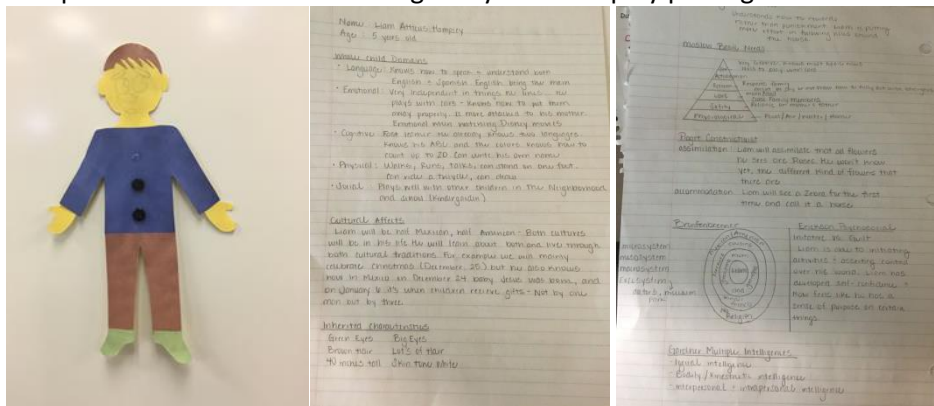


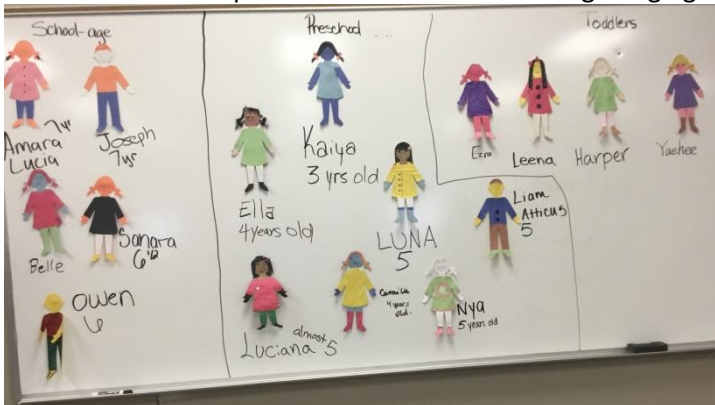
## Child Development project directions (part 1)

1. Divide students into the following groups; Infants, Toddlers, Preschool and School- age
2. Directions to Students; determine the gender, name, ethnicity, language, social economic status, and ability of your child and design a visual of child.
3. Use the textbook as a resource to identify characteristics, cultural affects and the stage your child has mastered developmental and according to each theory listed below:

- Inherited Characteristics
- Cultural affects
- Identify the developmental domains and what skills your child had accomplished or need to enhance. Social, Emotional, Physical, Language and Cognitive
- Piaget Constructivist stage
- Kohlberg- Moral stage
- Erickson Psychosocial stage
- Gardner Multiple Intelligence
- Maslow Hierarchy of base needs
- Complete Bronfenbrenner's Ecological systems map by putting the child in the middle.



4. The children are placed on the board according to age group. Students write the child's name and age.



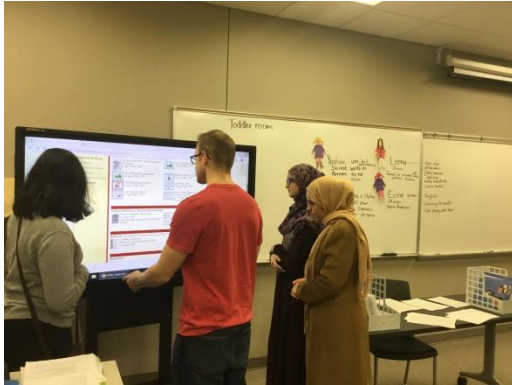
5. Students introduce their child to the class by using information in steps 2 and 3. The class participants can ask clarifying questions to better understand the child in relation to items in step 3.

## Student group assignment by age groups (part 2)

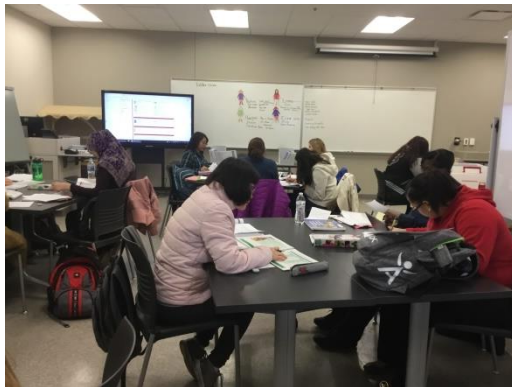
On the board post one age group at a time to complete the following assignment. Students work in small groups to complete this assignment.

1. Discuss the North Carolina Rules and Regulations including Sanitation rules as they apply to each age group.
2. In small groups write activity plans for each age group:
  - basic on the information provided by the student designer/parent
  - use the state suggested activity plan for each age group
  - use NC Foundations related to skills provided (Clarifying information may be provided by the student designer/parent of the child)

Students used the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) as a resource.



NC Early Childhood Foundations is a resource in determining next step activities.



Small discussions to share activity plan ideas



## Toddler Class



Harper 24 mos.



Leena 24 mos.



Ezra 20 mos.



Yaehee 21 mos.

## Preschool Classroom



Kaiya 3 yrs. old



Ella 4 yrs. Old



Lucciana almost 5 yrs. Old



Liam Atticus 5 yrs. Old



Camille 4 yrs. Old



Nya 5 yrs. Old



Luna 5 yrs. Old

School-age



Belle



[Joseph 7 yrs. Old](#)



Owen 6 yrs. Old



Amara Lucia 7 yrs. old



Sanara 6 ½ yrs. Old

## Daily Schedule Activity (part 3)

Team planning/Role play for a preschool classroom (Plan, Do, review)

Write a timed schedule to include the activities listed below.

Step 1. The schedule should be one hour included the activates listed below.

Step 2. Identify the Jobs for group members in the role play: Teacher (lead the activities), recorder (keep running record of activities, questions, and concerns) time keeper (make sure the group is following the planned timeline), participants (complete the activities as planned).

Step 3. Implement the schedule.

### Planning guide

- Welcome children in your classroom. (Attendance/ Sign-in)
- Circle time (Make a list of what you will do for circle time. Practice having a circle time. Gather or make Materials needed for the circle time. Something to ponder: Do all the children have to come to circle? )
- Outdoor play 10 mins.(What are the roles of the teacher? What materials are needed?)
- Activities (What centers will be open? What materials will be provided? Any adaptions needed?)
- One child has medication at 10:15 (Follow the document, "How to give medications")
- Clean up time (Make a list of when the tables should be cleaned, practice making disinfected and steps to cleaning the table.)
- Rest time (Use floor plan cot list. Where will the children sleep?)
- Handwashing (Practice handwashing according the handwashing procedure. Check hands using light)
- Practice steps for providing one meal or snack
- Running Record (Write schedule on Activities. Document concerns and issues while working through the schedule.)

Time    Activity    Comments

Time	Activity	Comments

Reflections on the process: What worked? What did not work? What changes would be helpful?What additional resources are needed?



## Malcolm Knowles

These activity support Malcolm Knowles' theory of adult learners defined in 1970 as "andragogy". Knowles identified six principles:

### **1. Adults are internally motivated and self-directed.**

Adult learners make choices relevant to their learning objectives. They also direct their learning goals with the guidance of their mentors. Students need to be given the freedom to assume responsibility for their own choices.

### **2. Adults bring life experiences and knowledge to learning experiences**

Educators encourage learners to connect past experiences with current knowledge and activities. Educators must know how to relate the sum of the learners experience to the current learning experiences.

### **3. Adults are goal oriented**

Adult learners aim to acquire relevant and adequate knowledge and for this reason intended learning outcomes should be clearly identified. Once the learning goals have been identified, educators must align the learning activities such that these objectives are fulfilled within a certain period of time.

### **4. Adults are relevancy oriented**

Adult learners benefit by relating the assigned tasks to their own learning goals. If it is clear that the activities they are engaged into, directly contribute to achieving their personal learning objectives, then they will be inspired and motivated to engage in projects and successfully complete them.

### **5. Adults are practical**

It is very important for educators to identify appropriate ways and convert theoretical learning to practical activities. Work placement is a way for students to apply the theoretical concepts learned inside the classroom into real-life situations. Learning is assisted when appropriate ways of implementing theoretical knowledge in real life situations is made clear.

### **6. Adult learners like to be respected**

Adult learners thrive in collaborative relationships with their educators. Learners become more productive when they're considered by their instructors as colleagues. When their contributions are acknowledged, then they are willing to put out their best work.

Darlo.(2019). *Malcom Knowles' 6 Adult Learning Principles*. Retrieved from

<https://darlohighereducation.com/news/malcolmknowles6adultlearningprinciples/>



## COURSE DESCRIPTION

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and **planning intentional developmentally appropriate experiences for each child**. Topics include **theoretical foundations**, national early learning standards, **NC Foundations for Early Learning and Development**, **state regulations**, program types, career options, **professionalism**, **ethical conduct**, **quality inclusive environments**, and **curriculum responsive to the needs of each child/family**. Upon completion, students should be able to design a career/professional development plan, and **appropriate environments, schedules, and activity plans**.

### Student Learning Outcomes

1. **Recognize and describe the characteristics of culturally, linguistically and ability diverse families and communities within the social and cultural context.**
2. Identify evidenced-based strategies and techniques to involve families and communities in children's development and learning.
3. Practice evidenced-based strategies to build respectful, reciprocal family, teacher and community partnership.
4. Practice using the NAEYC Code of Ethical Conduct in communication and relationship building with families, programs/schools, and community agencies/resources....

### *Script -NC*

This assignment measures knowledge acquisitions and application. It also has specific emphasis on dual language learners, children with disabilities, race, ethnicity and culture. The area of building resilience will needs be clarified more.