

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: TEACHING METHODS IN CHILD CARE SETTINGS II

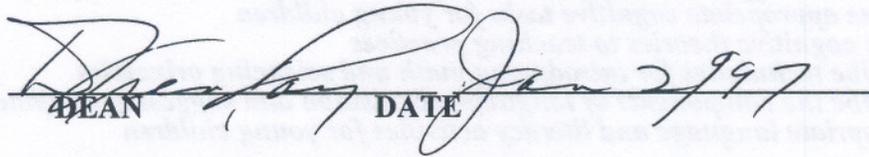
CODE NO: ED 269 SEMESTER: TWO

PROGRAM: EARLY CHILDHOOD EDUCATION

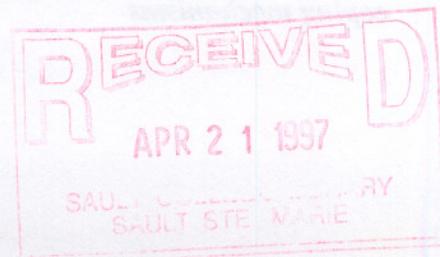
DATE: JANUARY, 1997 PREVIOUS OUTLINE DATED: SEPTEMBER, 1996

AUTHOR: BEVERLEY BROWNING , 759-2554, EXT 548

APPROVED:


DEAN DATE Jan 2 1997

**** NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



ED 269- TEACHING METHODS IN CHILD CARE SETTINGS II

TOTAL CREDITS: FOUR

PREREQUISITES: ED 104, ED 108

COREQUISITES: ED 110, ED 116

I. COURSE DESCRIPTION:

This course is a continuation of Teaching Methods I. It expands on the role of the teacher as mediator between the child and the learning environment. The student will explore the teacher's role in facilitating children's learning and in meeting their developmental needs through positive teaching behaviours and facilitative techniques. Developmental theories will be applied to program areas.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

1. Determine The Features Of A Quality Environment For Young Children.

Potential Elements of the Performance:

- ▶ *explain how the physical space (indoor and outdoor) influences child behaviour*
- ▶ *suggest ideal learning spaces for children based on the child's developmental level*
- ▶ *analyze early childhood environments based on the ECERS (Early Childhood Environment Rating Scale)*

2. Establish The Parameters For Child-based Learning Centers Which Provide Self-directed Learning Opportunities In All Developmental Areas.

Potential Elements of the Performance:

- ▶ *describe the influences on motor development and outline the processes of physical development*
- ▶ *discuss activities which promote fine and gross motor development*
- ▶ *suggest methods of helping children increase sensory awareness*
- ▶ *evaluate the effectiveness of dramatic play and creative dramatics for young children*
- ▶ *outline appropriate cognitive tasks for young children*
- ▶ *relate cognitive theories to teaching practices*
- ▶ *describe techniques for introducing math and sciencing principles*
- ▶ *describe the components of language acquisition and suggest developmentally appropriate language and literacy activities for young children*

3. Propose Solutions To Challenging Behavioural Issues And Suggest Methods For Fostering Child Compliance.

Potential Elements of the Performance:

- ▶ *discuss socialization practices*
- ▶ *describe the implications of: friendships; gender roles; cultural, inclusive and racial awareness - in relation to social skill development*
- ▶ *outline the process of moral development*
- ▶ *differentiate between discipline, punishment and guidance*
- ▶ *examine typical scenarios and propose appropriate solutions*
- ▶ *determine the sources of stress for children*
- ▶ *discuss children's reactions to stress and determine how to help children develop coping mechanisms*

4. Develop Age-appropriate Resource Materials And Evaluate The Relevancy And Success Of Implemented Activities.

Potential Elements of the Performance:

- ▶ *organize resource kit materials and information according to guidelines provided*
- ▶ *determine the developmentally appropriateness of kit materials*
- ▶ *suggest methods/variations for use in inclusive environments*
- ▶ *complete required forms and present kit materials/activities in field placement*
- ▶ *assess the appropriateness, relevancy, and effectiveness of activities presented*

III. TOPICS TO BE COVERED:

1. Assessing the early childhood environment.
2. Physical development through the curriculum
3. Cognitive tasks
4. Language and literacy
5. Social competence
6. Discipline and guidance
7. Stress management

IV. REQUIRED RESOURCES\TEXTS\MATERIALS:

1. *Introduction to Early Childhood Education*, Essa & Young, Nelson, Canada, 1994.
2. *Annual Editions Early Childhood* '96-97, Dushkin Publishing.
3. *Preschool Appropriate Practices*, 2nd addition, J. J. Beaty, HBJ, 1996.

V. EVALUATION PROCESS/GRADING SYSTEM:

| | | |
|----|---|------------|
| 1. | Learning Center Presentations: (Presentation = 10%, Handout = 5%, Activity Form = 5%, Group Participation = 5%) | 25% |
| 2. | Resource Kits (Additions/improvements = 5%; new kit =20% Activity Plan = 5%, Kit presentation summary = 5%) | 35% |
| 3. | Tests (1x10%; 2x15%) | 40% |
| | | <hr/> 100% |

ASSIGNMENT DESCRIPTIONS:

1. **LEARNING CENTER PRESENTATIONS:**
Students will be grouped in order to research and present information on assigned learning centres (eg. Blocks, water play, sand and gross motor). Each centre will be examined for such possibilities as creative thinking, exploration, new innovations for equipment (eg. Use of resource kits?), and teacher's role. The group will then

prepare a typed handout for the class which summarizes the researched information on this curriculum area; this **MUST** be available on the day of the presentation in order to receive the grade for this portion of the mark; **NO EXCEPTIONS !!**. **EACH** student in the group will prepare a related Learning Activity Plan, which must also be attached to the handout. Each student must take responsibility for having the course instructor sign and approve the Activity Plan **PRIOR** to duplication for the class (these plans can be used in field placement as part of the student's minimum requirements).

2. **RESOURCE KITS:**

a) Students will choose one of their kits from the previous semester and will make improvements on this kit. In particular, the student will, as well as increasing the contents of the kit (submit a list of additions, not the kit itself!) discuss multicultural aspects, and focus on special needs requirements, as well as

age

and safety.

b) Students will develop an additional kit, using the "Resource Kit Format/Evaluation" form as a guide; submit this at the time of grading. Resource kit presentation date: Monday, March 17th, 1997

STUDENTS WILL CHOOSE ONE OF THEIR KITS AND PREPARE A RELATED ACTIVITY PLAN TO PRESENT TO CHILDREN IN THEIR PLACEMENT; THEY WILL SIGN A SCHEDULE FOR THEIR PRESENTATION DATE ON THE DOOR OF THE FACULTY'S OFFICE. A DESCRIPTION/SUMMARY OF THIS PRESENTATION MUST BE SUBMITTED ONE WEEK FOLLOWING THIS PRESENTATION IN PLACEMENT. NO NOA'S ACCEPTED!!! THIS ASSIGNMENT MUST BE COMPLETED BEFORE THE BLOCK PLACEMENT AT THE END OF TERM.

3. **TESTS:** Achievement of course learning outcomes will be measured by mandatory testing as follows:

| | | |
|----------|-----------------|-----|
| Test #1: | Feb. 18th, 1997 | 10% |
| Test #2: | Mar 18th, 1997 | 15% |
| Test #3: | Apr 14th, 1997 | 15% |

VI: **SPECIAL NOTES**

▶ **Special Needs**

If you are a student with special needs (eg. physical limitations, visual impairments, learning impairments, learning disabilities) you are encouraged to discuss required accommodations confidentially with the instructor and/or contact the Special Needs Office, Room E 1204, Ext 493, 717, 491 so that support services can be arranged for you.

▶ Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

▶ **Tests:** Students must complete all tests on the designated date. If illness prevents a student from attending class for a test, the student must telephone at least one hour prior to the time of the test to make alternate arrangements. (759-2554, ext 548).

- ▶ All assignments are to be handed to the teacher in class on the due date. NQA coupons will be honoured as per departmental policy. All assignments must be typed and stapled, unless otherwise specified.
- ▶ Dates for projects or tests may be revised depending upon course content/flow and/or by mutual agreement of student majority vote and course faculty.

LEARNING ACTIVITIES/REQUIRED RESOURCES

Topic/Unit #1 - Assessing the Learning Environment

Learning Activities:

1. Examine the features of a quality environment for young children.
2. Analyze an early childhood environment.

Resources:

1. ECERS workbook & video
2. Introduction to Early Childhood Ed: ch 9 (review)

Topic/Unit #2: Physical Development

Learning Activities:

1. Describe the influences on motor development.
2. Develop activities which promote fine and gross motor skills.
3. Suggest methods of helping children to increase sensory awareness.
4. Discuss the importance of dramatic play and creative dramatics.

Resources:

1. Intro to Early Childhood Ed: ch 11
2. Preschool Appropriate Practices: ch 11 & 12
3. Video and film
4. Handouts

Topic/Unit #3: Cognitive Theory

Learning Activities:

1. Relate cognitive theory to teaching practices.
2. Outline cognitive tasks and abilities of young children.
3. Examine and describe the perceptual-motor learnings involved in block play.
4. Describe techniques of introducing math and sciencing principles with young children.

Resources:

1. Intro to Early Childhood Ed: ch 12
2. Preschool Appropriate Practices: ch 3, ch 5, ch 10

Topic/Unit #4: Language and Literacy

1. Describe the components of language and the process of their acquisition.
2. Outline the place of language programming in the early childhood curriculum.
3. Suggest language and literacy activities developmentally appropriate for young children.

Resources:

1. Introduction to Early Childhood Ed: ch 13
2. Preschool Appropriate Practices: ch 6 & ch 7
3. Handouts
4. Video

Topic/Unit #5 : Social Competence

1. Discuss socialization practices.
2. Describe the implications of friendships, gender roles, cultural and racial awareness, in relation to social skills.
3. Outline the process of moral development.

Resources:

1. Introduction to Early Childhood Ed: ch 14
2. Handouts
3. Video

Topic/Unit #6 : Discipline and Guidance

1. Distinguish between normal and challenging behaviours.
2. Differentiate between discipline and punishment.
3. Outline the factors that affect child behaviour.
4. Select appropriate guidance techniques.

Resources:

1. Introduction to Early Childhood Ed: ch 16
2. Handouts

Topic/Unit #7 : Coping with Stress

1. Describe the sources of stress for children and their reactions.
2. Outline appropriate techniques to help children develop coping mechanisms.

Resources:

1. Introduction to Early Childhood Ed: ch 17
2. Handout
3. Video

RESOURCE KIT FORMAT/EVALUATION

STUDENT: _____ DATE: _____

KIT TITLE: _____ MARKS: _____

1. RESEARCH INFORMATION: 4 marks
typed pages (or photocopied) of detailed facts about the concepts, or principles involved eg. scientific principles, animal habitat and behaviour etc.
SOURCES FOR THIS INFORMATION MUST BE INCLUDED (book title, author, publisher, volume or issue #, and date).

Teacher Comments:

2. PICTURES/VISUAL REPRESENTATIONS: 2 marks
clear pictures or outlines, cut and pasted aesthetically on construction paper or bristol board; one or two plastic covers to protect pictures for presentations.

Teacher Comments

3. CONCRETE MATERIALS/PROPS: 4 marks
 - a) actual contents(real objects, imitations/props)
 - b) list of supporting props which you have access to
 - c) story or resource books; ensure these are locally available & identify ISBN #

Teacher Comments:

4. ASSOCIATED CONCEPTS/IDEAS FOR TEACHING: 2 marks
(for examples see *A Practical Guide to Early Childhood Curriculum* and also refer to *Creative Resources*)

Teacher Comments

6. VOCABULARY TO DEVELOP: 1 mark
descriptive words to describe materials; action words used to describe use of materials, etc; consider all age groups.

Teacher Comments

7. MULTI-MEDIA RESOURCES: 1 mark
one of the following.
indicate related titles available locally
- 1) Records/tapes/cassettes
 - 2) Films/videos
 - 3) Computer Software

Teacher Comments

8. RELATED EXPERIENCES/ACTIVITIES: 2 marks
include photocopy of ideas or written description of procedures and materials needed.

Teacher Comments

FOR THE FOLLOWING: 2 marks (semester II students)

9. SPECIAL NEEDS ACCOMODATIONS REQUIRED:
10. AGE APPROPRIATENESS/VARIATIONS FOR DIFFERENT AGES:
11. SAFETY CONSIDERATIONS:

Teacher Comments

12. A) ART- 2 ideas(include recipes, procedures, materials needed)- 2 marks each
- B) SONGS/FINGERPLAYS- 2 (photocopied or written, with source clearly identified)-
2 marks
- C) MUSIC/RHYTHM EXPERIENCES: 2 marks
- D) CREATIVE MOVEMENT/GROSS MOTOR/GAMES: 2 marks
- E) FOOD EXPERIENCES- 1 idea (include recipes, science experiments you can eat,
etc): 2 marks

Teacher Comments

4 of the following (2 marks each)

- F) LANGUAGE/LITERACY- (poems, language games, auditory games, writing activities)
- G) FINE-MOTOR-
- H) COGNITIVE/LEARNING GAMES-
- I) PRE-MATH/ MATH-
- J) SCIENCE-
- K) SELF-HELP/SOCIAL EMOTIONAL-

Teacher Comments

one of the following (2 marks)
explain focus, purpose

- L) FIELD TRIPS-
- L) VISITORS-

TOTAL: / 40 MARKS = 20%

OVERALL COMMENTS:

NOTES: Inspiration- start with what you know, materials you have ready access to, with what friends and relatives can help you with.
Sources for materials/ideas- craft and fabric stores; drugstores; hardware, kitchen departments, garage sales, etc.

