <p>List safety factors in assisting patients in walking.</p>	<p>In a normal home situation type of setting list some trips that might be hazardous for ambulatory patients.</p> <p>Suggest necessary changes and discuss how the trip may be accomplished safely.</p> <p>List various types of walking aides and identify situations where each would be used. Evaluate their usefulness.</p>	



OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Visit a supply house for convalescent equipment and give an oral report on findings.</p> <p>Discuss some adaptations of home supplies for equipment that might be needed for patient care.</p>	<p>Lead a discussion or report on items available in the home and adaptation for patient care as opposed to buying special items.</p>	

TOPIC C SERVICES OF AIDE

- Emphasis 1. Personal Care
- Emphasis 2. Meeting Patient's Mental Needs
- Emphasis 3. Methods of Making the Patient Comfortable
- Emphasis 4. Planning and Serving Meals
- Emphasis 5. Housekeeping Duties
- Emphasis 6. Record Keeping

Emphasis 1. PERSONAL CARE

- OBJECTIVES:
- Recognizes physical and psychological needs of the elderly.
 - Assists the elderly with personal and social needs.
 - Demonstrates procedures to use to assist patient with personal grooming.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Physical needs of the elderly.</p> <p>Basic human needs may be threatened.</p>	<p>Invite a person from a housing unit for elderly to talk on the need for appropriate housing for the elderly's physical and psychological needs.</p> <p>Create a bulletin board:</p> <p>Basic needs of elderly-- Somewhere to live Something to do Someone to care</p>	<p>Value clarification to steps of fulfilling needs of elderly.</p>	<p><u>Aging in Conn.</u></p> <p>May, <u>Home Making for the Handicapped</u></p> <p>Simons, <u>Value Clarification</u></p> <p>Pamphlets: "Feet First"</p>
<p>Personal Needs</p> <p>Physical Needs: Dressing and Grooming</p>	<p>List personal needs.</p> <p>Make a check list for selecting a gift for an elderly friend.</p> <p>Discuss the physical needs of elderly with which an aide can help.</p>	<p>Give an oral report on recommended procedure in assisting an elderly person with personal needs.</p> <p>List physical needs. Describe minimum and maximum assistance for meeting each.</p>	<p>"1972 Workshop on Social Services for Elderly"</p> <p>Film: "Critical Decades"</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Personal Hygiene Care of skin, nails, hair Oral hygiene, denture care Bath (tub, showers, bed)</p>	<p>Write a step by step procedure for assisting an elderly person: To dress for the day To use the toilet To take a sponge bath or tub bath. Discuss activities performed daily for personal hygiene. List equipment necessary for care of mouth. List procedures for care of the nails.</p>	<p>Using general rules of line, color and texture, design a wardrobe that would be flattering to an elderly woman. Make a chart of personal service required each day for a patient with: Minimal dependence Maximal dependence</p>	<p>Resource Persons: Housing for Elderly Nurse Gym Teacher Physical Therapist Film: Trainex</p>

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Care of clothes and personal articles.	Discuss types of clothes for the elderly that help maintain independence. Describe the steps in handling a week's laundry, dry cleaning and simple repairs. Invites an elderly person to talk to class on "You are as old as you look and feel".	From given samples identify which clothes you would select for an elderly person whose mobility is restricted. Using catalogs and advertisements, select a wardrobe that would be interesting to an elderly man.	
Acceptance of positive and negative aspects of old age.	Discuss ways to maintain independence.		

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Visit a rest home, a nursing home, and observe the different kinds of needs and amount of individual attention available.</p> <p>Work as a volunteer at a geriatric home for a protracted period. Report to class on: Application procedure Services performed</p> <p>Invite a cosmetologist to talk on personal enhancement of the elderly.</p> <p>Invite a nurse to speak on the need for cleanliness and physical care of elderly.</p>	<p>Demonstrate how to assist a patient with personal care of hair.</p> <p>Demonstrate care and clean-up of: Dentures Eye glasses Hearing aids Walking Aids</p>	

OBJECTIVES:	CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Develops ability to comprehend written or oral instructions.</p> <p>Demonstrates ability to measure and record temperature, pulse, and respiration.</p> <p>Explains observation techniques used to observe changes in patient's general condition.</p>	<p>Necessary information</p> <p>Home Health Aide limitations in administering medications</p>	<p>Group discussion on "A patient feels better physically and psychologically if he/she is well groomed".</p> <p>Invite a gym teacher or physical therapist to discuss and demonstrate type of modified exercises to keep the body agile.</p> <p>Devise a check list of information necessary before assuming responsibility for a patient.</p> <p>Written instructions are given to Home Health Aide from an agency. Nurse to continue medical treatment plan. Student explain the duties spelled out in the letter.</p>	<p>Write a step by step procedure on how to make the patient comfortable physically and psychologically while assisting with bath and grooming.</p> <p>Make a schedule for giving medicines and treatments according to written instructions given.</p> <p>Make a simple schedule to assist patients with prescribed medicines according to nursing supervisor's instructions.</p>	<p>Pamphlets:</p> <p>"Red Cross Temperature Diagram".</p> <p>Schwartz, "Medication Errors Made by Elderly"</p>



OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Recording temperature in degrees.	Using references find safety principles regarding caution in administration of drugs and medicines. Read the labels on patient's medications and note the type of information labels contain	What precautions should be taken with medicines? What should be done about keeping unused, expensive prescription drugs?	
Routine steps in taking temperatures.	Examining different types of clinical thermometers: Flat thermometer Long and thin bulb Round and stubby bulb Discuss the advantages and uses of each. Identify parts of a thermometer. Teacher demonstrates cleaning the thermometer.	Take a colleague's temperature. Record it. Clean the thermometer.	



OBJECTIVES:	CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
		<p>Examine temperature charts and graphs. Discuss taking temperature of adults v/s child.</p> <p>Students shake down the mercury. Record reading on thermometer.</p> <p>Discuss the procedures for taking oral, rectal and axillary temperatures and recording. Explain when rectal temperature is taken. Students take and record their own oral and axillary temperature. Student exchange thermometers, read and verify each others findings.</p>	<p>Using the temperature record of a patient, make a graph.</p>	

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Pulse:</p> <p>Rate - Number of beats per minute for children and adult.</p> <p>Volume - Weak or strong</p> <p>Rhythm - regular or irregular.</p> <p>Observation techniques</p>	<p>Class members work in pairs counting each other's pulse and respiration. Record by rate, volume and rhythm. (Teacher checks any unusual findings.)</p> <p>Discuss observing changes in patient to predict necessary care.</p>	<p>Demonstrate to class taking of pulse rate.</p> <p>Oral report on instances of objective and subjective observation techniques.</p> <p>Simulate a written report to the family or physician about changes in the patient's physical and mental state.</p> <p>Write a skit about two aides: one reported facts one diagnosed the illness and prescribed treatment.</p>	

Emphasis 2. MEETING PATIENT'S MENTAL NEEDS

OBJECTIVES: Applies knowledge of psychological needs.
 Becomes aware of social and emotional needs.
 Recognizes diversional activities for patients and the elderly.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Psychological	<p>Invite a school psychologist or social worker to speak on the psychological needs.</p> <p>Invite a representative from the American Association of Retired Persons to speak on maintaining an interest in life.</p> <p>Invite a recreation director from a state hospital to discuss games and hobbies.</p> <p>Develop a resource center with such magazines as Modern Maturity and Harvest Years.</p> <p>Invite a librarian to talk on reading material or records.</p>	<p>List some psychological needs of elderly and recommend ways of assisting elderly people to meet their needs.</p> <p>Write a skit on ways to broaden the horizons of an elderly person.</p> <p>Develop a criteria for selecting reading materials for elderly.</p>	<p>Fleming, <u>Homenursing Handbook</u></p> <p>Pamphlets:</p> <p>Sister Joseph Mary, "Complete Manual of Geriatric Nursing"</p> <p>"Do It Yourself Again"</p> <p>Films:</p> <p>Early Autumn</p> <p>Step Aside, Step Down</p> <p>Resource Persons:</p> <p>American Association of Retired Persons</p> <p>American School for the Deaf, Instructor</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Volunteer at a nursing home, play games with or read to patients on a regular basis</p> <p>Invite a speaker from the American School for the Deaf to speak on "Problems incurred because of impaired hearing".</p> <p>List activities that would be suitable for the partially sighted.</p> <p>Plan activities in which the elderly can share some of the responsibilities of the home in order to feel useful and active.</p> <p>Buzz session on the advantages of such hobbies as: Reading Music</p>	<p>Debate: One cannot develop new hobbies after the age of sixty.</p> <p>Report on a person who developed a hobby after retirement.</p>	<p>School Psychologist or Social Worker</p> <p>Librarian</p> <p>Elderly Person</p>



OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Card games Gardening Photography Painting Church activities Knitting, crocheting Golf</p>		
	<p>Invite an elderly person with a specific skill to teach to class.</p>	<p>Demonstrate how to reach a new skill to someone in class</p>	
	<p>View and discuss films on aging.</p>	<p>Plan and display craft or hobby activities at a church or in lobby of home for aged.</p>	
Emotional and Social needs.	<p>Discuss why it is important for a home health attendant to be tactful.</p> <p>Discuss: "The art of listening</p>	<p>Bring some games to class and simulate playing or organize the playing of them with a "patient".</p> <p>Make a report on care of house plants. Grow one at home.</p>	<p>Adler, <u>The Adler Book of Puzzles and Riddles</u></p> <p>Becher, <u>Adventure with Scissors And Paper</u></p>

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Diversional activities</p>	<p>Visit a rehabilitation center or convalescent home or serve for citizens center and observe the social and craft activities they plan for these patients.</p> <p>Which of those activities you learned about could you use with a patient in home care?</p> <p>List games that do not require special equipment such as: riddles, charades, etc.</p> <p>List room ornaments such as prisms, or terrariums.</p> <p>List card and board games that could be played with: an adult patient a child patient</p>	<p>Make a mobile of family photographs.</p> <p>Explore the possibility of obtaining a pet that requires little care.</p> <p>Select some suitable diversional activities for the patient described in a case study</p> <p>Give a demonstration on crafts.</p>	<p>Carlson, <u>Jokes and Riddles</u></p> <p>Cummings, <u>101 Hand Puppets: A Guide for Puppeteers of All Ages</u></p> <p>Fleming, <u>Home Nursing Handbook</u></p> <p>Hoke, <u>Family Book of Humor</u></p> <p>Honda, <u>How to Make Origami</u></p> <p>Ickis, <u>Handicrafts and Hobbies for Recreation and Retirement</u></p> <p>Sakade, <u>Japanese Paper Folding</u></p>



OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Learn crafts such as knitting weaving, crocheting or embroidery.</p> <p>Collect pictures that would make a patient's room more attractive.</p> <p>Encourage patient to sing songs with other family members. Tape</p> <p>Role play a situation to demonstrate depressed mood of a patient.</p> <p>Invite a lawyer to speak on the legality of a "living will".</p>	<p>You are talking care of a patient following nurses orders, but your patient is losing patience and threatens to disobey you. What do you think are his needs? How would you help him?</p>	<p>Pamphlets: X-Acto, Inc. "Indian Beadcraft" Rohrbough, "Brain Resters and Testers" Film: Trainex - Care of Dying Resource Persons: Lawyer Recreation Director</p>



Emphasis 3. METHODS OF MAKING THE PATIENT COMFORTABLE

OBJECTIVES: Recognizes positions for patient comfort. Assists the patient with toileting procedures.			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Care of the bed patient Positioning Exercises Methods of making the patient comfortable.	Using references: Write a report on "Achieving maximum comfort for the patient". List and discuss psychological comforts for a patient such as room arrangements, ventilation colorful areas or art, etc. Invite a nurse to demonstrate positioning patient in bed. Brainstorm ways of obtaining comfort for the elderly or confined.	Keeping the comfort of the patient in mind suggest what you would plan to do in each of the responsibilities reported for home health aide Practice positioning: Supine Prone Side lying Sitting Arrange a bulletin board composed of sketches or photographs and captions showing the relearning of motor coordination.	Fleming, <u>Home Nursing Handbook</u> Pamphlet: "Strike Back at Stroke" Resource Persons: Nurse Representative of American Red Cross

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OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Procedure for assisting patient in using: Toilet Commode Bed Pan</p>	<p>Invite a nurse to demonstrate assisting "Mrs. Chase" in the use of: The toilet A commode A bedpan (for a patient who can help) A bedpan (for a patient who cannot lift up) A urinal</p> <p>Discuss procedures for washing and storing equipment.</p> <p>Discuss possibility of unavailable equipment and improvisations that could be used.</p>	<p>Write a paragraph on each of the following in relation to toileting a patient: Timing Privacy Comfort Safety</p> <p>Demonstrate toileting procedure.</p>	

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Invite a representative from the American Red Cross to talk about danger signals in the toileting procedure.</p> <p>Discuss possible problems that could arise and how to handle.</p>		

Emphasis 4. PLANNING AND SERVING MEALS

OBJECTIVES: Recognizes skills needed to serve and feed patients with varying physical disabilities. Identifies ways to maintain an appetizing appearance of food.			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Attractive meals are more appealing to a patient.</p> <p>Physical disabilities that can cause difficulty in eating.</p>	<p>Discuss care and preparation of food for patients with varying physical disabilities.</p> <p>Invite a vocational food service teacher to discuss care and preparation of food to retain quality.</p> <p>Discuss physical disabilities that can hamper feeding patients with physical disabilities.</p> <p>Role play feeding of patient.</p> <p>Visit a department store and investigate bed trays and serving ware.</p>	<p>Invite administrators and faculty to serve on a taste panel of a variety of foods suitable to invalids. Tabulate and publish results in school newspaper.</p> <p>What general rules would you follow as to the place and position in feeding the patient.</p> <p>Plan a day's menus for a bed patient.</p> <p>Demonstrate preparation of a simple meal.</p>	<p>Resource Persons: Vocational Food Service Teacher Dietician</p>

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OBJECTIVES:	Recognizes special diets and need to modify regular diets. Selects foods suitable for feeding the elderly. Plans menus to meet the nutritional needs of various age groups.		
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Special Diets	Invite a dietitian to speak on special diets.	Using references list foods you could include in a:	Epwright, <u>Teaching Nutrition</u>
Encouragement of food intake	Light diet Bland diet Soft diet Liquid diet Clear liquid diet High protein, high calorie diet Low fat diet, low cholesterol diet Low sodium diet Low calorie, low carbohydrate diet Diabetic diet Low residue diet	Light diet Bland diet Soft diet Liquid diet Clear liquid diet	Fleming, <u>Home Nursing Handbook</u> Moss, <u>Caring for the Aged</u>
Food habits	Make a bulletin board on special diets for special needs. Prepare and serve a given menu for a specific patient.	Make up a test to include such factors as: "Why special diets are necessary?" How to encourage patient to increase food intake? Recognize the special diet from the menus given. Using menus given, match them with the special diets suggested.	Riehl, <u>Family Nursing and Child Care</u> Pamphlets: "And She Does It So Easily and So Well" "Many Happy Returns"

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OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Food needs for the elderly.	<p>Study the basic food groups.</p> <p>Plan menus to meet the nutritional needs of various age groups.</p> <p>List the factors in menu planning in addition to nutrition such as color, consistency, temperature.</p> <p>From references, learn the art of origami or other paper crafts.</p> <p>Invite a dietitian working in a home for the elderly to talk about factors to consider in planning and serving meals to the elderly.</p>	<p>Demonstrate the preparation of one type of special diet.</p> <p>Serve samples to the class.</p> <p>Demonstrate the making of paper novelties to enhance the patient's tray.</p> <p>Write a week's menu for an elderly person considering problems of digestion and elimination.</p>	

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OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Causes for loss of appetite.	<p>Discuss the digestive disorders common to the elderly and suggest dietary treatments.</p> <p>Discuss how use of dentures influence the choice of food.</p> <p>Discuss interaction with an aged person before, during, and after meals.</p> <p>Invite a speaker from "Meals on Wheels".</p> <p>Grocery shop for an elderly friend for one week. Keep a record of the money and time involved. List problems and possible solutions. Write a brief essay on the satisfactions.</p>	<p>Prepare foods for tasting, utilizing sensory and aesthetic approach as well as nutrition to stimulate appetite</p> <p>Give a brief talk on food acceptance or rejection based on the habits of a life time recognizing influence of culture and geographic location.</p> <p>Write a paper on "Food costs and the elderly --- The effect of a "fixed" income on food selection and purchase!"</p>	<p>Pamphlets: "Meal Time Manual for the Handicapped" "Workbook on Nutrition" Resource Person: Dietician Representative from "Meals on Wheels"</p>

Emphasis 5. HOUSEKEEPING DUTIES

OBJECTIVES: Assists the confined to maintain safe and healthy environment.
Plans the simplification of household tasks.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Safety Precautions	<p>Discuss the importance of a healthful environment.</p> <p>Discuss methods and changes in a home that would contribute to the well being of the aged such as handrails on steps or at bathtub and elimination of slippery areas.</p>	<p>List areas and practices in the home that need special attention for safety with aged due to failing senses. These might include: stairs, kitchens and bathrooms.</p>	<p>Hartley, <u>Your New Home</u></p> <p>Walker, <u>House Keeping Tools</u></p> <p>Pamphlets: "Home Fires"</p>
Housekeeping Duties	<p>Invite a member of the fire department to speak on hazards; prevention and emergency procedures in homes and in institutions for elderly.</p>		<p>"Instruction Books Large Household Appliances"</p> <p>"Simplified Housekeeping Directions for Homemakers"</p>
Work Simplification	<p>Describe the different systems used in heating homes. List ways to recognize faulty operation.</p>		<p>Resource Persons: Home Service Representative from Utility Co. Representative of Fire Department</p>

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Invite the industrial arts teacher to demonstrate changing of fuses and explain electrical switch systems.</p> <p>Discuss water turn-offs in emergency situations.</p> <p>List ways to control factors which contribute to the comfort of the elderly such as light, humidity and ventilation.</p> <p>Describe a comfortable room for an elderly person.</p> <p>Develop a time schedule for housekeeping duties including: Vacuuming Dusting Cleaning of kitchen and bathroom</p>	<p>In a given room, change the arrangement of furniture for ease of living and suggest accessories that could be added.</p> <p>Demonstrate several housekeeping duties required of an aide.</p>	<p>Resource Persons: Industrial Arts Teacher</p>

OBJECTIVES: Makes an unoccupied bed according to the established standards.
 Makes an occupied bed to meet the established standards.
 Describes care for linen.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Principle of bed making: Unoccupied Occupied Use and care of linen	Invite a nurse to demonstrate making: an occupied bed an unoccupied bed Visit the laundry and linen storage rooms of a hospital. Talk with the linen supervisor on procedures.	Demonstration of bed making, verbal criticisms by classmates.	Films: Rocom Trainex Resource Persons: Nurse Linen Supervisor
	Round table discussion on limitations on bathroom and bedroom supplies imposed by economic level of patient as opposed to patients of higher economic level. From a given list of duties suggest which duties would need to be done daily, weekly or every two or three days.	Using catalogs and magazines, write report on supplies or equipment that the aide might suggest for the patient with: 1) high economic status 2) low economic status Make a schedule of duties noting the amount of time required for each and when performed.	



OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Small group study, examine and report on the cost, use and efficiency of different cleaning supplies used in home.</p> <p>Invite a resource person from a utility company to demonstrate use and care of equipment that might be found in homes of employment.</p> <p>Using work simplification practices perform given household tasks:</p> <ul style="list-style-type: none"> Cleaning Disposal of garbage Bed making Dishwashing by hand or by machine. 	<p>Report on the evaluation of and storage for cleaning supplies.</p> <p>From given tags and instruction booklets, each student identifies appliance or piece of equipment and demonstrates care and use to class.</p> <p>Construct questions for an objective test (true-false, multiple choice, etc.) on housekeeping duties and work simplification.</p>	

Emphasis 6. RECORD KEEPING

OBJECTIVES: Recognizes ways to assist the elderly in managing personal records.
Identifies importance of keeping accurate records of patient's condition.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Assistance in record keeping</p>	<p>Brainstorm for names and telephone numbers that should be part of a permanent record</p> <p>List the business matters with which you can help the elderly such as:</p> <ul style="list-style-type: none"> Social Security Checks Bank Balances Utility Bills Personal correspondence <p>Invite a representative from the Legal Aid Society to talk on rights of the elderly.</p> <p>Balance a checking account using the return checks, and bank statement received.</p> <p>Discuss procedures for making a telephone call to a bank to correct error or check difference.</p>	<p>Compile a booklet of addresses, and telephone numbers that could serve as a reference. Might include: Better Business Bureau, friends or family members, doctors, banks, etc.</p> <p>Prepare a simple expenditure sheet for third party record management.</p> <p>List guidelines for helping elderly with monthly bills.</p>	<p>Fleming, <u>Home Nursing Handbook</u></p> <p>Resource Persons: Legal Aid Society Business Office Teacher</p>



OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Records indicating patient condition.</p>	<p>Invite the business office education teacher to talk about forms and record keeping. Draw a form that would be complete under the direction of an employer or nurse.</p> <p>Study the different forms of record keeping collected from home health agencies and hospital nursing stations. Make a chart including such items as:</p> <ul style="list-style-type: none"> Physical appearance Emotional response Interactions with staff and family Eating habits Medications Nursing Care 	<p>Students fill in several sample sets of forms.</p>	

4.2.1

TOPIC D CAREER IMPLICATIONS

- Emphasis 1. Competencies Necessary for Working for the Sick and the Elderly.
- Emphasis 2. Outlook Towards Employment as a Convalescent or Geriatric Aide.
- Emphasis 3. Responsibility to Home Health Team.
- Emphasis 4. Needs of Patient or Elderly and Effects on Family.

Emphasis 1. COMPETENCIES NECESSARY FOR WORKING FOR THE SICK AND THE ELDERLY

OBJECTIVES: Describes competencies required of a Home Health Aide and Geriatric Aide.
 Identifies competencies in groups such as knowledge, skills, attitudes.
 Recognizes job ethics of an aide.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Situations of Need in geriatrics</p> <p>Competencies:</p> <p>Personal qualities</p> <p>Skills</p> <p>Knowledge</p>	<p>List situations requiring geriatric aide. Determined by time and degree of infirmity: Hourly Weekly</p> <p>Invite a director of program for the elderly to speak on expectations of a geriatric aide: Training requirements Job responsibilities</p> <p>List the personal qualities, skills, and knowledge required to care for the confined.</p> <p>Find out from a person working with elderly, what competencies are needed when working for elderly.</p>	<p>Write a paper on "How assignments, preparations for, and duties would differ in hourly or weekly employment".</p> <p>Familiarize 3 situations and what the duties of an aide would be in homes of varying income levels and personalities of elderly involved. Read to class and discuss.</p> <p>"In working with elderly or convalescent, one has to be friendly but not familiar". Explain this statement.</p>	<p>Homemaker and Home Health Aide <u>Training Manual</u></p> <p>Pamphlets: "A.L.N. Code of Ethics for Nurses" "National Federation of L.P.N. Code of Ethics" "A.N.A. Patient's Bill of Rights" "White House Conference Bill of Rights for Seniors Citizens"</p> <p>Resource Persons: Director of Programs for Elderly Employers.</p>

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Techniques and skills required of job. Understandings of limitations	<p>Develop an evaluation form to measure personal qualities, knowledge and skills.</p> <p>Brainstorm: What would happen if a person who did not have the understandings, knowledge and skills, attempted to work with a confined person.</p> <p>Devise a questionnaire on skills and attitudes for Health Aides. Interview professionals and para-professionals in health careers using questionnaire.</p> <p>List competencies of paraprofessionals in health careers.</p>	<p>Analyze self using forms developed. Determine areas where changes are needed and set goals for accomplishment.</p> <p>Make a class presentation of interviews. Working with administration and guidance, organize a placement service in the school.</p> <p>Write a paper on convalescent Aides. Choose and defend Home care as opposed to institutional care.</p>	



OBJECTIVES:	CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Confidentiality</p> <p>Legal and ethical aspects of job.</p>	<p>Visit a Vocational Training School or Community College with a Health Occupations Program.</p> <p>Interview potential employers</p> <p>Discuss interviews and desirable competencies employers stressed.</p> <p>Construct a career ladder and skills required for Home Health Aide.</p> <p>Discuss the ethics and conduct of different steps of human services professions.</p> <p>Develop a code of ethics for aides.</p>	<p>Write a paper on privileged information.</p> <p>Debate-"Confidential information must be shared with professional team members."</p>		

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Discuss legal aspects of job.</p> <p>Role play a situation of confidential information.</p>	<p>Assess role playing of confidential situations.</p> <p>Oral report on one case history taken from readings.</p>	

Emphasis 2. OUTLOOK TOWARDS EMPLOYMENT AS A CONVALESCENT OR GERIATRIC AIDE

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>OBJECTIVES: Defines Home Health Aide Services. Traces the historical development of Health Services. Describes the duties and set priorities. Classify duties into functions and set priorities.</p> <p>Definitions of Home Health Aide Services. Evaluation of Home Health Aide Services. Community Health Agencies Organizations Personnel.</p>	<p>Collect definition of Home Health Services from several resources? Discuss several definitions, select one. Discuss the historical development of Health Services. Invite two pioneers of Home Health Services to reminisce Home Health Services. View and evaluate film or use references to discuss: "Kinds of services the aide provides!" "How aide is prepared for and guided in patient care".</p>	<p>Write a paper on an expanded definition of Home Health Aide Service. Compare the early definition of Home Health Services with the present definition and explain the change. Give a book report on Ellen Swallow, <u>The Woman Who Founded Ecology</u>. Using simulation studies - enumerate the duties and responsibilities of a Home Health Aide.</p>	<p>Clarke, Ellen Swallow, <u>The Woman Who Founded Ecology</u> Fleming, <u>Home Nursing Handbook</u>. Gross, <u>Management for Modern Families</u> Riehl, <u>Family Nursing and Child Care</u> Pamphlets: "Community Nursing and Home Health Aide Services."</p>

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OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Care of the patient with long term illness</p> <p>Setting Priorities</p>	<p>Compare some of the routine functions of a home convalescent aide with a convalescent aide in an institution.</p> <p>Tape an interview with an experienced male and a female aide about their job. Include such facts as: "How do their jobs differ?"; responsibility, pay, duties.</p> <p>Round table discussion on "If you were given more responsibilities or duties than you could handle how would you set priorities?"</p> <p>In a given situation: Make a time plan for an 8 hour day's work.</p>	<p>Write a letter to friend using one of the following statements as an introduction:</p> <p>"I'm like a nurses' aide in a hospital but I have much less responsibility."</p> <p>"I'm like a maid, except that I also give physical care to some sick people".</p> <p>"I'm a combination nurse aide and homemaker, and I work under the supervision of a nurse".</p> <p>Given a case study, analyze and make a list of duties in order of priority.</p> <p>Develop some step saving procedures for routine house-keeping duties.</p>	<p>Pamphlets:</p> <p>"Homemaker and Home Health Aide Training Manual."</p> <p>Films:</p> <p>Critical Decades</p> <p>Home Health Aide</p> <p>The Steps of Age</p> <p>Resource Persons:</p> <p>Pioneers in Home Health Service</p> <p>Male and Female Aides</p>

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OBJECTIVES:

COMMENT	LEARNING EXPERINECES	EVALUATION	RESOURCES
	<p>Discuss the limitations of a convalescent aide's job</p> <p>Role play an aide and a patient to establish a positive relationship.</p> <p>"Shadow" an aide on job in a home situation and an institution setting.</p>	<p>List the kinds of assistance the aide preforms during the visit. List additional duties of a Home Health Aide over a hospital aide.</p> <p>Describe two different situations in which services of a Home Health Aide are needed. Lead a discussion on different kinds of services the aide provides in each of the described home situations.</p>	

Emphasis 3. RESPONSIBILITY TO HOME HEALTH TEAM

OBJECTIVES: Explains the relationship of Home Health Aide to her nursing supervisor.
Realizes the supportive services of a Convalescent Aide to Home Health Team.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Organization of the nursing teams.</p> <p>Legal aspects of nursing.</p>	<p>Review and discuss organization chart.</p> <p>Review and discuss nurse practice act.</p>	<p>Write a description of the role of an aide on the nursing team.</p> <p>List limitations of Home Health Aide services in patient case.</p>	<p>Pamphlets: "Community Nursing and Home Health Aide Service." "Homemaker and Home Health Aide, Training Manual"</p>
<p>Philosophy of supervision.</p>	<p>Discussion of supervision and self development role.</p>	<p>Write a subjective evaluation of role playing in terms of the philosophy of the supervisor and the actions of the aide.</p>	<p>Resource Persons: Registered Nurse Home Health Aide</p>
<p>Role of a Convalescent Aide or Home Care Team</p>	<p>Invite a registered nurse and Home Health Aide to come to class to talk on relationship of Home Health Aide to her nursing supervisor.</p> <p>Role play a situation of Home Health Aide and a nursing supervisor, discussing a problem.</p>	<p>List the members of the professional team working with the Home Health Aide and the patient.</p> <p>Write an essay on how the role of a Home Health Assistant can be described in the word "ASSISTANT". Assists patient, family members, nurse</p>	

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OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Discuss the purposes and philosophy of Home Health Aide Services and the role of a Convalescent Aide as a member of the team.</p> <p>Make a chart of the duties of the members of the homecare team and how the home health aide works with them and assists them:</p> <p>Patient Family Therapists (as needed) Physician Professional Nurse others.</p>	<p>doctor, therapist, etc.</p>	

Emphasis 4. NEEDS OF PATIENT OR ELDERLY AND EFFECTS ON FAMILY

OBJECTIVES: Appreciates needs of people as a basis for working with them.
 Recognizes problems of family members of the ill or aging.
 Describes effects long term illnesses might have on family members.
 Explains the kinds of assistance Home Health Aides can give to patients and their families.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
<p>Physical, emotional, intellectual, and social needs of people.</p> <p>Effects of illness in a normal pattern of family life.</p> <p>Need for Attention Need to be Needed</p> <p>Family reactions to illness.</p>	<p>Discuss permanent handicaps v/s temporary handicaps as factors in understanding.</p> <p>List situations of temporary restrictions to home such as: hepatitis or fractures.</p> <p>Read aloud the physical and psychological effects of helplessness.</p> <p>Describe temporary permanent handicaps and give examples; short term v/s long term illnesses and their effects.</p> <p>Invite a handicapped person to speak on "How I want to be treated".</p>	<p>Write and essay "Illness in a family disrupts normal family life".</p> <p>Using the essay written discuss how home health aide can be of assistance to the family members.</p> <p>Debate - patient may become dependent on an illness to meet a psychological need.</p> <p>Debate - A family member may desire to prolong the patient's illness to meet a psychological need.</p> <p>Write a story about an aide whose presence in the household caused a problem.</p>	<p>Fleming, <u>Home Nursing Handbook</u></p> <p>Short Story, Camus, "Metamorphosis"</p> <p>Pamphlet:</p> <p>Doyle, "The Dying Person and the Family"</p> <p>"Death and Dying"</p> <p>Film:</p> <p>Palmer Street</p> <p>Resource Persons: Handicapped Psychologist</p>

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	<p>Assume a temporary handicap for 10 minutes and describe your feeling; the difficulties involved.</p> <p>Role play the disturbance of family relationships caused by illness.</p> <p>Fish bowl discussion on the ways a sudden change in the amount of money or persons in the home would effect these relationships.</p> <p>Read Metamorphosis by Albert Camus. Discuss</p> <p>Define: Old Age Geriatrics</p>	<p>Write a paper on "Family Changes with an Elderly Person"</p>	<p>Community Resource: Rehabilitation Center Visiting Nurse Association</p>

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Understanding of death.	<p>Discuss personal philosophies on Death.</p> <p>Have psychologist or psychiatrist speak on psychological aspects on death. Effects of death on families.</p>	<p>Read and report on death. Investigate:</p> <p>Accidental death Suicide Organ failure Old Age</p>	



A P P E N D I X

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RESPONSIBILITIES OF CHILD CARE AIDE

1. Helps children learn routines of the center (or home).
2. Help children become more independent.
3. Assists children in developing good housekeeping habits.
4. Assumes responsibility in preparing and serving snacks and meals.
5. Helps children develop good food habits.
6. Helps children get ready for rest period.
7. Supervises rest period of children.
8. Guides and supervises play activities of children.
9. Assists teacher and guides and supervises children's creative art projects and science and nature experiments.
10. Reads stories to children.
11. Plans and prepares visual aids.
12. Assists children with daily routines (toiletting, working, dressing, etc.)
13. Helps to maintain health and safety of the children.
14. Assists in giving first aid for minor accidents.
15. Works cooperatively, accepts and follows suggestions and takes criticism constructively.
16. Assists in record keeping and clerical work.
17. Assists in housekeeping responsibilities.
18. Observes rules and regulations set up by employer.
19. Develops good working relationship with children's parents.
20. Evaluates own progress in working with children.

Pre-test / Post-test Evaluation Form
(Prior to and at end of job training period)

Rate each section as a whole. - maximum score - 25 points. Student uses as self evaluation;
Teacher uses to test trainees readiness for job training; Supervising teacher uses to
evaluate students progress.

Scale: 1 Poor 2 Fair 3 Average 4 Good 5 Very Good

REMARKS

SCORE

Friendly warm, cheerful
Sense of humor
Prompt
Good Health, Stamina
Imaginative
Dependable
Calm, emotional stability
Confident in own abilities
Honest

Personal Quality

Good Grooming
Cleanliness
Neatness in dress

Acceptable Appearance

Courteous
Polite
Soft spoken
Thoughtful and understanding
Patient
Empathy

Interpersonal Relationships

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Pre-test / Post-test Evaluation Form (cont.)

REMARKS

SCORE

Can take criticism without feelings being hurt.
Interest in training
Willingness to accept suggestions
Follows directions
Completes job started
Works cooperatively
Positive outlook
Sense of duty and responsibility

Acceptable Attitudes

Resourceful
Organized systematic
Thoughtful and understanding of behavior
Ability to meet emergencies
Adaptable in different situations
Asks questions about things not clear

Understands Role

(Evaluation form for supervising teacher to fill out with student at beginning, in the middle of the training period and a week prior to the end of training period).

This is a subjective form to used along with rating scale to cooperatively suggest ways and activities to improve competencies.

Personal qualities:

Interpersonal relationships:

Attitude:

Application of knowledge of classroom to actual situation:

A) Guidance B) Supervision C) Housekeeping D) Clerical

SUGGESTED ON THE JOB TRAINING IN CHILD CARE

1. Skills in interpersonal relationships

a. Seeking Employment

Write a resume, secure reference letters, apply for a job (write a covering letter), prepare for the interview, appear for an interview, fill application forms (if any), take tests (if required by employer)

2. Reading Stories

Interview

Dresses appropriately

Is punctual

Pleasing mannerism

Answers questions clearly and accurately.

Evaluate the whole situation with supervising teacher to gain insight into behavior at the interview.

If are unable to come to work, what should you do? Discuss policies and expectations.

Write a letter of excuse for being away from work.

Find our responsibilities on the job. Observe teacher for a full day.

b.

Employer - Employee

- 1) Sharing responsibilities
- 2) Being cooperative, helpful
- 3) Sharing experiences

Observe teacher

Select stories that interest children

Prepare teaching aids for story

Demonstrate reading skills

Involve children and their experiences

Observe different children's behavior at story time.

3. Music

Observe teacher

Teach songs to children

Teach finger play songs to children

Make musical instruments for children

Play musical games with children

Teach children exercises with music

Teach rhythm with music (clapping, rhythm instruments, etc.)

Music and other activities (drawing lines)

4. Art

Plan and make a bulletin board
 Direct children in use of finger
 paints
 Direct children in use of easel
 painting
 Direct children in use of crayons
 (coloring, rubbings)
 Direct children in use of table
 painting (Q-tips, brushes)
 Direct children in use of clay
 Direct children with paper, paste
 and scissor activities (snowflakes,
 colors, shapes, etc.)

Develop a file of home-made art
 media:

- a. paste
- b. playdoh
- c. finger paints
- d. mixing paints for obtaining
 textures

Direct children with art projects.
 Egf. cartoon flowers, foam ball &
 spool-animals and people, cotton-
 wool rabbits, chicks, paper cup
 and pencil table lamps.

Clean up and store materials

5. Science

Assist teacher to help children gain con-
 cepts of:
 numbers
 size
 shape
 textures
 days of week
 months
 seasons
 care of plants
 parts of plants
 plants we eat
 color of fruits & vegetables
 care of fish and / or animals
 (collect pictures, share with children)

Assist teacher with water play experiment
 to help children gain concepts of:
 light and heavy
 sink and float
 melt, etc.

6. Free Play

Observe teacher
 Guide and supervise play periods
 Encourage creative play
 Encourage children to solve their own
 problems
 Participate in dramatic play

7. Discipline

Develop an ability to handle disciplinary problems. Show an understanding of cause of problem. Be alert to situations where problems might arise.
 Practice positive approaches
 Give directions to substitute activities.
 Show love and fairness equally to all children.
 Practice consistency
 Direct children with routine activities
 Picking up toys, placing in right place, removing and hanging up wraps, cleaning up after art.

8. Food

Prepare menus
 Make out grocery order
 Shop for groceries
 Store foods
 Prepare foods
 Serve food
 Supervise children at meals
 Guide in: table manners eating habits
 Plan use of left overs
 Plan snacks or foods that children can help to prepare

9. Rest Time

Supervise children during rest time
 Make beds
 Fold and store cots
 Help children to relax

10. Housekeeping

Do laundry
 Iron clothes (that need ironing)
 Dust furniture
 Clean bathroom
 Do dishes
 Clean stove and oven & kitchen counters and sink
 Clean floors

11. Clerical

Observe records kept and assist in keeping records
 a. attendance
 b. menus
 c. birthdays
 d. other

12. Safety and Emergency Procedures

Become aware of emergency procedures
 Assist in treating minor accidents
 Demonstrate ability to protect child from accident and injury

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13. Study normal growth patterns

Take children's height and weight
Weigh and measure infants
Observe one child for total duration
of experiences to study growth and
development.
Observe children of same age and note
individual differences in behavior.
Observe characteristics of children
in the same age group.
Observe children's pattern of play

14. Children with special needs

Observe children with special needs
Assist physically handicapped children

15. Care of infants

Holding
Preparing formula
Feeding
Supervise play
Wash and clean up
Change diapers

KEEPING A LONGITUDINAL RECORD OF A CHILD

Name of child _____

Sex: male _____ female _____

Birthdate _____ Age: years _____ months _____

Height: _____ ft. _____ inches

Weight: _____ lbs.

1. At least ten weeks observations in a diary form.
2. Summary of development as observed.

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SUGGESTED OBSERVATION OF A NURSERY SCHOOL CHILD

Follow a nursery school child for a day observing all the things said and done.

Name of child observed _____
 Age _____ Height _____ Weight _____

As arrives:

Remarks to teacher:

Remarks to person bringing child to school:

Remarks to classmates:

Independence in:

- Getting started-
- in toileting-
- in eating-
- in dressing-
- in play-

Types of play activities selected:

Interaction with classmates:

Relationship with teacher-

Attitude toward food-

Types of guidance or help from teacher or teachers-

Participation in group activities:

Length of sentences - duration of conversations:

Attention span:

Observations at regular intervals of 10 minutes during the whole day:

Time of the day-

Observation-

OBSERVATION SHEET - TYPES OF PLAY

Observe types of play of three different age groups: 2 year olds, 3 year olds, 4 or 5 year olds. Observe three different children in each age group.

TYPE OF PLAY

NAME OF CHILD

Age 2 years 1.

2.

3.

Age 3 years 1.

2.

3.

Age 4 years 1.
(or 5 years)

2.

3.

- Note:
1. The individual differences within the age group.
 2. The social behavior of each child as to age group.
 3. Possibly observe without hearing, if observation room is available.
 4. Observe different children in same type of activities (art, music, carpentry, etc.)

OBSERVATION SHEET

Children with Special Needs

Name of child

Age of child

Type of handicap

Any special program for child

People with special training and background working with child (therapist, psychologist, social worker, teacher, etc.)

Any special room, equipment, apparatus, toys, used with child?

Role of a child care attendant in assisting the child:

OBSERVATION SHEET

To observe individual differences of children. Record the following information for 3 children in same age group.

	CHILD 1	CHILD 2	CHILD 3
AGE:			
SEX:			
HEIGHT:			
WEIGHT:			
TYPE OF PLAY:			
REMARKS:			

Starting a Laboratory Nursery School
(Reference: Child Day Care Center Guidelines
Connecticut State Department of Health November 1970)

1. Developing a philosophy of Early Childhood Education Purpose of the school.
2. Describing the program and policies.
3. Criteria for selecting children (number, variety of background) Procedure-Interview, screening, interview parents and children, etc.
4. Developing application blanks
5. Selecting staff for nursery school and teacher aides
6. Making a room and floor plan and getting the room approved by the fire marshall.
7. Making a priority list of equipment and furniture according to budget and needs. List of things that would be desirable.
8. Making a detailed list of play equipment, with item names, descriptions, number of items, approximate cost, purpose or justification of each item.
9. Work plan for month. Daily work plan. (freeplay activities, guided learning activities and creative expression opportunities-snack and lunch).
10. Developing a filing system for recording children's health, progress records, emergency numbers, etc.
11. Working out a budget for the year.
12. Identifying emergency procedures.
13. Preparing first aid kit.

CHECK YOUR INTEREST IN WORKING WITH CHILDREN

	Yes	No
1. Do you like to work or play with small children?		
2. Do you like to read or tell stories to small children?		
3. Do you ordinarily feel concerned when you see a child crying?		
4. Do you ordinarily feel concerned when you see a child needs help with an activity?		
5. Do you answer a child's questions even if you have answered it before?		
6. Do you talk to a child so he/she understands you?		
7. Do you think of ways to keep a child's interest?		
8. Do you set standards for a child's work or project?		
9. Do you get upset when a child screams?		
10. Do you get upset when a child runs and drops something on the table?		
11. Do you get upset when a child that is toilet trained has an accident?		
12. Do you get upset when a child spills his food?		
13. Do you raise your voice when a child hits another child?		
14. Can you find something good in every child?		
15. Can you spend an enjoyable day with a child?		
16. Can you work with boys as well as girls?		
17. Can you see things from a child's point of view?		
18. Can you assist a child without taking over the situation?		
19. Do you think some children are bad, and some are little angels?		
20. Do you feel children are so much fun, they should not grow up?		
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	1.53	

SHADOW TO A NURSERY SCHOOL TEACHER

Follow a nursery school teacher, keeping a watch on all the things she says and does.

Duties before the children arrive:

Discipline techniques used:

Interaction with child care assistant or aide:

As the children arrive:

Remarks to children:

Remarks to parents:

Duties after the children leave:

Types of guidance (Write down actual verbal sentences used)

Observations at regular intervals of 15 minutes during the whole day:

Individual child:

Group situation:

Types of Supervision:

Individual child:

Group situation:

Activities with children:

Post Planning

Preplanning

Type

- 1.
- 2.
- 3.

METHODS OF IMPROVING EATING HABITS

1. Serve meals at regular times.
2. Do not hurry mealtimes.
3. Make mealtime a happy event.
4. Give child variety in diet.
5. Make sure child gets plenty of exercise and rest.
6. Do not force child to eat.
7. Make meals nutritious, but not too rich in sugar and fats.
8. Prepare foods in an attractive manner.
9. Display good attitudes and carry on pleasant conversations at the dinner table.

BILL OF RIGHTS FOR INFANTS

Every infant needs and should have the right to:

1. Proper nutrition
2. Clean body and clean clothing
3. Proper temperature and ventilation
4. Proper amount of sleep
5. Adequate medical care
6. Loving care
7. See a variety objects and people
8. Hear a variety of speech and sound
9. Consistent adult response and guidance
10. Play
11. Encouragement in communication

By:
Dr. Joseph Mc. V. Hunt

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CHILDREN LEARN WHAT THEY LIVE

- If a child lives with criticism, he learns to condemn.
- If a child lives with hostility, he learns to fight.
- If a child lives with ridicule, he learns to be shy.
- If a child lives with shame, he learns to feel guilty.
- If a child lives with tolerance, he learns to be patient.
- If a child lives with encouragement, he learns confidence.
- If a child lives with praise, he learns to appreciate.
- If a child lives with fairness, he learns justice.
- If a child lives with security, he learns to have faith.
- If a child lives with approval, he learns to like himself.
- If a child lives with acceptance and friendship, he learns to find love in the world.

By:
Dorothy Law Nolte

DESIRED QUALITIES OF CONVALESCENT AND GERIATRIC AIDES

Personal Qualities

Neat appearance
Honest
Punctual
Sense of Humor

Health

Good health
Stamina

Personal Relationships

Courteous
Kind
Friendly
Cooperative
Empathetic
Understanding
Can take criticism without feeling hurt
Sympathetic attitude in caring for sick or elderly.

Maturity

Emotional stability
Mental alertness
Mature judgement
Dependable
Sense of duty and responsibility

Learning Ability

Confident in own abilities
Follows out non-technical and/or written directions
Organized and systematic
Thorough, accurate
Asks questions and tries to find out when in doubt
Interest in training
Positive attitude toward people and work

Flexibility

Patient and tolerant with people who are different
Adaptable in different situations
Resourceful

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1.37

Communication

Good listener

Tactful

Pleasant tone of voice

Ability to relate to people with special needs

Discretion

Ability to meet emergencies

Put the needs of patient first

Is able to set priorities in duties

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Washington D.C.
Attention: Committee on Aging

American Red Cross of Greater Hartford
209 Farmington Avenue
Farmington, CT

Connecticut Department of Mental Health
90 Washington Street
Hartford, CT

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90 Washington Street
Hartford, CT
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Courtly Office (see Telephone directory)
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Valley Homemaker Service
8 Old Mill Lane
Simsbury, CT 06070

Connecticut State Department of Health
79 Elm Street
Hartford, CT

Direct requests to: Homemakers Service
Hospital Section
Nursing Section
Nutrition Section

Connecticut State Welfare Department
110 Bartholomew Avenue
Hartford, CT

Attention: Public Assistance Services
Home Management Consultant
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Consumer Protection
Room 105, State Office Building
165 Capitol Avenue
Hartford, CT
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1627 K. Street, Northwest
Washington, D.C. 20006

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