Ideas and Strategies for Incorporating *Foundations*[1]
in Family, Child and Community

Use *Foundations* to communicate with families about ways to support development in each domain. Here's an example of a multi-part assignment that requires students to be familiar with *Foundations* and to apply that knowledge in practical ways.

1. Ask students to survey families re: how families like to receive information (e.g., paper flyer, email, text, and phone message, in English and/or other languages).

2. Using the information from the survey, ask students to create resources related to supporting each domain of development to be delivered in the way(s) preferred by families.

3. Consider incorporating an important theme or themes in the assignment. This might include asking students to:
   - Identify strategies that can easily be scaffolded to support children of diverse abilities and experiences
   - Create resources related to appropriate ways to use technology to support each domain
   - Create resources that incorporate outdoor play and nature to support each domain
   - Identify resources that are available in Spanish to support each domain
   - Identify ways to support each domain that use only common household objects to support families with fewer resources

4. Also consider
   - Requiring students to identify any other evidence sources (besides *Foundations*) that they draw upon
   - Dividing students up so some cover each domain of development. By sharing their products, students will end up with resources to cover all domains
   - Adding information about where to get evidence-based information about how to support development in the domain(s) being addressed

Use *Foundations* to support young dual language learners. *Foundations* includes a section on the importance of supporting home language for young dual language learners. Sometimes families, in their eagerness for their children to succeed, do not appreciate how important it is to support simultaneous development in both the language of school (English) and the language of home. Consider an assignment (or a discussion forum) in which students would be required to succinctly articulate five examples of the difference supporting home language can make for young learners. Ask students to draw ideas from *Foundations*, but to also use and cite additional evidence sources.

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[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** (page *v*).