**Ideas and Strategies for Incorporating *Foundations*[[1]](#footnote-1)**

**in Introduction to Early Childhood Education**

**Hold a *Foundations* Scavenger Hunt** to familiarize the students with the components of *Foundations.*  Create a list of specific things to hunt for (e.g., the purpose of *Foundations*, guidance for supporting dual language learners, strategies for supporting the social connections of infants and toddlers, etc.). Ask students to identify the page on which that information may be found.

**Major Milestones**. Using *Foundations*, compile a list of ten major milestones for children birth to five (e.g., age at which we might expect children to feed themselves with utensils independently, age at which we might expect children to take responsibility for the care of living things, like independently watering plants when they are dry). Ask students to identify the page on which that information may be found.

**Do You See *Foundations*?**

* Create a simple chart to use as an observation tool (see below). After covering the basic organization and content of *Foundations*, ask students to watch several video clips of young children, and to note what they see in each domain of development. It may be helpful to ask students to first watch one or two domains, then work up to looking for all domains. For on-ground courses, debrief after each video clip to make certain that students are becoming familiar with each domain, noticing what you want them to see, and using objective language to describe what they see. For online courses, ask pairs of students to watch the same clips, and then compare notes. Ask that they submit their observations so you can monitor the areas mentioned above. One excellent source for clips to use in this activity is the observation section of the Results Matter Video Library ([**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_PracticingObservation**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation)).

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| --- | --- |
| Domain | What Do You See? |
| Approaches to Play and Learning |  |
| Emotional & Social Development |  |
| Health & Physical Development |  |
| Language Development & Communication |  |
| Cognitive Development |  |

* One step harder than watching video clips (which you can rewind and watch again) is watching real children. Ask students to use the same chart (above) while observing one child for at least 20 minutes. Consider pairing students up to read each other’s observations, monitoring for subjective statements. One expectation of this assignment is that students would re-state any subjective statements that their partner found in objective terms before turning the assignment in.
1. *Foundations* is the North Carolina resource “that describes children’s development and learning from birth to age five.” Please adjust the activities and assignments to incorporate the use of your state’s early learning guidelines/standards. Retrieved from [**http://ncchildcare.nc.gov/pdf\_forms/NC\_foundations.pdf**](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf) (page *v*). [↑](#footnote-ref-1)