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

**in Child Development (conception to age 8)**

**Use *Foundations* to familiarize students with age-specific expectations** for young children AND **to build the vocabulary to describe differences in development***.*  For example, you could show clips from the Pathways Awareness Foundation video library ([**https://www.youtube.com/user/PathwaysAwareness/videos**](https://www.youtube.com/user/PathwaysAwareness/videos)). This collection has clips of children who are on track in terms of motor milestones and children who are significantly delayed.

1. Prepare students to watch a clip by telling them they will need to describe, in writing, what they see the child doing. Show students a clip that shows a child with typical development.
2. Ask students to look in *Foundations* for information about whether the child’s development is consistent with what they might expect.
3. Ask students to share their descriptions. Work together to re-state any descriptions that are subjective (e.g., if a student says “*the child’s movement was lazy*” work together to find more objective description, like “*the child’s movement was slow and labored*.”)
4. Repeat the sequence (observe/describe, look in *Foundations*, share descriptions) with a second clip depicting a child whose motor patterns are not typical.
5. Discuss the differences.

**Use *Foundations* to Discover How Culture Impacts Development.** Pass out Post-itTM notes to students and ask them to “flag” sections of *Foundations* with information about developmental expectations for feeding skills. Show students the brief segment from the video *Diversity: Contrasting Perspectives* ([**http://www.learningseed.com/catalog/diversity-contrasting-perspectives**](http://www.learningseed.com/catalog/diversity-contrasting-perspectives))that focuses on different ways to feed children. Stop right after you see the adult feeding a two-year old and a four-year old. Discuss with students how the approach to feeding used by caregivers can impact the age at which developmental milestones are achieved.

 Extensions: Assign *The Changing Face of the United States: The Influence of Culture on Early Child Development* ([**http://main.zerotothree.org/site/DocServer/Culture\_book.pdf?docID=6921**](http://main.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921)) to students as a reading. After reading the examples of how culture impacts different aspects of development, ask students to pull illustrations from the article to complete a chart that highlights cultural considerations in each domain of *Foundations*.

**Using Foundations to Support Development**. Pair each student with a family that has a child under eight years of age. Ask students to have a conversation with each family in which the family identifies an area of particular interest for their child (e.g., dinosaurs, Elmo, NASCAR). Students should also find out from the family about activities or routines in which the family engages (e.g., preparing meals, going to the park, visiting relatives). Then ask students to create (and share with the family) developmentally appropriate activities to build development across domains that integrate the child’s interests and the family’s activities. In creating the activities students would be expected to use *Foundations* and to also make sure that the activities were reflective of the cultures and languages of the family.

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)