Teacher's Guide/Exploring Childhood

Getting Involved/Doing Things/ What About Discipline? What Is a Preschool Like?

Working with Children

Teacher's Guide/Exploring Childhood

Getting Involved/Doing Things/ What About Discipline? What Is a Preschool Like?

Working with Children

Copyright © 1973, 1980
Education Development Center, Inc.
All Rights Reserved

EDC School and Society Program
55 Chapel Street
Newton, MA 02160

Family and Society Module

Considering the effects of family and society on the growth of a child.

We Are a Family □	Rachel at Home △	Oscar at Home △	Michelle at Home △	Seiko at Home △	
The Inquirer ■	Childhood Memories ■	Howie at Home △	Commentaries on Family and Society Films ●	Craig at Home △	Jeffrey at Home △
Teacher's Guide	*Explaining what is transmitted in care-giving interactions.*				

	Around the Way with Kareema △	Rachel at School △	Seiko at School △
Beyond the Front Door ■	At the Doctor's △	Howie at School △	Oscar at School △
Teacher's Guide	*Exploring how experiences outside the family affect a child's development.*		

Seeing Development Module

Determining children's needs and abilities at each age, what children need to grow, an

Gabriel Is Two Days Old △	Bill and Suzi: New Parents △		
Looking At Development ■	Directions in Development □	Making Connections ■	All in the Game △
Teacher's Guide	*Learning about children's development and how to support it.*		

Child's Play ■	Half a Year Apart △
Teacher's Guide	*Examining the meaning of play for children.*

Clay Play △	Racing Cars △	
Children's Art ■	Drawing Sort □	Painting Time △
Teacher's Guide	*Learning about children's development from their art experiences.*	

Fear, Anger, De pendence
Teacher's Guide

Working with Children Module

Preparing for work in fieldsites, and discussion of that work.

Helping Skills ●	Helping Is . . . △	Michael's First Day △	Teacher, Lester Bit Me! △	Water Tricks △		
Getting Involved ■	What Is a Preschool Like? ■	Storytime △	Being There (filmstrip and record)	Doing Things ■	What About Discipline? ■	What Is a Child? □
Teacher's Guide	*Preparing for work with children and learning ways to discuss field work.*					

No Two Alike ■	Children with Special Needs Go to School (filmstrip and record)	Sara Has Down's Syndrome △
Teacher's Guide	*Examining feelings and developing skills for working with special needs children.*	

Exploring Childhood

Key

- ■ Booklet
- □ Poster
- ▨ Cards
- △ Film
- ● Record
- ▲ Cassette
- Filmstrip and Record

Children in Society

Young Children on the Kibbutz

Children's Tracks

Memories of Adolescence

Girl of my Parents

Teacher's Guide — *Finding out about the resources, agencies, and values that societies provide for children.*

Raising a Family Alone

Perspectives on Raising a Family Alone

Raising Michael Alone

Raising a Family Alone

Teacher's Guide — *Understanding the special experiences of one parent families.*

Under Stress: Keeping Children Safe

A Case Study of Family Stress

Broken Eggs

Teacher's Guide — *Learning how stressful situations endanger children and how to get help.*

nderstanding and elping children who are oping with strong eelings.

Child's Eye View

From My Point of View

Little Blocks

Teacher's Guide — *Seeing how children view others and the ways children's views change with development.*

How the World Works

Teacher's Guide — *Understanding how children make sense of the world.*

Babies Are Beginnings

Teacher's Guide — *Understanding the needs and individuality of infants and new parents.*

now their growth can be supported.

Exploring Childhood: Preview Film

Seminars for Teachers

Classroom Experiences

Classroom Experiences

Classroom Experiences

Brainstorming

A Parent Seminar

Evaluation Summaries (Yrs. One and Two)

Organizing the Program

Fieldsite Teacher's Manual

Teaching and Evaluation Strategies

Seminars for Parents

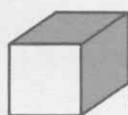
Funding Sources

Role playing

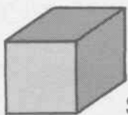
Seminars for Parents

Toward a New Relationship

Materials for Teachers, Administrators, and Parents



Full Year Course Selection



Supplementary Materials

Learning Objectives of *Exploring Childhood*

Exploring Childhood is a program in which the study of child development is combined with work with young children on a regular basis. The program gives students opportunities to develop competence with children, and provides a framework for understanding the forces that shape human development. At its most general level, *Exploring Childhood* promotes learning and growth in four major areas:

- concept development
- skills in working with others
- inquiry and observation skills
- personal awareness

Exploring Childhood students learn about factors that shape human development. Concepts such as maturation, egocentrism, modeling, and reinforcement are considered to help explain caregiving and child behaviors which students observe in themselves and in the children they work with.

Students' growth in working with others comes from experience as an aide in fieldsites serving children, as well as from classroom work which includes such activities as applying course information and concepts to their personal experience. For instance, by role playing and analyzing incidents that involve helping children, students integrate their own experience with new concepts and information about human growth and development. Such understanding can then be put to use in their continuing work with children.

Course pedagogy emphasizes discussion and small-group interaction, which increase students' ability to share experiences, information, and ideas with one another. This view of learning as a sharing, integrated experience, in which students work cooperatively and learn to respect the experience and point of view of others, promotes social skills as well as cognitive growth.

Skills of inquiry developed through *Exploring Childhood* include observation techniques, collecting and using evidence to form and test hypotheses, posing questions and seeking their answers, and analyzing and evaluating data.

In the area of personal development, the course enables students to view the behavior of others and of themselves from several perspectives, to think through relationships with family members, to gain insight into their own behavior, to become more sensitive to the needs and point of view of others, and to recognize how one's values and beliefs shape one's actions.

These four general areas of student learning and growth can be broken down into the following learning objectives. (Please note that the specific goals for each unit of the course can be found in the relevant teacher's guide.) In terms of concept development, students of *Exploring Childhood* will be able to:

- demonstrate a recognition of the universal needs and patterns that underlie individual development in themselves and in others.
- show an understanding of development as a lifelong and multifaceted process.
- identify some of the changes in abilities and needs that occur as a person develops, particularly from birth to age eight, but including the full development cycle (e.g., significant aspects of adolescence and stages of adulthood).
- use the developmental theories of Erikson and Piaget as hypotheses in understanding the behavior they observe in children they work with.
- combine sensitivity to the individual child's uniqueness with relevant information about universals in development (developmental patterns).
- demonstrate knowledge of cultural values held in different societies, values that influence the behavior and emotional patterns of caregivers and children.
- demonstrate an understanding of the significance of play for all ages.
- identify appropriate expectations for children's behavior at various ages (e.g., in children's play, interactions with others, fears, etc.).
- demonstrate an understanding of the child's stage of egocentrism when working with him or her.
- identify possible causes and consequences of strong emotions in children (such as fear, anger, and dependence), and explain how such feelings and ways of coping with them change with development.
- demonstrate an understanding of how stress can affect a caregiver's ability to keep children from harm by analyzing causes of stress and potential sources of support in cases of stress involving caregivers.

In working with others, *Exploring Childhood* students will gain in ability to:

- consider the point of view of others involved when solving problems.
- work cooperatively with other adults in the fieldsite.
- carefully observe and listen to children in order to be sensitive to their needs, interests, and perspectives, and to identify when children need help and when they are best left alone.
- recognize and expand opportunities for children to

express themselves and stretch their emerging capabilities (e.g., through art, fantasy, vigorous play, or manipulation of materials); to expand such opportunities by providing children with appropriate settings and materials, and emotional and intellectual support.

- use age-appropriate levels of communication and discipline when working with children.
- show respect for the traditions, life styles, and values of families different from their own.
- recognize messages that are damaging to a child's sense of self-esteem, consider ways to limit such messages, and help children cope with them when they occur.
- affirm the capabilities of children and others in seeking mutual goals.
- demonstrate in class a notion of learning as a shared experience, through participation in cooperative classroom ventures and through the exchange of information.

Exploring Childhood students develop many skills, including the ability to:

- demonstrate skill in observing and recording behavior, forming a question, taking notes, collecting data, keeping a journal, and setting up situations or activities in order to diagnose specific abilities in children.
- organize data collected, present findings, and plan actions based upon what has been learned.
- separate fact from inference when reporting, discussing, and analyzing children's behavior.
- focus on the details of observed natural behavior (from life or film) and offer careful interpretations of what values they see reflected.
- identify factors in the neighborhood, community, and society that influence children's development (e.g., people, institutions, traditions).
- take into account the influence on children of the values and expectations of parents, caregivers, and society when considering the behavior of children.
- identify messages transmitted in everyday interactions between children and caregivers.
- analyze the means people use for influencing children's behavior, in terms of the values that are reflected and the underlying theories of how children learn.
- analyze differences and similarities between the values and expectations of a child's home and those of his or her school.
- identify resources families need for raising children, and indicate how to obtain some of these resources in their own community.
- assess the suitability of play environments for children, and, where possible, make positive contributions to the quality of a play environment.
- identify suitable adaptations in a school, family setting, and society to help children with specific special needs.
- recognize factors that contribute to childhood accidents and identify accident prevention measures appropriate to children of different ages.
- draw on their own values for children to propose some concrete, specific improvements in how their own community (and/or society) can meet the needs of children and their families.

Finally, *Exploring Childhood* students develop greater personal awareness, becoming able to:

- articulate their own values for children, their theories about how children develop, and their feelings about issues of child care, and identify ways in which these beliefs and feelings affect their behavior with children.
- assess their own strengths and limitations as caregivers, and take these into consideration in working with children.
- articulate significant factors in their own lives, past and present, that have contributed to their sense of who they are (as individuals and as caregivers) and where they are headed.
- apply the concept of egocentrism in understanding their own behavior.
- recognize signs of stress in their own lives, and develop ways of dealing with personal feelings of anger or frustration and of gaining help or support in stressful situations, especially with children.
- recognize their growing competence in helping children meet their needs.

Contents

Overview 2

Working with Children 9

GETTING INVOLVED 15

What Is a Child? 16
Ways of Learning About Children 19
Keeping a Journal 19
Trying Out a Child's World 20
Observing 31
Fieldwork Previews 36
Just Joining In 43
"Water Restaurant" 43
Helping Skills 44
Introduction 44
Coping When Children Need Help 46
Looking for Children's Reasons 47
Considering Children's Needs 47
Working as a Team 51
Analyzing Problems and Dealing with Them 57
Preventing Difficulties 58
Finding and Using Resources 59
Fieldsite Films 60
"Being There" 61
"Helping Is" 66
"Michael's First Day" 70
"Storytime" 72
"Water Tricks" 74
"Teacher, Lester Bit Me!" 79
Evaluation Approaches 83

DOING THINGS 85

Evaluation Approaches 89

WHAT ABOUT DISCIPLINE? 91

Overview 92
Responding to Discipline Situations 93
Looking for "Causes of Misbehavior" 94
How to Handle Misbehavior 96
Activities 99
Discipline and You 101
Evaluation Approaches 102

SELECTED READING 104

Overview of EXPLORING CHILDHOOD

This reading by Marilyn Clayton Felt, Project Director for EXPLORING CHILDHOOD, describes the overall conceptual and pedagogical designs of the course. By presenting the assumptions and questions that guided the development of the course materials, this paper aims to help teachers better understand the goals for EXPLORING CHILDHOOD.

There is a growing body of evidence that the process of making human beings human is breaking down in American society. The signs of this breakdown are seen in the growing rates of alienation, apathy, rebellion, delinquency, and violence we have observed in this nation in recent decades.... The causes of the breakdown are of course manifold, but they all operate in one direction--namely to decrease the active concern of one generation for the next.

--Urie Bronfenbrenner
Professor
Department of Human Development and Family Studies
Cornell University

I have long believed that the development of a child does not begin the day he is born--or at age three--but much earlier, during the formative years of his parents.

--Edward Zigler
Professor and Director
Child Development Program
Department of Psychology
Yale University

EXPLORING CHILDHOOD is a program in which the study of child development is combined with work with young children on a regular basis. It gives students opportunities to develop competence in working with children, and a framework for understanding the forces that shape the development of a child.

Three government agencies have joined in the funding of EXPLORING CHILDHOOD, each one viewing the program in a special way. When the National Institute of Mental Health considered the program in 1970, their concern was the alienation many teenagers feel from both family and society. They saw a program of work with children offering teenagers a role in which they are needed by others, and an experience that would both deepen their sense of personal identity and increase their compassion for, and understanding of, their families. The Office of Child Development became involved as the major funder in 1971. They viewed the students as being responsible for the next generation of children, and saw EXPLORING CHILDHOOD as a way for students to prepare for parenthood, for careers involving children, or simply for citizenship, with the responsibility of making daily decisions that affect children. In 1972 the Office of Education added its support, seeing the program as having application beyond the initial target population of junior and senior high school students, by providing career incentive for potential dropouts as well as career training for unemployed adults interested in working with

children. We feel that all these goals are compatible with the pedagogy and scope of EXPLORING CHILDHOOD.

THE PEDAGOGICAL APPROACH OF EXPLORING CHILDHOOD

The main source of energy for students in EXPLORING CHILDHOOD is their field work with children. In developing a curriculum around field work, we have been guided by the following questions:

> What kinds of help can we provide to make the field work rewarding?
>
> How can we draw on the feelings, ideas, questions, memories, plans, and insights generated by that experience to bring students more in touch with their own identities and to foster in them an understanding of the conditions needed for growth in others?
>
> What ideas and issues from the social sciences will allow students to understand and explore the world of children?

In developing a pedagogy for EXPLORING CHILDHOOD, a central concern has been the need to allow the program to be adaptable to a vast range of conditions. For example, secondary schools teach the program under many disciplines, including home economics, family living, social studies, and health; there are many types of fieldsites, including lab schools within the school, preschools, Head Start centers, day-care centers, and family day-care sites; students themselves vary both in academic preparation and in real-life preparation for the course; and, most importantly, the preschool children will come from homes that represent tremendous diversity both in goals for children and in child-rearing practices.

EXPLORING CHILDHOOD attempts to help students understand what a child is like, how human interaction can shape the development of a child, and how the context in which growth occurs can affect development. These insights and perspectives, we believe, can help students become increasingly flexible and able to respond to children in ways that make sense for each individual within a given situation.

THE CONCEPTUAL FRAMEWORK OF THE PROGRAM

EXPLORING CHILDHOOD is concerned with the development of a sense of self and a sense of others, both in young adults and in the children with whom they work. This program hopes to help students gain competence in working with children.

Our approach has been shaped by a desire to introduce concepts in ways that respect the students' personal experience with children, both prior to and during EXPLORING CHILDHOOD. Rather than define concepts early on and teach lists of facts, we have introduced concepts as suggested guidelines for organizing observation. We ask students to recollect experiences, collect observations, and decide for themselves if a suggested concept makes sense in terms of what they have seen. Looking at concepts from the perspective of concrete experience not only helps students legitimize the way they will learn about children during the rest of their lives, but also offers new intellectual opportunities for students who have previously had little academic success. Students who have had extensive child-care experience have much to offer others in the class.

Concepts have been selected both for their helpfulness in field work and for their relevance to development throughout the life cycle. Examples of concepts we have found generative are "egocentrism," for understanding the growth and change in a person's view of the world; and "values," for understanding what is transmitted in human interactions.

THE SEQUENCE OF THE CURRICULUM

Suggestions for the general sequence of the curriculum come from what we have found to be the cycle of needs and interests of students working with young children.

Working with Children module: A student's major concerns at the beginning of the year, before starting to work with children, are:

What will the field work be like?

What kind of role will I have?

Will the children like me?

Will I be able to cope?

Consequently, this first group of materials attempts to help students develop a sense of competence before starting their field work, and to build the class into a support group in which failures as well as successes can be discussed. Commonplace situations with children and their teachers, which are presented as case studies through film, audio-tape, storyboard, and photo essay, allow students to share ideas about children's behavior and about what to do in problem situations. Observation is focused on the fieldsites--their special nature as places for children, the purposes of fieldsite materials, the activities and environments fieldsites provide, and the ways teachers interact with children. Guidelines for observing children and for keeping a journal about experiences begin a theme that is developed throughout the year: ways of learning about children.

A book of activities for children, *Doing Things*, gives students concrete things to plan and do with children. A film made at a variety of fieldsites shows them the numerous kinds of roles they can take with children.

Although much of Working with Children is used during the first month, as preparation for field work, the materials are appropriate for use throughout the year. For example, "Teacher, Lester Bit Me," an animated film about the plight of a preschool teacher on a day when everything seems to go wrong, is good material for one of those times during the year when students need encouragement about field work or a chance to view their work with humor. With or without reference to these fieldsite materials, discussion of field experiences should be an ongoing part of class work, both when students have problems, successes, or questions they want to share and when their experience supports, contradicts, or gains new meaning from conceptual materials.

The pedagogical challenge of Working with Children is this: How to foster an "open-ended" approach to looking at explanations of behavior and ways of interacting with children, yet help students reach the "closure" that is satisfying for learning and absolutely necessary for action. Using case studies, a teacher can help students arrive at some conclusions about what they would do, based on their view of a situation. The purpose is not to reach group consensus, which rarely happens in child-care discussion because of legitimate differences in values and views about the nature of development, but to help each student develop confidence in his or her own ability to examine a situation and follow his or her best judgment. As the year proceeds, students will deepen skills through practice in observing situations and evaluating outcomes.

Seeing Development module: Once students have started field work, the concrete experience with children begins. Students become interested in learning what a child is like, and, specifically, about the ways in which children are different from older people. A general booklet, *Looking at Development*, sets the context for exploring human development by considering the capacities of an infant; it introduces the question "What do you believe brings about growth and change in a child?" and describes the ways several theorists have approached

the study of development. Generalized data about development, collected from a number of sources in the field, is included, along with suggestions of other ways to learn about children--specifically, collecting data about growth and change in a child and about the development of diversity among children. *Looking at Development* is designed to be a reference point throughout the unit, and to help students summarize their learnings at the end.

Five other booklets delve into particular areas of a child's development: *Children's Art* presents one way of looking at the growth of skill, and introduces the concept of stages of development. In *How the World Works*, a child's beliefs about cause and effect, change, time, similarities and differences, and what things are alive or not alive are explored. *A Child's Eye View* considers the concept of egocentrism, a child's growing awareness of the minds, feelings, perspectives, and needs of others, and the idea of moral development in children. The motivations and developmental factors in children's behavior that are generally considered problems are discussed in *Fear, Anger, Dependence*. *Child's Play* looks at the many opportunities for growth that play affords a child.

Through these booklets, students can enter the world of a child, look at patterns of growth and change at different ages, consider the ways individual differences develop, and, finally, think about how they can support development in ways that are meaningful for each particular child in their care.

The pedagogical problem for this module is to provide a framework for learning and concepts about development such as "egocentrism" and the notion of "stages." We do not want to preempt a student's way of seeing development or contradict the message that a student's data perceptions are important guides for learning. Our approach has been both to suggest learning theories or concepts as guidelines for observations and to present ideas of theorists in an explicit way. We emphasize that theories are speculations of flesh-and-blood people by showing what triggered a theorist's interest in children and what behavior was observed that led to the development of a theory. The teacher's responsibility is to connect theory to the data of the student's own observations and to connect both of these with practice. The teacher must continually refer students to their own experiences with children; to help them question and explore the validity of concepts and theories. He or she must show clearly how a concept relates to caring for a child, be aware of how students connect a concept to concrete behavior, and allow students to bring their own experience to bear in either supporting or questioning a concept. Also, teachers must help their students see that they too have theories about development that can be tested by observation, used in caring for children, and shared with their classmates as valuable resources for learning.

<u>Family and Society</u> module: Once students have deepened their sense of how a child sees the world, the course shifts from the ways in which the child's mind and body develop to the social forces that influence a child's life. Interactions in the family, with the world "beyond the front door" and with the environment, resources, beliefs, and values of the society at large become the central focus of attention.

The study of family is based on a series of documentary films showing interactions in a variety of families. This material was designed with two major goals in mind: (1) to heighten students' perceptions of what is transmitted to children in daily commonplace interactions; and (2) to let students experience the childrearing styles of families other than their own in order to gain insight into the attitudes, traditions, and values of others. The notion of clarifying values and beliefs about children and childrearing and measuring these beliefs and values against one's actions--a notion that is touched on

earlier in the course--becomes central here. It provides a foundation for understanding that all families have implicit values for children and implicit beliefs about childrearing. It enables students to grasp the crucial idea that all family interactions transmit messages to children, implicitly or explicitly, that may or may not be consistent with family values.

Beyond the Front Door, the middle section in the module, follows children as they leave their home--for preschool, to join in the daily tasks of a parent, or to play in the yard or the street. Students are asked to explore how a child interacts in this expanded world: How many people are friends? How many are strangers? What contact does a child have with his or her parents' work? What values and childrearing practices does the child encounter among people outside the family?

"Matching Messages," a section of *Beyond the Front Door*, considers the interrelationship between the messages received in and beyond the home. For students it poses the challenge of taking into consideration the values and practices of the child's family, the values and practices of the preschool, and also the student's own values and sense of what to do when caring for a child.

Up to this point the course deals with things students see and affect every day, whether it be some activity that shows a child's development or the interactions between two people. Now the course turns to social organization, and considers invisible underlying structures and circumstances over which individuals have little immediate control. While this exploration should surely deepen students' understanding of the children in their care, we consider the major motivational force of this material to be the student's concern about the kind of society he or she envisions for the next generation of children, and his or her thoughts about what to do personally about it.

The central issue--how a society affects the conditions in which a family rears a child--is specified in two sets of questions, which are used to explore other societies as well as our own:

> What does a family need to protect and nourish its children? Who should provide what a family needs?
>
> What messages does a society transmit to children through its media, agencies, and institutions?

Students will examine other societies through documentary film and written and taped autobiographical accounts. Our own society will be examined through independent research projects. Exposure to childrearing practices of foreign societies allows students to become familiar with the range of ways in which human societies have provided care and protection for their young. The Israeli kibbutz is one society chosen for study, because kibbutz members have clearly articulated their values and, therefore, we can examine them. Also, many of the issues that influenced kibbutzniks initially in planning child care are issues currently of concern to our society--provision of equal roles for women, pros and cons of group care for children, cooperativeness as a desirable trait. The other reason kibbutzim provide an excellent study is that many are three generations old and show more than the effects of social innovation per se. Students can debate the values and practices of the kibbutz and use this debate as a vantage point from which to take a fresh look at the values and practices of the society they know.

The Inquirer, another part of this final section of the course, suggests individual study projects for students on aspects of the way their own society provides for children. Materials describe ways of collecting data on such topics as children's literature, law and children, public media and children, and nutrition. In addition to the research

skills, survey skills, and new observation skills that these projects develop, students have the opportunity to meet people in a variety of roles that may suggest future career possibilities for them.

The pedagogical challenge of Family and Society is to help students develop a more compassionate understanding of their own families, while helping them to understand and respect the values, traditions, and practices of others. When students begin the course, they tend to limit their perceptions in one of two directions. Either they defend their own family experiences so strongly that they have trouble seeing other ways of expressing love and care; or, in appreciating the ways of others, they find the values and practices of their own families lacking. Teachers have two resources to draw upon in making the exploration of family and society a strong and positive contribution to students' understanding of self and others. One is the observation that raising a child to find a meaningful place in the world and to care for himself or herself and others is a responsibility shared by parents everywhere. The ways in which different parents meet this task can begin to be understood by considering the enormous complexity of the task, the traditions of a family, and the conditions society provides for them. The second resource is the set of feelings that working with children evokes in students--tenderness, anger, frustration, love, inadequacy, pride, overwhelming responsibility, and desire to protect. Young adults frequently gain a new and deeply sympathetic view of their family when their first child is born and they begin experiencing all the emotions that come with that responsibility. Working with children evokes these emotions in a small beginning way, and a sensitive teacher can help students build an understanding of families that is based upon these incipient feelings.

SELF-EVALUATION

We have described the general sequence and flow of EXPLORING CHILDHOOD over the course of a year. Important throughout the year is the development of one's own sense of identity, which involves identifying and understanding one's own values and beliefs about children, developing competence in working with children, and knowing how to evaluate one's own growth. Self-evaluation materials are part of the curriculum; they have been designed to help students identify ways in which they would like to gain competence, and to give them guidelines for evaluating the results of a situation and measuring their own progress.

UNDERLYING VALUES OF EXPLORING CHILDHOOD

In the process of developing EXPLORING CHILDHOOD we have often been asked--and have often asked ourselves--what values are implicit in the program. Altogether, we find that four major values have influenced the direction of EXPLORING CHILDHOOD:

1. *To view the present, whether adolescence or childhood, as an important time of being as well as becoming.* Our priority in this respect is not to prepare students to be parents or professionals, or to prepare children to be adults, but to help both to have rewarding experiences each day they are together.

2. *To demonstrate that insight can be learned and can be an important influence on behavior.* Students are helped to see how others experience the world, what messages are transmitted in human interactions, what influence social organization exerts; and to understand their own beliefs and values.

3. *To help students and children develop confidence in their own identities.* For children, receiving appreciation from students of their

particular abilities, personalities, and family backgrounds helps develop confidence. For students, being supported by teachers in their new role as caregivers increases self-esteem. At the same time, learning to appreciate the values and traditions of their own families nourishes their sense of worth.

4. *To legitimize the view that anyone responsible for the care of a child has worthwhile experiences to share with others.* Parents, preschool teachers, people involved in health, artistic, legal, educational, or welfare professions, and students themselves have been involved in creating the EXPLORING CHILDHOOD curriculum; all should be considered resource people for a classroom.

EXPLORING CHILDHOOD is a program that has the potential for breaking down barriers between age groups and between institutions, and for bringing people together in a common venture. A resourceful teacher can make EXPLORING CHILDHOOD a rich experience for many members of a community.

Working with Children

Goals

The goals of this module for EXPLORING CHILDHOOD teachers are the following:

- To prepare students for work at fieldsites. Materials and suggested activities are intended to help students start their field work feeling confident about their role: by becoming familiar with children's material and children's settings; by practicing skills for working with children; by coming to see themselves as resources for understanding child development; and by becoming close to children.
- To build a cooperative support group among teachers and students.
- To support students' continuing growth and ability to help children.

Time

Five to six weeks and *throughout the year*.

Materials

The student book for *Getting Involved* is divided into five major sections:

- "Ways of Learning about Children," which describes Keeping a Journal, Trying Out a Child's World, and Observing as techniques for learning about children
- "Fieldwork Previews," which contains typical scenes with children in preschools and elementary schools
- "Just Joining In," a photo essay about one role a student might play with children
- "Helping Skills," which provides material for class sessions designed to help students work with children
- "Fieldsite Films," which contains brief notes about films concerned with students' roles and fieldsite work

The student resource booklet, *Doing Things*, contains ideas for activities students can do with young children.

The student booklet, *What about Discipline?*, is a resource book on handling and understanding discipline situations. There are ten copies of this booklet per classroom.

One filmstrip, four documentary films, one animated film, and the "What Is a Child?" poster accompany the foregoing booklets.

The student booklet, *No Two Alike: Helping Children with Special Needs*, is accompanied by a film, "Sara Has Down's Syndrome"; a slide tape, "Children with Special Needs Go to School"; and its own teacher's guide.

The "program package" of EXPLORING CHILDHOOD consists of materials selected from each module of the course. Important materials from this unit that are not included in the program package are the booklet, *What Is a Preschool Like?*; the filmstrip, "Being There"; and four films --"Michael's First Day," "Storytime," "Teacher, Lester Bit Me!" and "Sara Has Down's Syndrome." Any of these materials

may be obtained separately and used with this guide.

Relation to Other Materials

The student materials are designed to be used throughout the year. For example:

- "Keeping a Journal," "Trying Out a Child's World," and "Observing" are all "Ways of Learning about Children" that will be relied on and developed throughout the year.
- "Fieldwork Previews," "Just Joining In," and the films can introduce students to experiences with children, and can also be a jumping off point for later discussions about actual experiences with children, for observation exercises, and for planning activities to do with children.
- "Helping Skills" can introduce students to processes for dealing with work with children and with each other, and can also develop skill with these processes throughout the year.
- *Doing Things* can be referred to when students begin using children's materials, but it is more important as a resource when they begin to take responsibility for organizing fieldsite activities.

The chart on page 12 suggests when to use other materials from *Getting Involved* and *Doing Things* in conjunction with "Ways of Learning." The chart assumes a six-week introductory period and provides materials for *five* class sessions a week, since you might have class time in the beginning that would be fieldsite time later in the year.

Using the Teacher's Guide

The guide includes a statement of purpose for each section so that the teacher can evaluate what was done in terms of the stated goals, and a list of materials for each activity in the student booklets. Always read the student materials and teacher's guide notes carefully before each class. Preview films and listen to records that you plan to use in class.

CHOOSING ACTIVITIES

Many activities are suggested in this guide in order to provide a range of ideas to choose from. You should select those most suited to your students' interests, age, background, and abilities, as well as your own goals and interests. A sample sequence of activities, including approximate class times, is included at the end of this introduction.

CLASSROOM SCHEDULING

In addition to activities suggested in the student booklets and this guide, plan regular times throughout the year for the following: Meetings in which the whole class discusses field work experiences, class time set aside for journal writing, meetings that include the fieldsite teachers, and student-teacher conferences for individuals or small groups of students at the same fieldsite.

Relating Materials to Children

The course materials are arranged so that starting field work is appropriate at any time, but this may not be possible until the fourth or fifth week of the course: time may be needed to locate sites, arrange placements of students, etc.

If students are involved in the decision-making about their placement, they will feel more involved from the beginning. They can visit a wide variety of fieldsites, with or without children present; they can talk with fieldsite teachers; and they can invite fieldsite teachers and children to visit their class. Students can consider the advantages and disadvantages of working at fieldsites in large groups, small groups, singly,

or in pairs. They can make decisions about how they would like to organize their work teams, whom they would like to work with, and where they would like to work.

The introductory weeks should involve students with children, children's materials, and children's settings as often as possible. Students can go after school to help fieldsite teachers set up the classroom for the year or to participate in particular activities. They can observe fieldsites in action, or observe children in other settings such as a playground, a library, a toy store, etc. Discussions about what children do with art or game materials become more real if students actually use the materials themselves. Talking about children's spaces is more relevant if students consider how those spaces affect children. Invite children to class, or go to visit children, parents, and teachers who work with young children.

Students will feel closer to children if, wherever possible, the teacher uses the students' experiences as a basis for discussion, rather than course incidents. When students are asked to imagine how a child would see or do something, ask them to think of particular children they know. Students can draw on their own childhood as well. If the students' personal experiences are used in this way throughout the course, the students will gain a sense of the validity of their own ideas, and the teacher will get to know his or her students.

Students will have many questions about what their role will be at the fieldsite. Will the children like them? Will they be able to cope? The course materials ("Ways of Learning," "Previews," "Helping Skills") are all designed to show many roles and to give students a chance to discuss and practice ways of acting in those roles. In addition, teachers should provide concrete ideas, with help from this guide, about what can be done with children, and should give the emotional support students need to feel competent at such work. A central concern of this guide is that students be taught enough about children to be able to act, but not so much that their own experiences lose validity as sources of information and learning.

Building a Support Group

The task of providing support to students is not the teacher's alone. Students should come to see their classmates as trusted and valuable resources. An important task of the first weeks, then, is to build a group in which members trust one another enough to share experiences, to ask for help, and to offer help.

One important way to create such a group is to involve students in working on a common task. They might set up a fieldsite together, play with children's materials together, make visits and observations, or invite guests together. A history of shared experiences will make it easier to work together on future issues. In addition to such shared activities, the materials suggest a number of ways of interacting--brainstorming, role playing, small-group discussion--through which students can work together to deal with issues related to work with children.

Such experience in group problem-solving makes it easier later to work on fieldsite issues that stem from the fieldsite experience of only a few students. Students can get feedback from others involved in similar situations, ideas for what else could be done, and a chance to practice alternatives.

Sharing fieldsite experiences is especially important for continuity if students are not all working in the same fieldsite. Teachers should set aside regular time for discussion of fieldsite work. While they should always relate course materials to fieldsite experience, and should deal with fieldsite incidents whenever students bring them up, this time provides an opportunity for students to focus directly on the fieldsite.

One teacher's plan for using *Working with Children* in the first six weeks of school.

Class	Course Materials				Fieldsite Work
	"Ways of Learning about Children"	"Helping Skills"	"Fieldwork Previews"	Films	
1	(Begin with "What Is a Child?")				
2	"Keeping a Journal"				
3-4	"Trying Out a Child's World"				
	"Child-Size"	"Introduction," on role play			
5-11	"Trying Out 'Kids' Stuff'" (Use *Doing Things*.)		"Building a Toy Village" "Puppet Show"	"Half a Year Apart" "Water Tricks"	Ask fieldsite teacher to talk about what children do with materials.
12-16	"Looking at 'Kids' Places'"	"Introduction," on brainstorming		"Being There" (filmstrip)	Visit several fieldsites without children present.
17-18	"Using 'Kids' Things in Kids' Places'"				Visit fieldsite without children present. Watch children using materials.
19-26	"Getting Involved"	"Coping When Children Need Help"	"Peter's Goodbye" "Being Left Out" "Can I Play Dominoes?"	"First Day" "Helping Is..." "Teacher, Lester Bit Me!"	Ask fieldsite teacher to visit and discuss "Helping Skills" and "Previews" with class.

		"Looking for Children's Reasons" "Considering Children's Needs"	"Time to Clean Up" "Making Noise" "Building a Toy Village" "Puppet Show"	"First Day"	
	(Use "Just Joining In," *Doing Things*.)		"You Be the Baby"	"Helping Is..." "Water Tricks" "Storytime"	
27-30	"Observing"			"Helping Is..." "First Day" "Storytime" "Water Tricks"	Visit a variety of fieldsites and other children's spaces.

3 classes		To be used whenever students begin field work:			
		"Working as a Team" "Giving and Getting Help"	"Reading Together" "Poetry Writing Project"		
		"Contract Building"			
		"Team Building"			Meet with fieldsite teacher.
			"Peter's Goodbye" "No Se Habla Español"	"First Day"	Students begin field work.

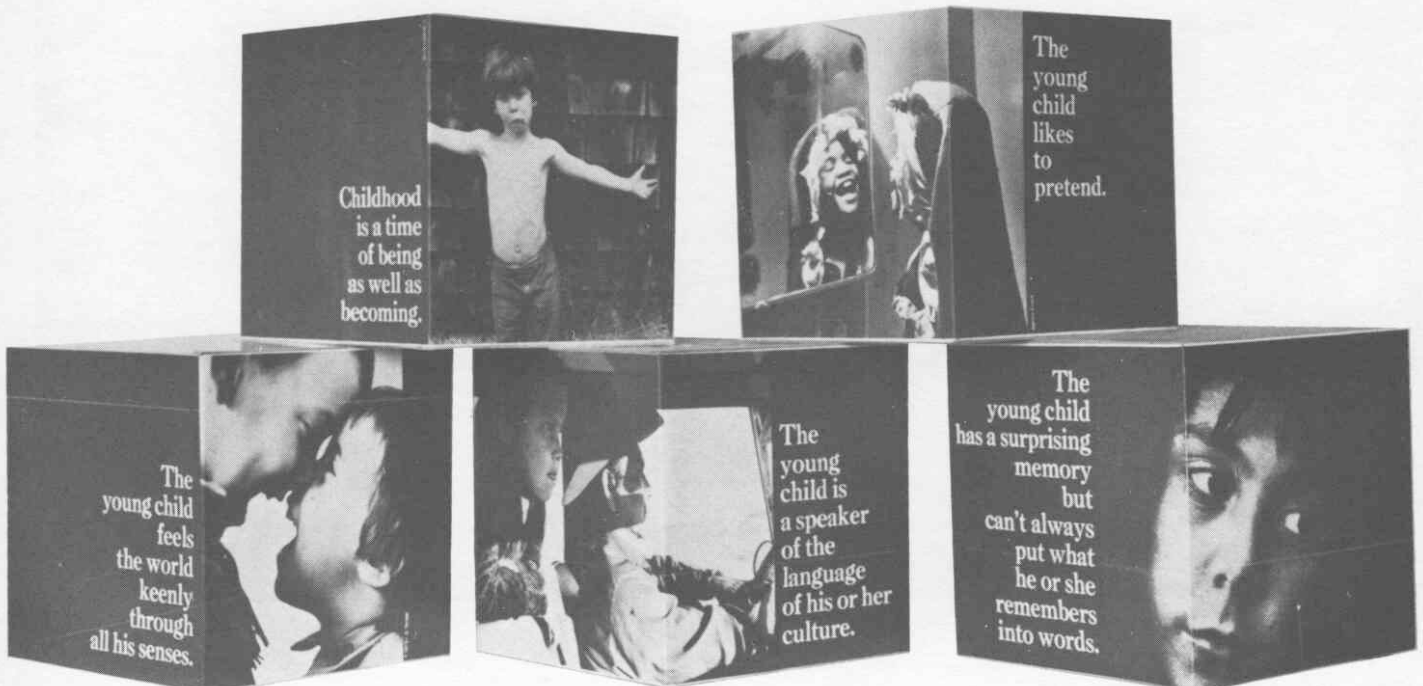
Working with Children materials can be used both to introduce the course and to provide a basis for work throughout the year. Suggestions for integrating materials with other units are made throughout the course teacher's guides.

Getting Involved

Exploring Childhood Working With Children

What Is a Child?

Purposes:	To focus students' attention on the subject of the course--children and their development--using verbal and visual images of children to arouse students' interest, curiosity, and questioning. To give students confidence in their ability to work with children, by eliciting information and ideas they already have about children.		To begin building a cooperative support group, by having students share information about themselves.
		Time:	10-40 minutes.
		Materials:	*Getting Involved*, p. 3; poster, "What Is a Child?"; newsprint, glue, magazines with photographs of children, drawing paper, string, scissors, cardboard; journals.



The text on the "What Is a Child?" poster also appears on page 3 of *Getting Involved*. A few activities suggested by the poster are described below; these might be done at the beginning of the course and at different points throughout the year.

Activities

The poster can be hung on the wall and discussed, then cut up and made into cubes according to the directions at the top of the poster. While one group of students uses the poster to make the five cubes, other groups might make cubes using photographs or magazine pictures and write captions to go with them. When these cubes are arranged and rearranged in mobiles or table displays, students can comment on the appropriateness of each caption.

One way to use the photo essay is to have the students write their own impressions of what a child is before they read the text. They might make drawings or find pictures to illustrate their writing.

Look at the poster and compare the students' impressions with those in the text. Save students' writing (or have them do the activity in their journals) and repeat the assignment at the end of the year, looking for changes in students' impressions.

If students have trouble getting ideas and putting them into words, have them think of metaphors for a child--have them name an object, an animal, or a color they think a child is like. They could also put together a collage of pictures that illustrate their ideas about children. Sitting in a circle, students can take turns stating their metaphors or showing their collages. Students might ask each other why they chose a particular metaphor or picture as a way of clarifying their ideas about children. Collages might later be made into covers for journals.

What is a Child?

"What is a child?" In order to answer that question we have to think about what a child does, how a child feels, where a child lives, how a child behaves with others, and finally, what he or she can become.

The young child is learning all the time.

The young child feels the world keenly through all his senses.

The young child has a remarkable collection of motor skills.

The young child likes to pretend.

The young child is a speaker of the language of his or her culture.

The young child has a surprising memory but can't always put what he remembers into words.

The young child holds strong beliefs.

The young child has wishes.

The young child has natural fears.

The young child feels conflicts.

The preschool years are the bridge between the infant, absorbed in the present, and the older child, whose plans and fantasies are wide-ranging. During these years the infant, dependent on others, becomes a child to whom independence is very important. Your interactions with children during these years can enrich their experiences as they grow up.

Childhood is a time of being as well as becoming.

3

Students could also produce a class poem if each person finishes the line beginning, "A child is...," then dictates it to someone listing lines on the board. Discuss similarities and differences in lines, how they fit together, what they mean, etc.

A different approach to the poster would be to have the students look at it *without* thinking first about their own impressions. They might discuss the piece as though it were a poem, analyzing the ideas given before drawing on their own experience to expand these ideas.

One caption on the poster reads, "The young child feels the world keenly through all his senses." The following questions can help you and your students clarify the statement, analyze the thought, and connect the thought with each student's own experience:

> What are a human being's senses? How are senses different from thoughts? from emotions? What sensing activities are the photographs engaged in? Think about a child you know. How well do you think that child is able to interpret what his or her senses receive? (For example, when the child feels something hot, does he or she know what it means?) What vivid sensing experiences stand out in your memory from your own childhood?

A similar progression in questioning could be applied to other statements.

A fantasy-memory activity like the following, which applies to "The young child has a remarkable collection of motor skills," might be applicable to other captions. (Listen to the Family and Society Classroom Experiences record, side 1, band 3, for an example of such an activity.)

> Think of a motor skill you remember learning. (If you can't remember any, think of a recently acquired skill or of a child you watched learning to do something.) Close your eyes. Try to imagine yourself back at the time when you learned it. How old are you? Why do you want to learn this? Who helps you? Why don't you do it? What part of it do you get first? What's giving you trouble? How do you feel as you attempt to master it? When you succeed at it?

In small groups, students can share their memories. They can also record the memory in their journals, writing as though they were at the moment when the experience actually happened. Students might also write the account of their experience on strips of paper and hang them around the room.

Ways of Learning About Children

Purposes: To gain an understanding of the way children experience and make sense of the world by:

- focusing on their perspective on the world
- working with children's materials and using children's spaces
- learning techniques of observing and recording experiences with children
- reflecting on students' own experiences.

To start relating this understanding to how adults can best help and support children, thus establishing a feeling of competence about working with children.

Ways of Learning About Children

Perhaps without realizing it, you have a lot of personal information about children that you've collected from your own growing up and from knowing the small children around you. Growing up, observing children in a neighborhood, living with young children in a family, are all experiences that help people understand what a child is like. Your ideas and memories from all these sources are an important part of learning to work with children.

Sometimes a new experience – like working in a fieldsite – helps you to think about using, in new ways, what you already know. There are new skills you want to develop, new points of view to consider, new experiences you want to have happen, and new questions to ask.

Writing down things that happen in your work with children, thinking about your own experiences, and seeing what it feels like to be in children's places and handle children's things can add to your understanding of a child's world.

5

Keeping a Journal

Journals are an important learning tool in EXPLORING CHILDHOOD. Since students write about their personal feelings and put down detailed observations of the fieldsite experience, the journals will be referred to continually throughout the year. You will find the purposes and skills of journal keeping described in detail in the *Teaching Strategies* booklet.

Trying Out a Child's World

Purposes:	To think about children's perspectives on the world by taking their physical vantage point. To become familiar with fieldsite equipment, to look at how children's spaces differ from adult spaces, and to consider what effect these spaces might have on children. To imagine how a child thinks, feels, and acts; and to compare this with how an adolescent thinks, feels, and acts. To become aware of the variation in play that results from differences in individuals and differences in specific situations. To explore a variety of roles and ways of interacting with children that take into consideration their needs, responses, and feelings in different situations.	Time:	At least one visit and one class.
		Materials:	*Getting Involved*, pp. 9, 10-11; water; sinks or containers (dishpans, buckets, tubs); tubes, cups, bowls, straws, sponges, floats, ladles, sieves, etc. (or clay, sand, finger paint, and similar tools as for water); journals and pens.
		Films:	"Half a Year Apart" (from Seeing Development module), or "Water Tricks."
		Record:	Module I Teacher Experiences record.
		Plan Ahead:	Find an appropriate room for this possibly messy activity. Arrange materials for small groups of students. Arrange a visit to a fieldsite when the children are not there. With the fieldsite teachers, set up materials for five or six activities.

Child-Size

The student booklet suggests two exercises. In the first one, students look at illustrations and discuss the related questions. In the second, students try to approximate a child's height by sitting or moving about on the floor. If you choose to do the second one, ask students to consider the following questions as they do the exercise, allowing time for journal writing between each question:

What can't I see from this level?

What do I see that I normally don't notice?

What are things that I might be interested in seeing or playing with? How would I reach those things?

How does it feel to be this size in this room?

How would I change the room to make it more comfortable and exciting for someone this size?

After answering the questions, students might share their reactions by reading parts of their journals or by discussing the questions in small groups. (See the section "Small Group Work" in *Teaching Strategies*.) Following such a discussion, students might add new ideas and reactions to their journals.

ADDITIONAL CHILD-SIZE ACTIVITIES

1. To sense not only how a child feels in adult spaces but also what it is like to be surrounded by adults, you might have a few students sit while the others stand and move around the room. (This could also be done in the cafeteria or the hall at passing time.)

2. You might have students make giant cutouts of "adults" and "furnishings," to which they can imagine relating as a child. Students should figure out the height of an average five-year-old child (from health charts), and an average teenager or adult. If they imagine that their height is the height of a child, then how tall would an adult be? Have them draw "adults" that would be to scale on a large sheet of paper (working in teams to make several); cut them out and tape them to the wall of the room. Ask these questions and give students time to write in their journals between each one:

> Where does my eye-level come on an adult?
>
> How do I get an adult's attention?
>
> How do I feel about my size?
>
> How do I feel about an adult's size?

(Time: 1 class period)

3. Ask a few volunteers, one at a time, to pretend to be a child and tell the class what they are thinking about while they look at the giant cutout, sit on the floor, or move around.

4. Ask a few students, one at a time, to role play a child who is trying to get an adult's attention, using either the paper cutout or other students who are milling around. Have the participants and the observers comment on how it felt to do this. (See "Role Playing," pp. 12-18, in *Teaching Strategies*.)

Trying Out a Child's World

In working with young children you can become aware of the differences between their world and yours. Although you cannot actually go back to the world of childhood there are ways in which you can appreciate and understand some of the differences between childhood and adulthood. "Trying Out a Child's World" suggests several of these ways.

If you were the child in any one of these illustrations, how might you feel? How might your actions be changed if this were the way the world appeared to you?

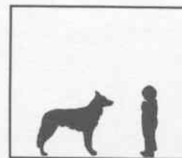
"Taking children on a walk was always an amazing experience for me. They'd get totally caught up in the pattern of an iron grate or the distortions of their face reflected in the side of a car — things I never even notice because they hit me at about knee level!"

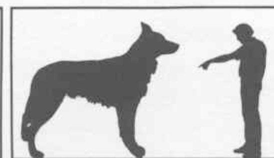
— A fieldsite teacher

CHILD-SIZE

Sitting on the floor makes an adult just about the height of a two- or three-year-old child. Try sitting on the floor and look around you at the young child's view of things, then write in your journal your reactions to what you see. What does this experience add to your understanding of how the world appears to small children? Does it suggest to you any ways in which centers for small children ought to be designed? Any ways in which older people should behave with children?

8





TRYING OUT "KIDS' STUFF"

Working with "kids' stuff" can get you in touch with the pleasure, the difficulties and the frustrations children experience with the same materials you'll be trying out. Your experiences will also give you a feeling for the kinds of help you can offer that will be valuable to a child at play.

Water fascinates young children; they play with it in many different ways. In the classroom, water playing areas* will be set up, with tubes, cups, straws and other materials provided, and time will be allotted for exploring the possibilities of the material.

After working with the "stuff," write journal notes for three minutes, describing what you did with it, and how you felt as you were working. When you have finished your journal entry, you will view five minutes from a movie, "Half a Year Apart," in which two children play at a water table. After the movie, reflect back on your own experience with the play materials, comparing your play with the play of the children. Think about how your playing may have helped you understand what these two children were experiencing.

- What differences and similarities are there in the two children's play? How does their play differ from yours?
- What differences and similarities are there in the way the children seem to feel about this material? How do their feelings seem to differ from yours?
- If you were helping in that fieldsite, what, if anything, would you have done in this case?

*If water is not feasible, blocks, clay, fingerpaints, or balances can be substituted.

9

Trying Out "Kids' Stuff"

This activity has two parts: students first play with water, using a variety of helping tools; they then view a film of young children playing at a water table.

PART 1: WATER PLAY

If water is not available, other materials (such as clay or finger paint) can be used; but try to arrange for water play so that students can compare it with the filmed water play. You might trade classrooms with the science teacher for the day and have teams of students at each sink.

Make sure students understand the purpose of the activity and what they are to do. Tell students that most children derive much satisfaction and learning from this activity, and that you have set this up for them to consider how children feel and what they learn when they engage in water play. Students should think about how they might use or relate to this activity when they become student helpers.

Consider ahead of time what limits you want to set on the activity, and make these clear to students. For example, you may have to keep noise down for the sake of neighbors, or you may not want students to get each other wet. If students exceed these limits during the activity, you might want to stop and discuss what they would do if this happened with children in their fieldsite. Set a time limit and tell students they will be asked to clean up. (Refer to teacher record here.)

Follow-up

Ask students to write journal notes for three minutes or to discuss what they did with the water.

> What differences and similarities were there in what each student did?
>
> What types of interacting developed among the group of people using the water together?
>
> How did students feel while playing?

If they have trouble recognizing their feelings, you might ask:

> Was it fun? boring? exciting?
>
> Did you feel silly? self-conscious? Why?
>
> Did you feel like yourself? younger?

This discussion will now be used to compare students' water activity and feelings with children's.

PART 2: FILM

Show the film, "Half a Year Apart" (time: 12 minutes), which shows a 2 1/2-year-old girl and a 3-year-old boy at a water table in a nursery school. No teacher is evident. They talk and sing as they experiment with the sudsy water and the toys provided. This film will be reviewed in the Seeing Development module in order to observe developmental differences in the children. It is used here to help students compare their play with that of children.

After students have seen the film, use the notes and questions in *Getting Involved* (p. 9) to help students remember all the things the children were doing. List these things on the blackboard, marking those done by the younger child in one way, and those done by the older child another way. Or watch the film a second time, listing everything each child does.

Students might like to try role playing the children, saying what they think was going through the children's minds as they did certain water activities. They might also wish to say what they themselves had thought about as they worked with the funnels and cups. To help students understand a child's experience,

ask them to explain the differences and similarities between their play with water and the children's. (Some differences might be that adolescents don't have to figure out basic motions like pouring or fitting shapes together, don't concentrate on one thing [such as bubble blowing] for as long a time, don't drink "dirty" water, and probably interact with each other more.)

To discuss the children's feelings, consider:

> Were there any clues in facial expressions, gestures, or amount and pace of movement?
>
> Was there a mood generated during this play?
>
> How does this compare with what students remember about their own experience?

To help students discuss what they would have done in the role of helper at that fieldsite, remind them that no adult appears in the film. Ask them what they think the adult's invisible role must have been in order to set the stage for the children's experience.

> Why might an adult have set up this activity?
>
> How might the experience be changed with a different kind and degree of adult involvement?
>
> How might it make the child feel if an adult plays with him or her? if an adult says not to splash, or indicates which tools to use?

If you choose to show "Water Tricks" at this point, you might ask these same questions. An adolescent conducts the activity in this film; what effect does this adult's presence have?

ADDITIONAL "KIDS' STUFF" ACTIVITIES

Students should have many opportunities to experiment with children's toys, games, and materials--opportunities planned and set up either by the teacher or by the students as preparation for planning activities in the fieldsite. At appropriate times throughout the year, the class might also try some of the activities suggested in *Doing Things*. Each time put the focus on what can be done with the material:

> How is what you do different from what a child can do?
>
> What help would a child need?

It is important to remember that students' feelings are not the same as children's, and that children's feelings will vary widely.

Pouring

Pour rice from a large can or mug into a large bowl. After students have done this once, ask them, "How would you do this if your hands were small?" and suggest they try it again. Then pour the rice into a cup. *When learning to pour, children will first concentrate on the act of holding (using two hands) and pouring (bending their bodies because it is heavy) out of the first container. Later they learn to aim into the second container.*

Buttoning

Try buttoning large buttons (e.g., coat buttons), and small buttons (e.g., shirt buttons). Do the students use their whole hand or only two fingers? *When learning to button, children can manage large buttons. Only later do they learn to control each finger separately, which enables them to manage smaller buttons.*

Pasting

1. Paste cutouts on paper, first by putting paste on your whole hand, then with paste on your fingers, then with paste on a brush. What is different about each method? *Point out that as*

the child learns to use individual fingers, he or she gains more control over where to place the glue.

2. Paste cutouts randomly in a collage, then paste one square into another square. What is the difference in the skills required in each case? *As in the pouring exercise, children are switching their concentration from the act of pasting to aiming where they will paste the piece.*

Coordinating Fingers

Soak small pea beans overnight so that they are soft enough to be pierced with a wooden toothpick. With the beans and toothpicks, create any form or structure. What skills are required here? *This exercise requires both individual finger control and an ability to aim.*

Closing Containers

Bring in as many different kinds of containers as you can think of, such as plastic bottles with tops that screw or snap on (remind students that glass is dangerous and should not be used with children), boxes with flaps or tabs that fit into slots, match boxes, and bandage boxes. *What do you have to learn to be able to open and close these containers?*

After trying and discussing these exercises, students should watch children to see what they actually do when confronted with these tasks. They can also talk with a fieldsite teacher about how children at different developmental stages have handled these tasks.

OTHER COURSE MATERIALS

As you and your students work with children's materials and plan children's activities, you might intersperse these experiences with other course materials in which students plan and lead activities for children: "Fieldwork Previews," such as Building a Toy Village and Puppet Show; the film "Water Tricks"; or the ABCs section of the film "Helping Is...."

> Did the students in each case take into account what the child could do? what the child would learn?

Looking at "Kids' Places"

Have students read page 10 of *Getting Involved*. If they have trouble understanding how places affect people and activities, ask them to recall the various seating patterns they have used in the classroom--one large circle, many small circles, rows, teacher seated, teacher in front. Or try short discussions using different seating arrangements. Ask students to consider how these arrangements affect discussion.

> Who talks to whom?
>
> In which situation do most people talk?

You might also assign the following exercise: First sit in a small space at home (hall, pantry, bathroom, closet), then in a large room or outside. In each place write answers to the following questions:

> What movements are possible here?
>
> What activities could take place here?
>
> How might this space affect conversations?
>
> How does this space make me feel?

VISIT A FIELDSITE

For purposes of comparison and discussion, try to arrange one or more visits to different kinds of fieldsites (with/without a lot of equipment; with/without open, varied play areas; urban/suburban; private/public). If students will be selecting their own site, this could be an opportunity to introduce them to the

range of choices. Another way to see a variety of fieldsites is through the use of the filmstrip, "Being There."

Using instructions on page 10, ask students to make lists of play or work areas, and the equipment in each, both at the fieldsite and in their classroom. For purposes of comparison they might note their observations on a two-column chart with children's classrooms in one column, students' in the other.

	Areas	Equipment
Children's Room		
Students' Room		

When students look at spaces, they might draw a floor plan to show relative sizes and relationships between spaces. They should note what general facilities there are and where they are located (number of classrooms, kitchens, bathrooms, offices, parent/teacher conference rooms, etc.). They might try pacing the distance to the bathrooms.

MODEL BUILDING

Students might substitute a visual representation of a site for a written description. To build the model they could use an architectural or model-building kit, styrofoam, sugar cubes, fabric scraps, toothpicks, etc. They could make a floor plan (either individually or as a class, on a large sheet of paper, mylar, or canvas) using drawings or cutouts of children's furniture and equipment from magazines or school and art catalogs.

If the model is made before students visit a site, they can check the model afterward with their pooled observations of an actual site to see what they forgot. One way to discuss this information would be to use one color of chalk for information about spaces and other colors for information about different categories of activities and materials. Students might also analyze their model to see what it reveals about their own attitudes and values for children.

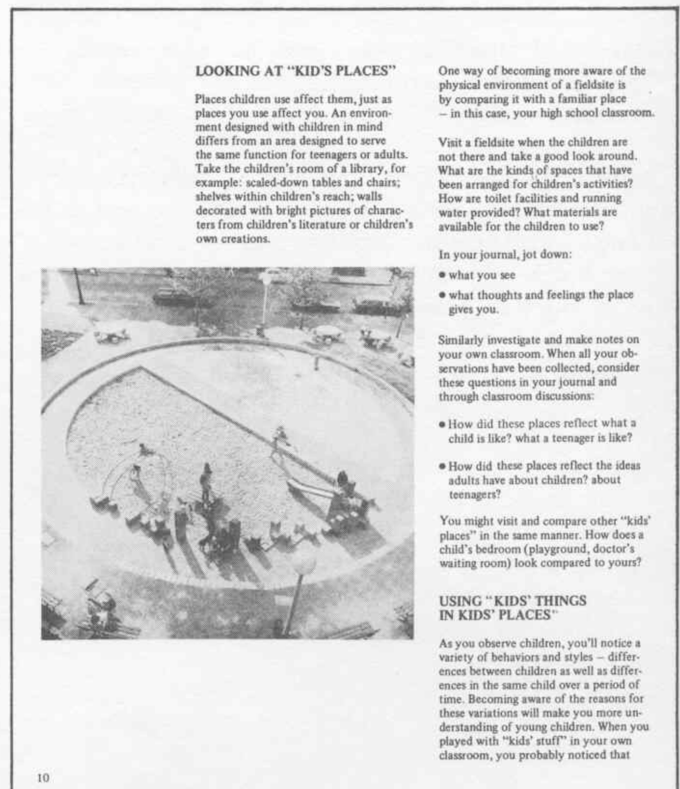
STUDENT MATERIAL QUESTIONS

After students have visited one or more fieldsites, ask them to consider:

> How did what I saw reflect what a child is like? what a teenager is like?

If students have trouble with this question, you can help them with more specific questions, such as:

> What does the size of the furniture tell you? (How high are counters, tables, sinks? What things are adult-size? What things are child-size?)



LOOKING AT "KID'S PLACES"

Places children use affect them, just as places you use affect you. An environment designed with children in mind differs from an area designed to serve the same function for teenagers or adults. Take the children's room of a library, for example: scaled-down tables and chairs; shelves within children's reach; walls decorated with bright pictures of characters from children's literature or children's own creations.

One way of becoming more aware of the physical environment of a fieldsite is by comparing it with a familiar place – in this case, your high school classroom.

Visit a fieldsite when the children are not there and take a good look around. What are the kinds of spaces that have been arranged for children's activities? How are toilet facilities and running water provided? What materials are available for the children to use?

In your journal, jot down:

- what you see
- what thoughts and feelings the place gives you.

Similarly investigate and make notes on your own classroom. When all your observations have been collected, consider these questions in your journal and through classroom discussions:

- How did these places reflect what a child is like? what a teenager is like?
- How did these places reflect the ideas adults have about children? about teenagers?

You might visit and compare other "kids' places" in the same manner. How does a child's bedroom (playground, doctor's waiting room) look compared to yours?

USING "KIDS' THINGS IN KIDS' PLACES"

As you observe children, you'll notice a variety of behaviors and styles – differences between children as well as differences in the same child over a period of time. Becoming aware of the reasons for these variations will make you more understanding of young children. When you played with "kids' stuff" in your own classroom, you probably noticed that

10

What does the presence or absence of certain materials tell you about what children and teenagers can do, like to do, or are allowed to do?

What does a wide variety and number of things to play with tell you?

How are spaces in the fieldsite arranged differently from those in the high school classrooms? What do these differences tell you about the kinds of activities that go on in these places? about the way activities are scheduled (many at once, one at a time)? about group sizes (large or small group, individual work or play)?

What will these settings encourage or discourage in children? What values and hopes are expressed in these settings?

If a room does not reflect what children or teenagers are like, what effect does that have on the children or teenagers who are using that room?

Students should also consider:

How did what I saw reflect the ideas adults have about children? about teenagers?

If students have trouble with this question, remind them of the discussion on seating: different spaces have different effects on the people who use them, and the people who design the spaces intend certain effects. Again, specific questions such as the following might help:

If materials are out of or within children's reach, what does this tell you about how the children can interact with the materials? What does it tell you about adults' assumptions about children?

How does having one large table or several small ones affect how children can interact with each other? with the teacher? What does this tell you about adults' goals and assumptions about children?

If the high school room is filled with desks bolted to the floor, what does this tell you about the kind of class activity possible in that room? What does it tell you about the assumptions that designers, school planners, buyers, and teachers make about teenagers and learning?

Following these discussions, you might plan another visit to a fieldsite when the children are present. Or you might watch "Helping Is..." or "Being There" to observe whether or not your assumptions about how the spaces would be used are true.

Brainstorming Activity

Once students have pooled and discussed their observations of children's and adolescents' classrooms, they might brainstorm a list of the spaces and equipment they think should be available to meet children's needs. (Refer to pp. 7-11 in *Teaching Strategies* for information on brainstorming.) The brainstorming question might be:

What do you think needs to be in a children's room?

Students can discuss what need each item meets. They can compare their list with the following one and with information in *What Is a Preschool Like?*, an optional pamphlet accompanying Working with Children. Using these lists and the information on preschools, students can develop an observation checklist to use when observing at other fieldsites.

- Nature (plants, animals, rocks, shells)
- Science (magnets, magnifiers, machines)
- Geography (maps, globes, information about people of other lands)
- Numbers (numerals, relative amounts, measurement, weighing)
- Geometry (shapes, construction of shapes)
- Language
- Books and stories (letters and reading)
- Writing
- Art
- Music, singing
- Dance
- Drama, mime, role play (dress up)
- Cooking
- Sewing
- Woodworking
- Sand play
- Water play
- Doll play
- Fantasy play
- Large muscle construction (blocks)
- Small muscle construction (Lego, play tiles, bead stringing, peg boards)
- Discrimination training (matching; sorting; lotto; puzzles; seriated toys; things to hear, smell, touch, taste)
- Time (calendars, clocks)
- Practical tasks (sweeping, dusting, plant watering)
- Social interaction (group games and activities)
- Physical skills (running, tumbling, jumping, climbing, throwing and catching balls)
- Self-image and sense of identity (mirrors, body drawings, photographs, name on cubby, signed work on wall)

The purposes of this booklet are to describe the wide range of materials and activities found in preschools, many of which the students' fieldsites probably include, and to discuss pacing and routine at the fieldsite.

The booklet is divided into three sections:

> "No Two Preschools Are Alike" describes the wide variety of preschools.
>
> "Looking at a Preschool Classroom" focuses on the use of space and the kinds of things children may do in different areas of the room.
>
> "The Preschool Day" describes a common sequence of activities at a preschool, such as free play, nap time, etc.

SUGGESTIONS FOR USE

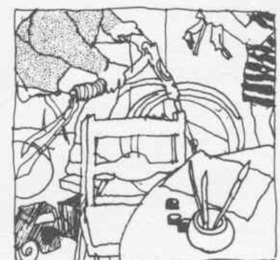
The booklet may be read either as homework or in class. After reading the booklet, the class can discuss the various activities or use of space in the generalized preschool they read about with the activities or use of space they observed. This discussion should bring out the idea of the wide diversity possible in fieldsites. The discussion may also focus on why certain materials are used in the preschool, or the purpose of the preschool routine.

<u>For Students Working at Elementary School Sites</u>

The central questions of this booklet can be adapted for use by students working in elementary school sites.

No Two Preschools Are Alike

Some preschools have plenty of space...



...others have very little.

Some have enough money to buy toys and games and other materials...

...others don't have much money and the staff makes things by hand or asks friends to bring things in.

1

What are some of the differences among elementary school classrooms? (Points to consider include size and arrangement of the classroom, age of the children, etc.)

What general areas do elementary classrooms have in common? (These common areas might include a reading "circle," a library corner, a bulletin board display area, etc.)

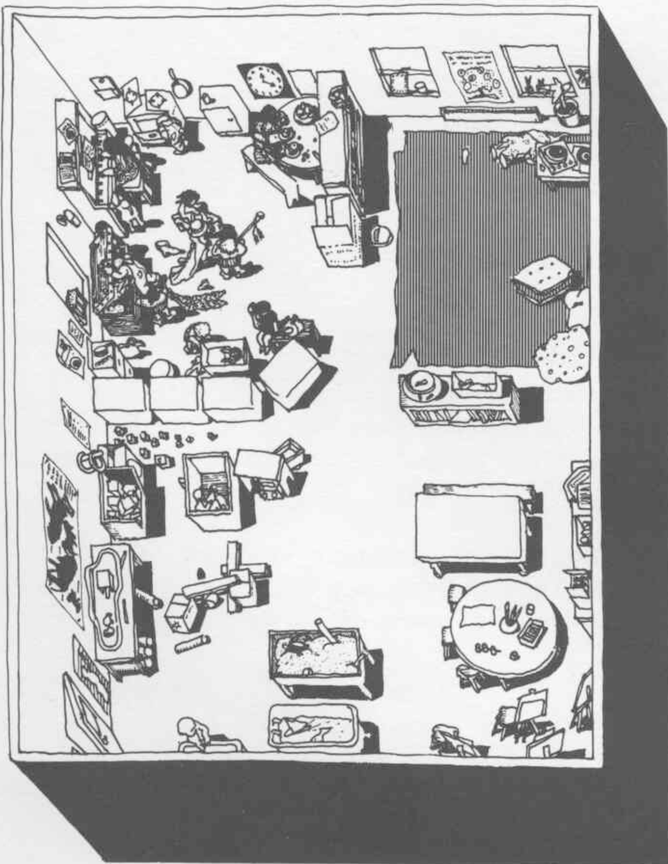
What is the normal routine of the day?

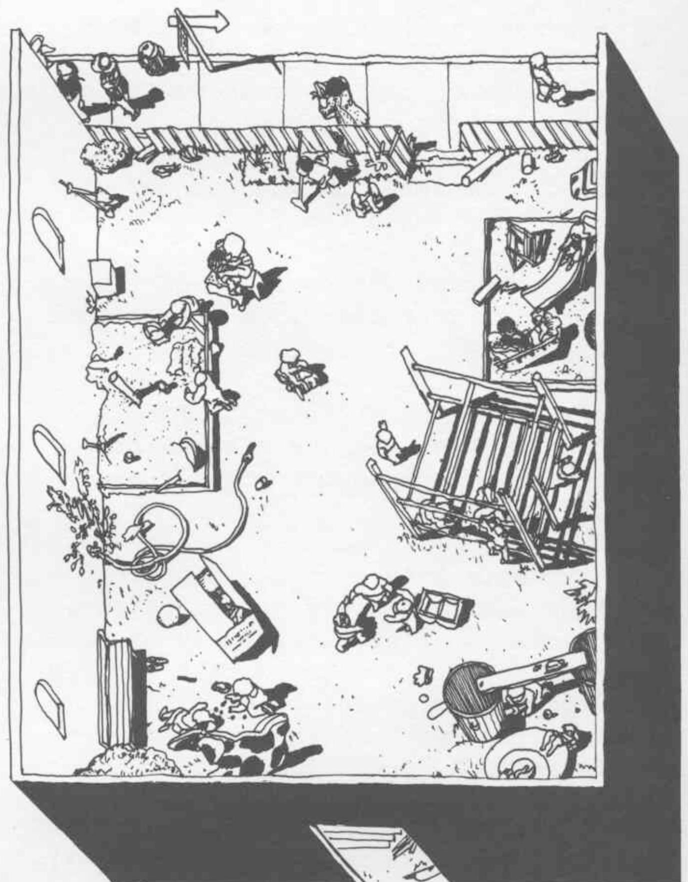
How are different activities paced?

What ideas about children's needs and how they learn are reflected by classroom organization?

The teacher may ask students who will be working in elementary school classrooms to gather additional information by observing in several different classrooms. Students can draw on their own memories of elementary schools as well as their observations. If possible, students could revisit their old elementary schools, or design a questionnaire and interview elementary school teachers.

Students who take part in these activities can present the information they have gathered to the class, and subsequent discussion could focus on the differences in the ways classrooms are organized and paced for children of different ages.





Using "Kids' Things in Kids' Places"

In this activity, students go to a field-site and play with children's materials. Ask students to get involved with something that interests them, being sure to leave the room the way they found it.

Afterward, ask students to make journal notes about what they did and felt. (See student booklet, p. 6.) Students can write at the site if there is time, or at home. Before doing so, however, they might wish to share information about what activities each engaged in. Journal writing and discussion could focus around the following questions:

> What did different individuals do?
>
> Did you play alone, in small groups, or in one group? What happened when someone else came and joined you?
>
> How many activities were started?
>
> Did each of you experiment with only one activity or with many?
>
> What materials did you use and what did you do with them?
>
> In what ways was your use of the material different from others' use of it?
>
> Why do you think these differences occur? Does the space take into account that people/children are different?

When students imagine a child they know playing under a variety of conditions, the questions offer another way of getting students to recognize that individual differences affect play. This time, however, the emphasis is on differences within an individual at different times and in different situations, rather than on differences between individuals. How can people who plan activities for children take into account differences in development or mood?

In *Getting Involved* students are asked, "What differences were there in how you used materials this time from when you tried 'kids' stuff' in your own classroom?" Differences they might mention are that students try a lot of things, are more relaxed or self-conscious, and get more or less involved. To continue the discussion you might ask:

> What do you think caused the differences in your behavior?
>
> Which were caused by differences in the two spaces? by differences in moods?
>
> Did the time of day make a difference? the weather?
>
> Which differences were caused by having had more experience with children's materials? by having had a choice of activities?
>
> What other reasons can you think of?

Think about places where you have worked on many occasions (art room, shop, gym). Are there differences in your behavior there at different times? Why?

Getting Involved

If students have trouble thinking of what would have helped or bothered them while they played, you might ask questions like these:

> How would you have reacted if I had walked over and said, "It's time to clean up now; let's go"?
>
> If I had asked, "Do you want to tell me about your painting?"
>
> If I had said, "Aren't you going to use some blue in that painting?"
>
> If I had said, "That's a nice painting. What is it about?"

If I had stood watching you without saying anything?

If I had started to play with the water with you?

If I had put a piece in your puzzle or a line in your painting?

If I had come with just the tool you needed without your asking for it?

If I had brought you a sponge when you spilled something?

Many times the best thing a helper can do is nothing, or nothing more than provide the context (materials) for an activity. (Remember "Half a Year Apart.") Discuss:

At what times would I have preferred no interferences of any kind?

An alternative to relying on the students' memories of their experiences would be to role play situations between a child and a helper using the comments above or whatever responses the student comes up with. (See *Teaching Strategies* for information on role playing.) Now instead of asking "How would you feel if...?" you can ask the participants, "How did you feel when...?"

Students should make individual decisions about what is valuable to a child, rather than try to reach group consensus. They should realize that these decisions are not definitive, that they reflect personal values, and that they should be open to reevaluation as the year progresses.

OTHER COURSE MATERIALS

To help in the task of creating a list of effective helping skills, students could look at other course materials illustrating students in helper roles with children:

- "Fieldwork Previews": Building a Toy Village, Puppet Show
- "Just Joining In"
- "Helping Skills": Coping When Children Need Help, Looking for Children's Reasons, Considering Children's Needs
- Films: "Helping Is...," "Michael's First Day"

In each case, students can discuss ways in which they think the helpers are being helpful or not helpful, and can role play what else the helper might do.

Observing

Purposes:	To understand the value of observing in learning about children and in helping them in the fieldsite. To learn beginning techniques for useful observing.
Materials:	*Getting Involved*, pp. 12-15; "Observing," in *Teaching Strategies*; journals; films, "Water Tricks" and "Storytime"; film projector and screen.
Plan Ahead:	Arrange for the class or small groups of students to observe at fieldsites or at a playground, pediatrician's office, toy store, etc.

Observation is critical to working successfully with children. It gives students insight into what children are like, what they like and don't like, what they can and cannot do, why they act a certain way in a certain situation --all crucial to knowing how best to help them. *Teaching Strategies* contains more hints on observing.

Problems with Observing

Past experience has indicated, however, that students are sometimes skeptical about observing. They are anxious to be with the children and play with them, not to be distant watchers. Students may feel inhibited by this distancing from the children. They may be in situations where they are not allowed to watch and write notes on individual children.

PARTICIPANT OBSERVATION

Making observations as a detached watcher for a designated length of time is an important way to learn more about children. Students should also be helped to see that they can act as observers even while involved in a situation. Here is an example of how one EXPLORING CHILDHOOD student used "participant observation":

> I had a little boy in the preschool sitting reading and he picked up a book and hit the little boy next to him for no reason at all. The little boy started crying and I said, "He didn't mean it, he did it by accident."
>
> Well, a few minutes later the boy did it again and this time it couldn't have been an accident, so I said, "You shouldn't hit your playmates."
>
> And the little boy didn't say a word, he just stared at me, while the other little boy's crying, and then when I said that he just started picking up the book and hitting and hitting and hitting him, so I took the book away from him. That was my first reaction. I was kind of unsure about what to do so I said, "Books aren't for hitting. I'm going to put the book back on the shelf because you can't hit people."
>
> I wasn't sure; he took the book off the shelf and I didn't grab it out of his hands. But now, knowing what the boy's like, I'd definitely just try to take him out of the area he was in until he calmed down and let him go back. But at first I didn't really know what to do and I froze.

The role of participant-observer enabled this student to "stand back" in the sense that she carefully noticed the boy's actions and the effect her responses had on those actions. Her observations enabled her to alter her responses while still immersed in the situation. This ability to be involved yet also aware, close to the children yet distanced in perception, to "think on their feet," could be the most useful skill students gain from their work with children. Can students think of some situations in which they have already acted in this role? (Look at journal notes for reminders.)

Whenever possible, use questions and issues about children that students have already raised, as examples of things to learn through observing. If students still have trouble seeing the relevance of learning to observe, it might be best to wait until they have a problem or special interest in the fieldsite.

Introducing Observing

One way to introduce students to the importance of careful observation is to analyze what is learned from an actual observing experience. Students might:

- Observe a section of the film "Helping Is...," noting children's reactions in order to consider what effect the student helpers have on the children.

- Participate with children at a fieldsite first. Later stand back and observe in order to compare what is learned about children from such experience.

- Divide into two groups in class, with one group discussing a topic

about children while the other group observes. The second group should note such things as who contributes ideas, who encourages others to talk, who distracts the group, who draws conclusions or summarizes, etc.

- Look at Judy's journal on page 37 of *Getting Involved* for an example of how one student translated a field-site experience into journal notes.

Part I: Student Material

Read together or assign the introduction to "Observing" (p. 12). After students have read the sample journal observation about Hannah, ask them to outline the process the writer goes through in arriving at a helpful solution for Hannah. Discuss:

> What is the difference between the helper's first- and second-day observations of Hannah?
>
> What did the helper do to enable him to make the second-day observation?
>
> What conclusions do the observations lead to?

The key to this solution was asking the right question and choosing the right thing to watch for. The helper might have chosen to ask, "I wonder if there is someone she doesn't like in this group?" There is no way to guarantee coming up with the right question, but the student material suggests two helpful techniques:

- Stand back from an activity and try to see the whole.
- Get a question--shift from general questions to focused questions about particular people or particular behavior.

To illustrate the importance of "getting a question" students can compare what is learned from focused and unfocused observations they themselves make.

Part II: Observing with a Question

Students can now do an observation in their own school, or, if they already have questions about children, at a site with children (fieldsite, pediatrician's office, playground, toy store, supermarket, etc.). In making their actual notes, students should write down where they are and the date and time of observation. You might bring up some issues or questions that arose in class discussions or in journals (about students' own knowledge of children, "Previews," "Helping Skills," films) and talk about what kind of observation might help answer these questions or deal with that problem.

Some "Ideas for Observations" are also suggested, both in this guide (p. 35) and in *Getting Involved* (p. 14).

After students choose an issue to examine through observing, they might plan their strategies in small groups. Help them formulate a good focusing question for gathering information, go over the strategy they will use, and try to anticipate problems they might encounter. For example, one group might be interested in the topic of children in toy stores. After they have done some planning, you could sit down and talk it through with them. Your questions might go something like this:

Q. What do you want to find out about children in toy stores?

A. What they do.

Q. What do you mean "what they do"? Do you mean things like, "Walked down the aisle holding father's hand, father stopped at toy train counter, child stood there looking around, let go of father's hand, walked over to stuffed toy counter," or do you...

A. No. We want to know what toys they buy most.

Q. Okay, so the question really is, "What toys do children buy most

often in a toy store?" How will you know whether the child or the adult chose the toy, or do you care?

A. We want to see which ones children choose most. I guess we'll have to follow them around and see what they pick out.

Q. So, the question is, "What toys do children buy most often when they pick them out themselves?"

A. Yes.

Q. Will you observe kids of any age?

A. No, kids below about six.

Q. Any lower limit?

A. Well, walking age.

Q. Okay, so how are you going to go about doing it? What are you going to do when you first walk into the store? What store are you going to? Do you know its layout?

A. There's a place where we can stand just inside the door and wait until a little kid comes in.

Q. Then what?

A. We'll just follow him around and take notes on what he's doing and all.

Q. Won't that make his parent and the child, too, feel uncomfortable?

A. We'll pretend like we're writing down stuff about the toys nearby.

Q. What kinds of things will you write down?

A. Which toys he picks up, which ones he says he likes--everything he says or does about toys.

FOLLOW-UP

Since this is a new experience requiring some skills students may not have encountered before, it might be helpful to analyze at least one group's observation notes on the blackboard. Ask each person in the group to read his or her information aloud while you copy it on the board; then ask the class to consider:

> Was the group's original question answered?
>
> Is the data collected adequate for answering the question?
>
> What did students learn about children through the activity? about the problems and opportunities in observing?

The following discussion should help students analyze which information was most useful in answering the question and why.

Distinguishing Facts from Inferences

To help students distinguish action from reaction, fact from inference and interpretation, detail from generalization, ask the whole class to divide the items on the board into two categories while you underline each in a different color of chalk (e.g., ...boy let go of dad's hand, ran to stuffed toys, said "ba ba," grabbing bear...held bear up to father, saying "ba ba"...*boy liked stuffed bear*).

Note-taking Techniques

To think about different styles of note taking (not from the point of view of "correctness" but for the amount and kind of information recorded), ask students to describe the types of notes they see on the board (word lists, phrases, sentences). Discuss:

> What do you lose/gain when you use word lists? (lose detail on each item/gain coverage of many items in general) when you use phrases? sentences? (lose coverage/gain detail)
>
> In what circumstances would each style be most appropriate?

Ask the groups to look also at their papers for examples of students using a shorthand that enables them to gain speed (abbreviations, initials). Share these examples with the whole class and encourage students to experiment with their own note taking.

Considering Individual Points of View

To consider the differences in what is observed by different people, ask the members of each group:

> What things did everyone notice?
>
> What things did most people not notice?

Delineate these again with colored chalk. Discuss:

> Why do people notice different things?
>
> How does this affect the validity of an observation?

FURTHER IDEAS FOR OBSERVATIONS

The following suggestions for observing assignments illustrate three ways to focus an observation: watching everything, watching one person, or watching one behavior. Students can discuss the advantages and disadvantages of each technique.

1. Choose a situation that has an observable beginning and end. For example, observe storytime or an organized art activity at your fieldsite. Or watch a film such as "Storytime" or "Water Tricks." Try to record as completely as possible everything that is said and done. When recording conversation, practice using your own shorthand to get down accurately the important phrases. Young children often choose what may seem at the time to be a funny phrase or the wrong word. If you keep track of the exact words they use, you may discover that they use them on other occasions. Gradually you will understand more about their particular meaning to the child.

2. Watch "Storytime" or "Water Tricks" again. This time, however, write notes on only one person. When you observe at the fieldsite with a specific purpose in mind, it is important to be able to ignore other activity, if you are going to see what you want.

3. This time, watch a group of children for several minutes and write down only what is said or done when children are crying, laughing, or fighting. What do your notes tell you about why these behaviors occur?

Fieldwork Previews

Purposes: To provide opportunities for students to express their assumptions and preconceptions about children before beginning field work.

To discuss questions about what children are like and how they should be treated.

To provide a model for isolating, thinking about, and sharing specific field work experiences.

Material: *Getting Involved*, pp. 16-30.

Fieldwork Previews

The following incidents took place in centers for young children. When you have read the incidents, try to suggest some explanations for why things happened as they did. In preparing your explanations, take into consideration what each person in the incident might be feeling. Similar situations may come up at your fieldsite, so you might think about what you would do at these times.

Peter's Goodbye

People involved:
Karen and David, students
Peter, a three-year-old
Peter's mother

Karen watched Peter's mother saying goodbye. She could see that Peter wasn't at all happy to see his mother leave.

To make him feel better, Karen called out, "Peter, we can play together if you'd like."

Peter didn't turn around. He hung onto the gate and looked after his mother.

"Peter," Karen called again, "I'd like to be your friend if you'd like to be mine."

Peter still didn't turn around.

Just then, David, Karen's classmate, came through the gate and scooped Peter up in a hello hug.

"Glad you got here just when I did, Peter," David said. "Today's our day to bring the plants outdoors. Let's go in and get started."

Peter went inside with David, and soon he was busy choosing which plant he wanted to carry to the garden.

Karen watched and felt defeated. "I knew it," she thought. "Young children just don't like me."

WHAT DO YOU THINK?

1. What are some reasons why Peter might have been unhappy?
2. Why do you think Peter reacted differently to Karen and to David in this situation?
3. Is it a good idea to distract Peter? Or should someone deal directly with what is bothering him?
4. What would you say to Karen?

Clean-up Time

People involved:
Mary Lou, a student
Joey, a four-year-old

Joey was painting alone at an easel. He looked at the paints and said to himself, "All sorts of nice, nice colors. . . ." He made a blue mark on the paper. Then he stepped back and said, "You know what I made? I made a sun."

Mary Lou called out, "Five minutes till clean-up time, everybody! Five minutes, Joey."

Joey said, "Okay."

Joey dipped his brush in the red and scattered paint on the paper. He said, "It's raining!" The paint started dripping. Joey laughed and said, "Lots of red."

Soon Mary Lou came over and said, "Five minutes are up, Joey, time to clean up. Carry your paints over to the sink."

16

17

WHEN TO USE

The teacher should read the episodes in "Fieldwork Previews" and decide which are most appropriate to the students' needs and interests and to the material they are working on. Suitable initial readings might be Peter's Goodbye, Time to Clean Up, Being Left Out, Building a Toy Village, Making Noise, Puppet Show, and Can I Play Dominoes? You Be the Baby!, Reading Together, Poetry-Writing Project, and No Se Habla Español will probably provide more productive discussion after students have worked at the fieldsite. Any of the readings can be reused throughout the year. As students bring new insights to situations from their course work and field experience, these previews become touchstones for seeing the development of their own learning.

HOW TO USE

The stories can be the subjects of whole-class or small-group discussions. Each small group can take a different story for discussion. The stories will become realistic if the teacher, students from former years, or present students tell about similar situations they have experienced.

Acting out the stories is another way to engage students closely in the situations. After acting out a preview as it occurred, students might role play improvements they would make in the helper's behavior. At the end of the role play, students could list techniques that seem to work well. Students might also act out experiences of their own. Later they can go on to writing and acting out their own scenes.

ISSUES TO DISCUSS

Issues touched on by the previews include:

- planning appropriate activities for children
- being sensitive to children's motives and needs
- responding to children who are unhappy
- dealing with children who are annoying you
- participating in children's activities
- knowing the value of your work
- communicating with the fieldsite teacher
- increasing communication in a bilingual group.

"Fieldwork Previews" offer you many opportunities for raising issues students will be thinking about throughout the course. For example, by asking how a particular child might act if he or she were two years older or younger, you can help students begin thinking about what developmental changes take place during childhood. Students can consider what help is appropriate for different age groups by comparing appropriate helper roles in previews set in preschools and elementary schools. Students can consider specific concepts in cognitive development by exploring questions such as "What knowledge about a child's understanding of the world would have helped in this situation?" They might also consider whether they would expect a particular child to act differently on his or her first day of school than after six months in class, with a student who is a stranger or with one who is a familiar friend. Students can consider how the environment affects a situation by considering such variables as time of day, time of year, noise level, and space.

USE OF QUESTIONS

At the end of each story are a few questions. In some instances the issues raised in the episode have not been resolved, and the questions direct students

to discuss possible courses of action. In general, questions focus first on the behavior of the children involved, then on the teenager, then on the reader's response to the scene. There are no right or wrong answers, and no particular way of acting toward children is right for every situation. You need not resolve controversies that arise in class, but can ask students to check their opinions against observations of children. As students share their ideas, they should begin to see that the behavior of children is highly complex.

USE WITH FIELDSITE TEACHER

All previews would profit from being discussed when the fieldsite teacher is present, but Reading Together, Puppet Show, and Poetry-Writing Project involve specific problems in student-fieldsite teacher communication and are particularly suitable for such meetings. (See Giving Help, Asking for Help, and Getting Help, p. 46 of *Getting Involved*.)

Peter's Goodbye

Students are often concerned with how to help a child who is crying or who seems unhappy. Because David's approach seems successful in this story, students may feel it represents the *right* way to handle such a situation. David's approach may not always work, however, and Karen's approach may be successful in other situations. From their own experience and from class discussion, students will probably be able to think of several equally valid ways of comforting an unhappy child.

A second focus of this preview is the way Karen feels about the situation. Students may feel personally rejected when young children do not respond to their overtures of friendship. By talking about Karen in this story, students can realize that such feelings may arise, and they can discuss how to deal with them.

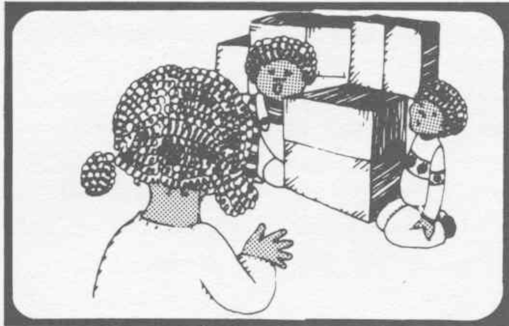
Listen to the Module I Teacher Experiences record, side 1, band 2, for an example of a class discussing this preview.

Clean-up Time

The major issue of this episode is the conflict between Joey's involvement in his own play and the demands that clean-up time present. Questions focus on this issue by asking students to consider first Joey's motivations, and then to think about Mary Lou's response. When students have discussed possible explanations for Joey's reluctance to clean up and for Mary Lou's insistence, they will have a basis for evaluating the situation and discussing what they might do if a similar conflict arose in their field work.

Students may also be interested in talking about the way Joey paints and about his conversations with himself while painting. These subjects will be considered more fully in *Children's Art* and *A Child's Eye View* (Seeing Development module).

Being Left Out



A situation in which one child is rejected, or a child begins crying, may often come up in the fieldsite. The first major topic for discussion is the interaction of the children. There are no simple answers to the questions about why Cindy wanted to play with the big blocks, or why the boys excluded her. Some students may suggest that Seth and Danny rejected Cindy because she is a girl, and in some classes this story has led to discussion about the differences in behavior between young boys and girls and possible explanations for those differences.

The second issue raised by this scene is what to do when a child cries. The class may discuss why Allen tried to get Cindy involved in another activity, and whether this technique was appropriate. Some students may suggest that Allen could have been more helpful to Cindy if he had talked more directly with her about how she felt. Students could talk about other instances in which children might cry, and how they might soothe them.

It may be particularly interesting to ask how younger or older children would have acted in this situation: a younger child might not have asked if she could play.

Building a Toy Village

This story focuses on the issues involved in doing a planned activity with young children:

- taking the children's abilities into account when you make the plan
- changing your plan as you do the activity
- how and when to decide to do things for children
- evaluating and learning from the activity.

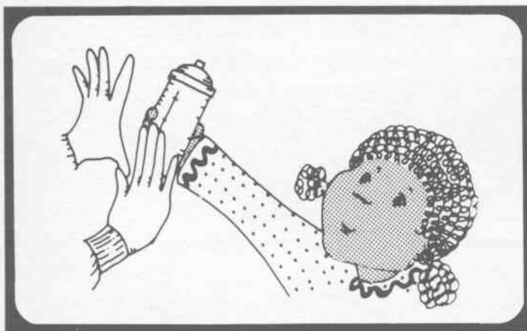
The last question ("Was the project a success or a failure? Why? from Don's viewpoint? from the children's?") often causes a serious debate. The question might be discussed in small groups and later shared in class. The question can be used to help students develop criteria for measuring the success or failure of a planned activity. It is not intended to result in a yes or no answer, but to raise the issue of what makes a project successful.

Making Noise

Students may wonder how much personal judgment they can use in fieldsite situations. If something children do, such as making noise, is annoying, do students have the right to ask the children to stop? A discussion of this preview should help students consider this question. How can they communicate their wishes to the children?

The questions for Making Noise consider both sides of the case: why the children persisted in being noisy and why Joanne wanted them to be quiet. Joanne finally does get the children to stop playing with the trucks. Students may be able to think of other strategies for accomplishing the same purpose.

You Be the Baby



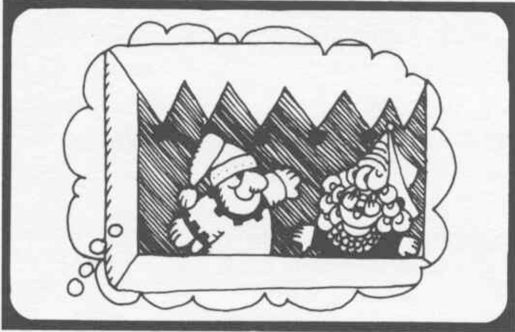
The central issue of You Be the Baby! is how involved a student can get, or should get, in children's pretending. In this story, Rita decides to watch rather than participate. Students may feel embarrassed or awkward, as Rita did, about joining in children's play or about taking particular roles. If, like Rita, they decide to watch, they may worry that their presence will be disturbing to the children.

The questions for this story should lead to a discussion about why Rita acted as she did, whether watching can be an appropriate way to react in such a situation, and what strategies students could use if they wanted to join in the children's play (cf. Judy in Just Joining In).

Reading Together

Students working with children in a one-to-one relationship may be unsure about the relative importance of friendship and teaching. In Reading Together, Joan feels this ambiguity. The preview should help students consider the problem, and think of possible ways of dealing with it. Issues involve the value of a friendly relationship between the adolescent and child, and what a student who is unsure about the value of his or her work can do. Students might write a paragraph describing Joan's feelings from her point of view.

Puppet Show



Since the main issue of Puppet Show--planning and doing an activity with children--is also an issue in Building a Toy Village, some comparisons can be made. The most salient point in this story is the abilities of the children involved:

> Could second-graders have carried out the plan Ted envisioned?
>
> How might he have adapted it to suit their abilities better?

Another issue is Ted's relationship with Ms. Luce, the teacher. Though full communication between student and fieldsite teacher is the ideal, it is possible that it may not work out in every situation. Students may discuss whether a talk with Ms. Luce could have helped Ted, and how she could help him in the present situation. They might role play a planning or evaluation conference between the two, then discuss what facilitated or blocked communication and what was learned.

Poetry-Writing Project

The central issue in Poetry-Writing Project is the problem of communication between student and fieldsite teacher. There is a misunderstanding in this story; neither person appears to be at fault, but the misunderstanding needs to be rectified. This preview can help students think about the importance of good communication between them and their fieldsite teacher, and how to handle misunderstandings if they come up.

Can I Play Dominoes?

This story deals with issues touched on in other previews. Phil seems involved in his workbook, just as Joey (in Time to Clean Up) was in his painting. The problem of rejection, which occurs in this story, also occurs in Being Left Out. You may want to point out comparisons between children of different ages.

For example, preschool children would probably have a different attitude toward rules than the children in Can I Play Dominoes?

The ending of this story is inconclusive --Susan has not yet decided what to do-- so students can think of many possible solutions. Considering several explanations for the children's behavior can help students think of different responses they might make in a similar situation.

No Se Habla Español

One purpose of this exercise is to prompt students into considering how learning can be supported in a bilingual group. Students can substitute another language (native American, Chinese, Greek, Italian, etc.) in this exercise if it is more appropriate to their community, and they should be encouraged to discuss incidents from their fieldsite that illustrate this problem. They might even base the story they write on an actual incident.

You can suggest additional subjects for student-written previews, such as:

> What do you do if you are baby-sitting and the children won't go to bed?
>
> How do you handle a child who constantly clings to you?

A second purpose of this exercise is to help students see that previews can be a vehicle for them to relate and share their own fieldsite experiences. Students might work in small groups, in pairs, or individually to write stories illustrating any facet of their fieldsite experience that they would like to share and discuss.

Students may present their stories either by reading and showing them to the class or by acting them out. Discussions can focus on what the children in the episode might have learned, and how the situation made each participant feel.

Just Joining In

"Water Restaurant"

Purpose:	To show students the value of nondirective, participative interaction with children.
Materials:	Student booklet, pp. 31-37; "Helping Is..." clay episode.

This photo essay may be looked at and read aloud, in small groups, as a class, or individually. In discussing the episode, students should talk about their general impressions, and try to clarify what happens in each scene.

At the beginning of field work, and at times throughout the course, students will arrive at their fieldsites without specific plans or assignments. In "Just Joining In," Judy seems to have found a role and style that is comfortable for her, that allows her to be responsive to the children in a sensitive and balanced way. She becomes a part of the boys' play without disrupting it, only occasionally making comments or offering suggestions. Her remarks seem to help David and Joshua continue with their play, rather than to "correct" or change it. Students can look specifically for comments from Judy that helped the children to build on their fantasy.

The question, "Would you have done anything differently?" gives the teacher or students an opportunity to discuss the incident from another perspective, if they wish. Some might think that Judy missed opportunities for explicit teaching (about color or hot and cold, for example) or that she could have helped the boys articulate their emotions more clearly. Ask students whether they would feel comfortable in a role similar to Judy's. Can they report similar experiences?

The last question asks students to think about the importance of play. How do children play? What do they learn from play? How do they see the world and the adults who enter their play? You might wish to reconsider Water Restaurant and this question when studying *Child's Play* (Seeing Development module).

Just Joining In

Water Restaurant

INTRODUCTION

In this story, David and Joshua, two four-year-old boys, are playing with water in the housekeeping corner. They pretend that they're running a restaurant; Judy, a student, becomes their customer.

David and Joshua use water in many different ways in their play, experimenting with different amounts, with cold and hot, and with color. As they play, they combine real life and make-believe. For example, when David wants hot water, he goes to the real sink to get some; then, back in the housekeeping corner, he "heats" the water on a pretend stove.

Judy has been working at her fieldsite for two months, and she is comfortable now with her own style of working with children. She didn't start this particular activity; she joined in with what David and Joshua were doing. Much of your work in the fieldsite may be like this: joining children in their play in a way that's comfortable for you.

David is standing at the play sink scooping water into a baby bottle. Today the water is colored pink.

Joshua is sitting on a chair. David passes Joshua on his way to a table, and tells him, "I'm making coffee."

31

Helping Skills

Introduction

What students learn in EXPLORING CHILDHOOD is likely to help them discover how to help children meet their needs and reach their potential as contributing members of society. But knowing that something is a good idea is not enough; one must also have the ability to act upon that knowledge.

Students may not have had much experience in helping young children solve problems. They may have seen adults use some "cutting-down" techniques to control and manage children, but they may not realize there are more constructive ways of reacting that will help build children's self-esteem. Lacking alternatives, teenagers may either fall back on possibly harmful techniques they have experienced and seen, or avoid intervening at all.

The purpose of this set of classroom activities is to give students an opportunity to recognize and try out different *supportive* methods of intervening in situations where such action is called for.

These exercises allow students to practice helping skills such as how to be accepting, caring, understanding, and appreciative, *before* they begin working with young children.

As students wrestle with the problem situations presented here, they will come to see each other as significant sources of help and support. Once this group confidence and trust is established, students should continue helping each other throughout the year with problems and situations they are confronting in their fieldsites. The practice methods used in these exercises--role playing and brainstorming--can also be applied to actual fieldsite problems and questions as they arise.

ROLE PLAYING AND BRAINSTORMING

The introduction to "Helping Skills" in *Getting Involved* (pp. 38-39) outlines the goals of the sessions and describes the procedures of role playing and brainstorming. You can read over these directions with students the first few times you use the techniques in class. Since students may not be immediately comfortable with these techniques, you will need to practice them before they can be used effectively in problem solving. More detailed notes about these procedures can be found in *Teaching Strategies* (pp. 7-18), and examples of their use can be heard on the Brainstorming, Role Playing, and Teacher Experiences records.

PREPARATION

Dealing with processes rather than facts or issues may be a new experience for both you and the class. In order to familiarize yourself with the procedures in each session, you might try them first with friends or other course teachers.

Each session contains guide notes on optional uses of the session, and a flow chart showing a suggested sequence for

the activities. The chart serves both as a planning device and as a guide during class. When planning, the teacher can avoid relying too heavily on one teaching method, one kind of activity, or one material by checking for repetitions in each column of the flow chart. During class the chart serves as a reminder to keep the session moving.

Include fieldsite teachers in the sessions as often as possible. Their experiences can lend realism to the situations given in the student materials.

SUGGESTED TIMES FOR USE

Helping Skill	When to Use
"Coping When Children Need Help" "Looking for Children's Reasons" "Considering Children's Needs"	· In the first five weeks · Before students go to the fieldsite · In conjunction with "Getting Involved," "Fieldsite Previews," and films of students in helper roles · When similar problems arise in actual fieldsite experience
"Working as a Team"	· When students begin fieldsite work
"Analyzing Problems..." "Preventing Difficulties"	· After students have experience in their fieldsite · At meetings with fieldsite teacher · At regular problem-solving sessions
"Finding and Using Resources"	· Whenever students have a problem at their site that could be helped by getting more information

FEEDBACK ON SESSIONS

After each session, teachers can use the flow charts to make evaluative notes on what was done, how long it took, whether goals were achieved, and so on. Such notes facilitate future planning.

Students should be given time to reflect in their journals about what skills and ideas were learned in each session or group of sessions, and about how these skills and ideas apply to field work. They should also be encouraged to use some of the time allotted to small-group work for evaluating the effectiveness of the group and of their own role within it, and for considering ways to make group work more productive.

Scales such as the following could be used with any one of a number of questions to help students begin to evaluate a session or activity. For example:

> How do I feel about this session or activity?
>
> (or)
>
> How do I feel about how my group is working together?
>
> _______________________________________
>
> | very pleased | quite pleased | not very pleased | not at all pleased |
> |---|---|---|---|
>
> Reason:
>
> How do I feel about my participation in this session?
>
> (or)
>
> How do I feel about my contribution to the group?
>
> _______________________________________
>
> | good | pretty good | okay | not very good | awful |
> |---|---|---|---|---|
>
> Reason:

Reactions to these scales can be shared, and group members can discuss ways to make the work go better if they are not satisfied.

Coping When Children Need Help

Purposes:	To identify situations in which small children (or adolescents working with children) need help. To begin to select and use appropriate and beneficial methods for coping with such situations.
Time:	50 minutes.
Materials:	*Getting Involved*, pp. 40-42; "Helping Skills" record, side 1, bands 1-6.

SUGGESTIONS FOR USE

Listen to recorded episodes. Transcripts for each episode are printed in *Getting Involved*, pp. 40-42. To illustrate brainstorming and role playing choose one or two episodes to discuss with the class. Discuss what students would do at the end of a similar situation. To help students feel more involved in the episodes, discuss similar incidents in your own or the students' past experience.

Ask students to consider how children would act at different stages of development and how that would affect their decisions about how to handle a situation. For example, in episode four Jennifer is more interested in the feel of the Scotch tape than in comparing the way different objects feel.

As a class, brainstorm and list on the board as many ways as possible to handle one of the situations. Ask students to pick one alternative response from the list. Two volunteers (students, or student and teacher) can then role play this response for the class. After the role play, discuss the questions in the student material. Be sure that both the class and the role players have a chance to state their feelings.

Now have students break into small groups to brainstorm and role play alternative responses to other episodes.

In closing you might say something to this effect:

> In order to determine if an intervention will produce the effect we hope it will have, it is necessary to understand more about the needs and feelings of small children. In the next session, you will have a chance to practice putting yourselves in a child's place, in order to discover more about a child's mind and feelings and to become better able to help.

Minutes	Activity	Method	Who's Involved?*	Materials
15	Review episodes.	Listen, discuss.	S & T	Record
5	List alternative responses for sample episode.	Brainstorm.	S & T	Blackboard
3	Choose one alternative.	Discuss.	S & T	Student booklet
5	Try out and evaluate alternative.	Discuss, role play.	S & T	Student booklet
10	Students in small groups choose another episode and practice listing and trying out alternative responses.	Brainstorm, discuss, role play.	S	
10	Groups present alternatives to class.	Role play, discuss.	S & T	Student booklet

**Note for all flow charts: S = Students; T = Teachers*

Looking for Children's Reasons

Purpose: To become more sensitive to the reasons for children's behavior in order to decide what sort of interventions might be most appropriate and helpful.

Time: 45 minutes.

Material: *Getting Involved*, pp. 42-43.

SUGGESTIONS FOR USE

When students discuss the chart for Situation A, they should consider how the "helper's quick response without thinking" would make them feel. Two students could even role play the situation for the class, trying each of the three "quick responses." The very least students can gain from this session is a sense of what is a harmful, destructive response.

The first three questions in the student introduction are questions students can ask themselves as they try to make informed guesses about a child's actions. Students may then realize that there are reasons for what a child does, even when they are not apparent.

When students hypothesize about what a child can learn, they should remember that what a child needs and what we think the child needs may be very different. Students should try to base their responses to a child's behavior on their understanding of the particular child, rather than on their ideas about what is good for a child. They should think carefully about how their suggested responses would make the child feel, and whether they will help the child solve the same sort of problem another time.

After small groups have discussed Situations B and C, members of each group could role play one of their responses for the class. Afterward they can discuss how each of them felt as helper and child, what they were trying to do, and what alterations they would make when practicing it again.

At the end of the session, discuss other situations you and the students have experienced in which children could have learned better ways of coping in order to accomplish their own goals.

Minutes	Activity	Method	Who's Involved?	Materials
10	Review introduction and Situation A.	Discuss, read.	S & T	Student booklet
15	Break into groups and have a recorder in each group fill in a chart for Situations B & C.	Discuss, write.	S	Students' charts
15	Present solutions to class.	Role play, discuss.	S	
5	Describe similar actual experiences.	Discuss.	S & T	

Considering Children's Needs

Purposes: To help students learn to recognize children's emotional needs.

To realize the importance of meeting those needs in order to help children feel better about themselves.

To practice ways of helping children meet those needs.

Time: 60 minutes.

Materials: *Getting Involved*, p. 44; "Helping Skills" record, side 1, band 7.

SUGGESTIONS FOR USE

When students listen to the record, they may find it hard to call out feelings. It might be easier for them to write down their reactions before discussing them with the class. Be sure that students do not confuse how a remark makes them *feel* with how they would *respond*. Have them discuss their reactions in groups of three or four. (Another activity might be to ask students to observe adults interacting with children, listening for similar remarks and guessing at their effect on children's feelings.)

Eight Role Plays

Detailed instructions for role playing appear in *Teaching Strategies*, pages 12-18. To do this role-playing exercise, copy the following private briefings for the student and the child onto two file cards, and the observer's notes onto a third card. You may also want to duplicate each set of briefings, so that several groups can have access to the same material at the same time. *Be sure that the person playing the child or the helper is the only person to see that card*, as it contains private information about how he or she is feeling. (One way to do this is to put the briefing for each role in a sealed envelope.)

Situation One

Briefing for the Child. You wanted very badly to wear your new shirt to school. Your mother said no, it will get dirty. She wanted you to save it to wear on Sunday. You promised to be very careful, and she finally said you could wear it. Now you have spilled paint on it. You think she will be upset when she sees the paint, and you don't know what to do.

Briefing for the Student. You are supervising children who are painting, and you forget to tell them to wear their smocks. One child, who is wearing a new shirt, spills paint on it and seems very upset. What do you do?

Briefing for the Observer. A child comes to school wearing a new shirt and looking very proud of it. Later, the child spills paint on the shirt and is upset.

Situation Two

Briefing for the Child. You have never been on a slide before. You want to try because it looks like fun. Now you are sitting on top and you are frightened: it seems so high off the ground, and so steep and fast. You want to slide down, but you can't. You hear other children calling behind you, telling you to go down, but still you're afraid.

Briefing for the Student. You are supervising the playground area near the slide. You see children climbing the ladder and crowding up at the bottom of it. They are getting impatient and calling because one child at the top won't move. You've noticed that this child always seems to want to be first and always wants to hold your hand. What do you do?

Briefing for the Observer. A child is sitting on top of the slide. Other children are lined up at the bottom of the slide and on the ladder waiting their turn. The child on top is making no move to slide down. The children below are getting impatient.

Situation Three

Briefing for the Child. You have just gathered up all the toys you like best. At home, your two big brothers never let you play with any toys they want to play with. This is your chance to play with the toys you like best. The way to do it is to make sure no one else gets them first.

When the student helper comes by you say, "Look at all the things I'm playing with. No one else can have any of them!"

Briefing for the Student. You see that a small child has collected several toys. As you come near, he or she says, "Look

at all the things I'm playing with. No one else can have any of them!" What is he or she trying to do? What do you do?

Briefing for the Observer. A small child playing in the corner of the room has collected several toys. The student helper comes over; the child speaks to him or her about the toys.

Situation Four

Briefing for the Child. Sitting at an art table with several younger children and a student helper, you are doing a puzzle. You notice that one child is stringing beads by using a big needle threaded with string.

You have ideas about how things should be done.

You learned to string beads by poking the string through the hole in the bead, just using the end of the string; you never used a needle. You say to the child who is using the needle, "That's not the way to do it!"

Briefing for the Student. You are at the table where children are stringing beads and working puzzles. Today one child is stringing beads with a needle and string, which you helped her thread. An older child, who you think constantly tells the others what to do, says, "That's not the way to do it!" You want to be as helpful as possible to both children. What do you do?

Briefing for the Observer. A student helper is sitting at an art table with several children who are stringing beads and working puzzles. One child is stringing beads with string and a needle. An older child criticizes her.

Situation Five

Briefing for the Child. You are sitting with several younger children and a student helper at an art table, cutting designs out of construction paper. One child asks for the scissors. You see a pair of scissors next to you. You don't know why, but all of a sudden you want to hide the scissors so the other child can't use them. Quietly, when no one is looking, you slide them off the table and sit on them. Someone else loans the first child a pair of scissors.

Briefing for the Student. You are sitting at the art table with several children, who are cutting designs out of construction paper. One child asks for a pair of scissors. You see one older child slip a pair of scissors off the table and sit on them. None of the children notices. Another child gives the first child a pair of scissors. You are wondering about the older child who hid the scissors. Why do you think he did it? What do you do?

Briefing for the Observer. Several children and a student helper are sitting together cutting designs out of construction paper. When one of the children asks for a pair of scissors, another child slips them off the table and sits on them.

Situation Six

Briefing for the Child. It is juice time. You are sitting at a table where there is no student helper or teacher. Your friend is sitting across the table. Suddenly, you feel like being silly, so you throw a cracker at your friend.

Briefing for the Student. Today you are responsible for organizing clean-up after juice time. At the table next to you, where no adult or helper is sitting, a child begins throwing crackers at a friend sitting across the table. What do you do?

Briefing for the Observer. It is juice time, and everyone has juice and crackers. At one table, where there is no adult or student helper sitting with the children, one child throws a cracker at another child.

Situation Seven

Briefing for the Child. When your mother left you this morning, she said she was going to pick you up early today. You don't want to leave the building, for fear you'll miss your mother. The time has come to leave to visit a farm. You begin to cry and say you don't want to go.

Briefing for the Student. You are about to leave with a group of children to visit a farm. You thought all the children were looking forward to it. But now that it is time to leave, one child bursts out crying and refuses to go. What do you do?

Briefing for the Observer. A group of children and student helpers are getting ready to go visit a farm. The trip has been talked about and planned for several days. It is time to leave; one child starts to cry.

Situation Eight

Briefing for the Child. You love to swing. You want to swing all the time you are at the playground. There are two swings. When other children ask for a turn on your swing, you refuse to get off. You think they should use the other swing.

Briefing for the Student. You are supervising the swing area of the playground. There are two swings, but one child does not want to get off one swing. Many children are waiting to swing. You noticed yesterday that this child insisted on having all the paint colors when others wanted to use them. What do you do?

Briefing for the Observer. Several children are standing by the two swings in the playground. They can only use one swing, because one child refuses to get off the other one.

Observers should read the situation description on the observer card to role players right away, so that they have it in mind as they read their individual secret briefings. Observers can then direct the role play and follow-up discussion using the information and questions in *Getting Involved*, page 45. At the end of each role play the observer can find out if the group wants to work more on the same situation, using different people or different solutions, or if they want to go on to a new situation.

ALTERNATIVE ROLE-PLAY PROCEDURES

Following are some alternatives to the small-group role-play procedure suggested on the flow chart.

In front of the whole class, spontaneously role play each situation. Or run two situations simultaneously for two halves of the class, in order to involve more students in less time.

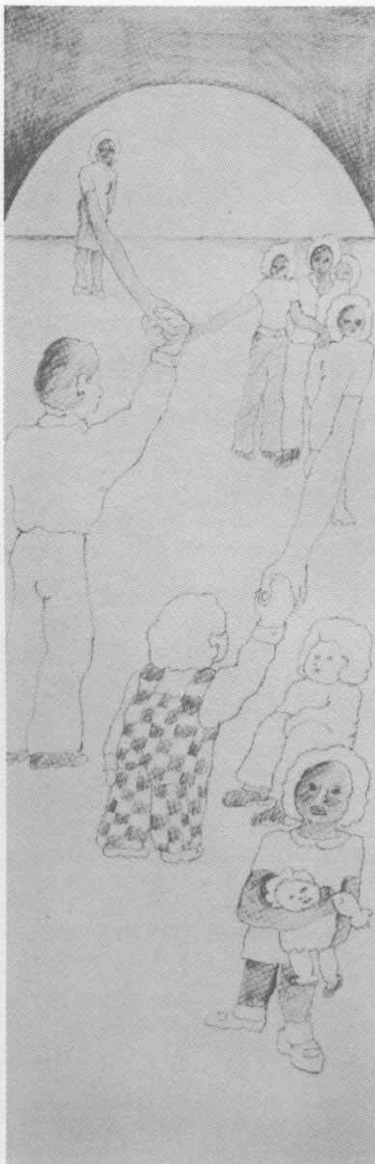
Role play similar situations from the students' own experiences.

Do a sample role play for the whole class with two volunteers, before breaking into groups.

Assign small groups to practice an episode outside of class to be presented to the whole class for discussion. The group can consider the following options for presenting their episode.

> Present the episode until the critical point is reached; then cut the action and ask the group, "What would you do now?"
>
> Act out the situation to the critical point, then show one solution that did not work out well. Ask others for advice.
>
> Act out the situation to the critical point, then show what the group felt was a good solution, and tell why.

Minutes	Activity	Method	Who's Involved?	Materials
10	Review introduction and make notes in journals.	Read, write.	S	Student booklet, journals
5	Listen and respond to record.	Discuss.	S	Record
10	Break into groups and act out a situation.	Role play.	S	Briefing cards
5	Review role play and brainstorm alternatives.	Discuss, role play.	S	Questions in student booklet
5	Repractice situation and review.	Role play, discuss.	S	
20	Try another situation.	Role play, brainstorm, discuss.	S	New set of briefings
5	Share what was learned with the whole class.	Discuss.	S & T	



Working as a Team

Purpose: To set up procedures that ensure that clear understanding and important learning will take place among fieldsite teacher, students, and course teacher.

Organization: The topic is covered in three sessions: one session on how students can help and get help from the fieldsite teacher; another on how to bring together the various expectations of different members of the working team; and a third session in which the fieldsite teacher, course teacher, and students meet to open up communication on such issues as responsibilities, problems, successes, and expectations.

Materials: *Getting Involved*, pp. 45-48; "Helping Skills" record, side 2; Team Building materials (see p. 53 this guide).

SESSION 1: GIVING, ASKING FOR, AND GETTING HELP

The purpose of this section (p. 46) is to develop openness, appreciation, and sharing among team members.

Giving Help. After discussing the two recorded episodes in "Giving Help" ("Helping Skills" record, side 2, bands 1 and 2), students may want to brainstorm: a checklist of things to remember when trying to communicate their

ideas to others; all the things that make it easy to ask for help, and all the things that make it difficult.

Asking for Help. After listening to band 3 on side 2 of the "Helping Skills" record, discuss:

> Is it a sign of weakness to need help?
>
> Do people think you're stupid when you don't seem to be succeeding by yourself?
>
> How do you feel when people ask you for help?
>
> What if people don't give the help you need? What if they don't welcome your request?

Looking back at the brainstormed checklist, derive a list of the conditions, attitudes, and actions that make it easy to ask for help. Discuss what students can do to build such conditions at the fieldsite and in class. (This can be done either by the whole class, with the teacher writing the list on the blackboard; or by students working in small groups and reporting back to the class.)

Students may realize that it is helpful to the whole group to bring up situations in which they need help, because others may be having the same difficulty or may have solved a similar problem. This is an opportunity to share resources and profit from each other's experiences.

Getting Help. When students discuss the "Getting Help" episode on band 4 of side 2, point out that it is natural to feel annoyed at being criticized. Ask:

> How do you want people to give you suggestions?
>
> What makes their criticisms easier to take?

Interviews. As preparation for the next session on contract building, pairs of students can volunteer to interview different members of the class, the course teacher, or the fieldsite teacher. Interviewers can use the questions on page 46 of *Getting Involved* and/or others that they or the class may develop. Be sure that all three groups of people are covered by interviewers.

Minutes	Activity	Method	Who's Involved?	Materials
5	"Giving Help."	Listen, discuss.	S & T	Record
10	Divide into trios to practice improvements on these attempts.	Role play.	S	
10	"Asking for Help."	Listen, discuss.	S & T	Record
10	"Getting Help."	Listen, discuss.	S & T	Record
5	Assignment.	Discuss.	T & S	Student booklet

SESSION 2: CONTRACT BUILDING

The purpose of this session (pp. 46-47) is to prepare an agenda of contract issues that need to be discussed in a meeting with the fieldsite teachers. This exercise should help students realize the need for a clear statement or contract of mutual expectations and understandings among all members of the team.

Suggestions for Use. When students break into three task forces to brainstorm all possible contract issues that need to be clarified, each force should concentrate on one of the following groups:

- students (e.g., Will they help each other to analyze problems they have at their fieldsites?)
- students and course teacher (e.g., Who is responsible for deciding what will be done in class?)
- students and fieldsite teacher (e.g., Who is responsible for checking student attendance and evaluating student performance at fieldsites?)

It would be helpful if the course and fieldsite teachers made similar lists.

The task forces should list sides for issues that might be a problem among teachers and students: the students' point of view and the teachers'. In addition to answers given by teachers when they were interviewed, students should put themselves into the role of teacher and add anything they think the teachers would like clearly understood.

Each task force should transfer its list into large letters on newsprint and post it in the room. Class members can then look for those items that they agree with. They might also indicate which two items on each list they think are the most important, perhaps by marking them with a different colored felt-tip pen. Students should add to the lists any new ideas that occur to them. When everyone is satisfied with the lists, they should hold a composite answer to the key questions:

What help do I expect of you? do you expect of me?

What help do I expect to give?

Keep these lists posted for the meeting with the fieldsite teacher, or duplicate them to use as an agenda for that meeting. Contract issues that students and teachers disagree on will be important to discuss at that time.

Minutes	Activity	Method	Who's Involved?	Materials
5	Introduction.	Read.	S	Student booklet
10	Play recorded episodes.	Listen, discuss.	S & T	Record, questions in student booklet
15	Divide into three task forces, each with appropriate interview responses, to brainstorm contract issues.	Brainstorm.	S	Student interviews
5	Post lists and comment on them.	Discuss.	S & T	Newsprint, felt-tip pens

SESSION 3: TEAM BUILDING

All students and fieldsite teachers should participate in a meeting with the course teacher before or shortly after they begin field work. The purpose of this meeting is to:

- Meet as an entire team (except for the children)
- Resolve "contract issues" to clarify expectations
- Make decisions about schedules, assignments, and responsibilities
- Plan for continued team meetings to discuss on-the-job issues
- Develop a sense of communication and collaboration among members of the team

Planning Ahead. Plan for a two-hour meeting. If necessary, hold this meeting after school or in the evening so that appropriate fieldsite staff members may attend. Send the agenda and purposes of the meeting to participants ahead of time. Have a table by the door for refreshments, name tags, address lists, and materials to be given out for the meeting. These materials include:

- extra copies of the agenda
- duplicated lists of issues to clarify (from "Contract Building" session)
- check sheet (student book, p. 48) of the ingredients necessary to make the program work well
- the squares game material, if it is to be used
- questions for the stop session
- blank schedules of a day's possible activities at the fieldsite
- feedback (evaluation) sheet

It is a good idea to have several tables for small groups of five or six people.

If the group will be large, have a committee select the small-group members (by fieldsite) ahead of time and put the

number of the table to which participants are to go on each name tag. Have newsprint, felt-tip pens, and masking tape ready for use by participants and leaders.

Suggestions for Use. When the leader stops midway to analyze the success of the meeting, discuss:

> Do you feel free to ask questions?
>
> Do you feel you are being listened to?

Discuss these in each group with an eye to developing communication and collaboration.

Use the checklist you brainstormed of things requiring a "definite mutual understanding," *Getting Involved*, page 47, and refer to the lists compiled and posted in the previous contract-building exercise.

> Do students feel these points are handled well in their field work?
>
> Could they be improved upon?

Even if the fieldsite already has a schedule, building a typical schedule will give students and teachers practice at solving problems together. And they may find they can improve upon the existing schedule!

Arrange a regular time now (preferably once a week) for students and appropriate fieldsite staff to:

- talk about how things are going
- review goals and reevaluate them
- exchange ideas about procedures to meet goals
- clarify questions
- offer resources
- plan further steps

Fill in the feedback sheet and discuss the effectiveness of this meeting. How would you evaluate this process of working together so far? Is everyone being included? Are all ideas being heard? Is everyone cooperating?

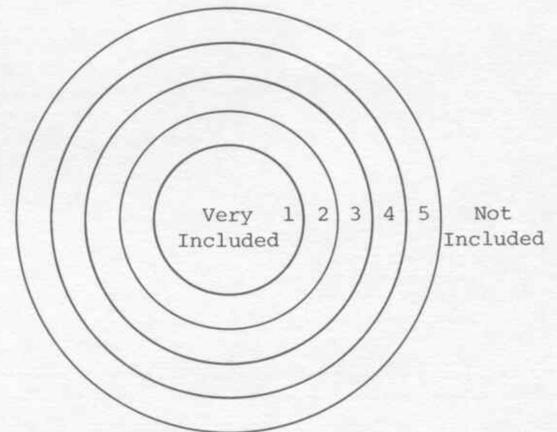
OTHER COURSE MATERIALS

Organizing the Program and the *Fieldsite Teacher's Manual* contain suggestions for facilitating cooperation between team members. In addition, the Working with Children Teacher Experiences record (side 2, bands 2 and 3) has two conferences: one between a fieldsite teacher and two students, and one between a fieldsite teacher and a course teacher. After listening to the record, team members could brainstorm solutions to communication problems raised in the two conferences.

FEEDBACK SHEET

On the scale below, please mark with an X the face that best represents your reactions to this session.

Why did you mark where you did? How much did you feel included in this team activity (as represented by the circle below)?



Why?

Ideas and questions I have:

THE SQUARES EXERCISE: INTRODUCTION

This exercise* has two specific goals:

- To help the team members see that joint problem-solving requires legitimate giving and receiving of help.
- To help team members become more sensitive to how their behavior may help or hinder joint problem-solving.

Because the game can only be solved cooperatively--it cannot be done alone--it is a device that can start a circular process of friendship and trust within the team, which is essential if the group is to work together.

---

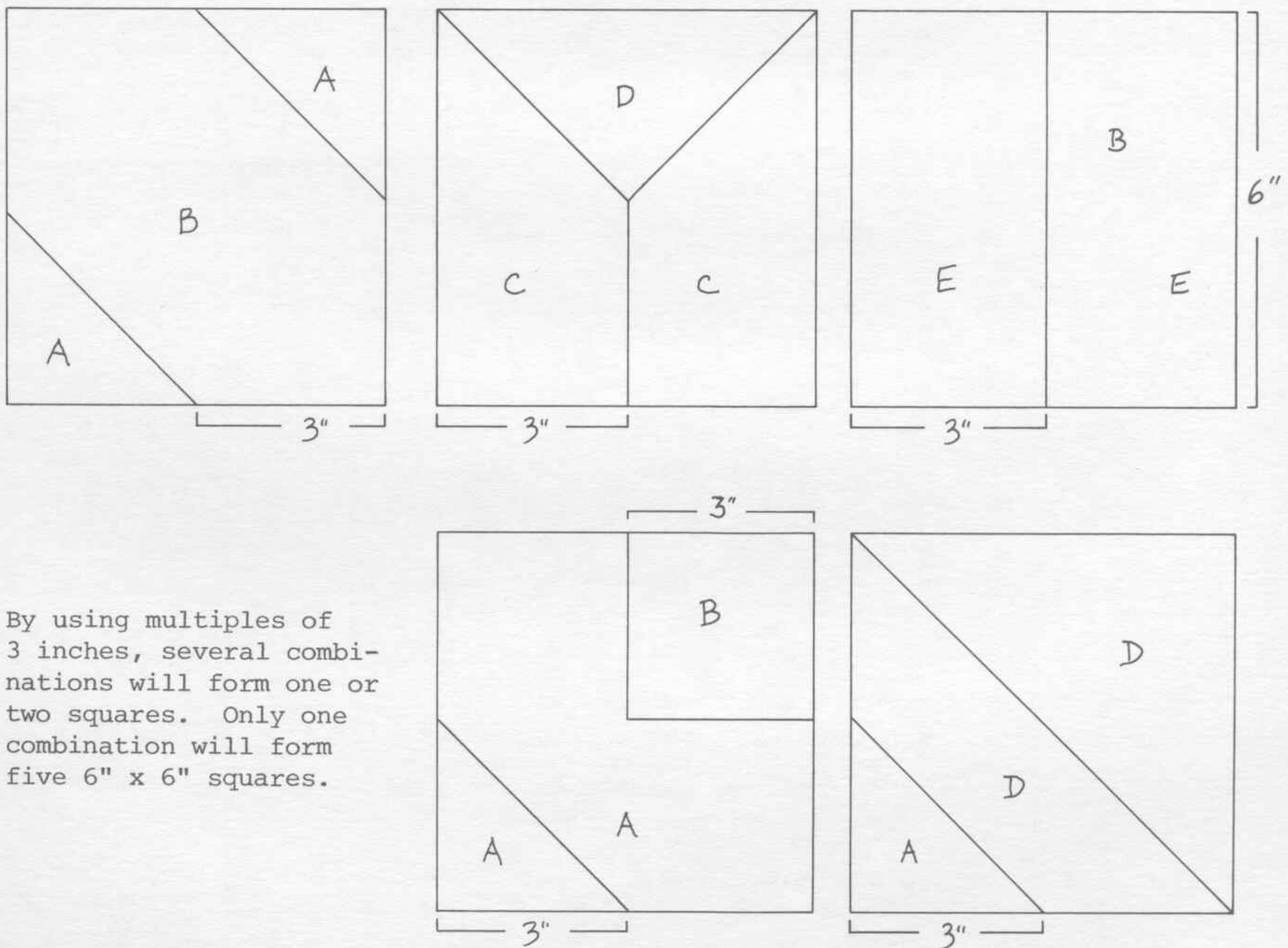
*This exercise is derived from D. Nylen, H. R. Mitchell, and A. Stout, "An Experiment in Cooperation." *Today's Education*, VIII (Oct. 1969), p. 57.

Preparation. Cut out pieces for squares according to the patterns below. Scramble the pieces and divide them into five envelopes. Make enough sets so that everyone can participate.

Doing the Exercise. Divide the participants into groups of five members each. Read the following instructions and rules aloud so that everyone has an opportunity to ask questions.

Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not completed until everyone in the group has a perfect square, and all the squares are of the same size.

No member may speak. No member may ask for a card or in any way signal that he or she wants one. Members may give cards to others but may not take cards.



By using multiples of 3 inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.

Discussion. After the exercise, the course teacher should use the following questions for discussion by small groups:

> How did you feel when someone held a piece and did not see the solution?
>
> What was your reaction when someone finished a square and then sat back without seeing whether his or her solution prevented others from solving the problem?
>
> If you finished your square and then realized that you would have to break it up and give away a piece, what were your feelings?
>
> How did you feel about the person who was slow to see a solution?
>
> If you were the slow person, how did you feel?
>
> How did you feel when someone gave you the part you needed to make your square?
>
> Was there a mood that helped or hindered completion of the task?

After each group has completed its discussion, members should report their successes or failures (and the reasons for them) to the entire group. The group as a whole might discuss:

> What did you learn from the squares exercise that might make you feel better about sharing problems?

Minutes	Activity	Method	Who's Involved?	Materials
Before meeting	Prepare for meeting.		Leader and Committee	Small tables
5	People arrive; get name tags, agenda, and list of things to be clarified. Sit at assigned tables.		All	Agendas and lists of things to be clarified; name tags
5	Make introductory remarks.	Discuss.	Leader	Agenda
	Review purposes of meeting.		All	
10	Consider things to be clarified.	Discuss.	All	Lists of things to be clarified.
10	Leader stops session to look at working process.	Discuss.	All	Stop session questions
20	Optional: Do the Squares Game Exercise.	Play game.	All	Instructions
15	Discuss the similarities between working on the Squares Exercise and working together at the site.	Discuss.	All	
10	Continue trying to clarify areas of possible confusion.	Discuss.	All	Check sheet of ingredients necessary to make the program work well (*Getting Involved*, p. 48)
20	List ways to help children.	Brainstorm.	All	
	Build schedule from the group's brainstormed ideas and discussion.	Write.	All	
5	Plan next steps.	Discuss.	All	
10	Fill out an evaluation sheet.	Write.	All	Feedback Sheet

Analyzing Problems and Dealing with Them

Purposes:	To gain experience in diagnosing problems in order to determine what sort of help will be effective. To practice different helping techniques. To share and try out solutions to problems encountered at the fieldsite.
Time:	50 minutes.
Materials:	*Getting Involved*, pp. 48-54; film, "Teacher, Lester Bit Me!"

SUGGESTIONS FOR USE

After students have read the two episodes, "The Shovel that Broke" and "In a Box," they might share similar situations they have been in and use these experiences for filling out the chart on page 49 of the student book. View "Teacher, Lester Bit Me!" and have small groups each select one problem from the film to analyze, using the chart.

Students can fill in the chart as a class or in small groups. Stress that the situations contain several problems and that the problems are different for different people. The task is to focus on what the problems are before determining how to help.

To consider how various helper responses would make a child feel, students should imagine they are the child in each situation. They can write in their journals about it, or role play the situations and discuss how they reacted to different helper responses. The task is to consider the most appropriate ways to help in problem situations.

When students read and discuss "Some Guiding Ideas from Professional Helpers,"* ask them to relate these ideas to the conclusions they reached when discussing various helper responses to the situations on the charts. They should realize that these "professional" opinions do not represent definitive answers.

When students read a list of situations in which a child or a helper is upset, they might practice expressing what they think each person is feeling using Dr. Gordon's "I" and "You" messages.

---

*Resources: Dorothy Baruch, *New Ways in Discipline* (New York: McGraw-Hill, 1949). Dr. Haim Ginott, *Between Parent and Child* (New York: Macmillan & Co., 1965). Dr. Thomas Gordon, *Parent Effectiveness Training* (New York: Peter H. Wyden, Inc., 1970).

OTHER COURSE MATERIALS

Dr. Gordon's model for analyzing problems might also be applied to problems raised in the films "Little Blocks" and "Broken Eggs," and to incidents in *Under Stress: Keeping Children Safe*.

Minutes	Activity	Method	Who's Involved?	Materials
5	Introduction and two episodes.	Read.	S & T	Student booklet
10	Chart and questions.	Write, discuss.	S & T	Student booklet
10	"Remembering Feelings."	Discuss, role play.	S & T	Student booklet
10	"...Professional Helpers."	Read, discuss.	S & T	Student booklet
10	Identify feelings in list of situations.	Read, discuss.	S & T	Student booklet
5	"...Ending a Relationship."	Read, discuss.	S & T	Student booklet

Preventing Difficulties

Purposes:	To gain skill in deciding when and how to make preventive interventions.
	To give students an opportunity to discuss difficult fieldsite experiences.
Time:	45 minutes.
Materials:	*Getting Involved*, pp. 54-56.

SUGGESTIONS FOR USE

When discussing what they would do in the five potential problem situations, students may find it helpful to role play some of their suggestions in order to see what the results might be.

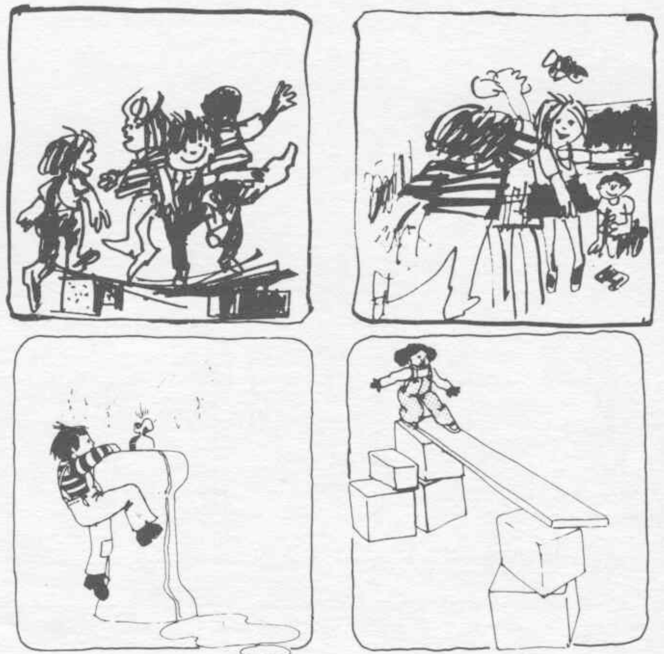
Students could brainstorm a list of similar situations as a board exercise with the whole class. Or small groups could each take a different category, then share their lists with the class.

When students discuss the questions, ask them to consider the relationship between letting children learn for themselves and keeping them from harm. Students could then choose a situation (from their brainstormed lists) in which they think it is important to intervene in some way to prevent undesirable consequences, and role play the interventions they think would be helpful. Each trio might then pair up with another trio to role play the intervention they would like the other trio to critique.

During the critique, students should discuss:

- consequences of the intervention as far as learning for the child goes
- alternative interventions that might have the same effect, or a more desirable effect

Afterward, the entire class can discuss what they learned from these multiple role plays.



Students could add to the list "Tips on Preventing Accidents"--alone, in small groups, or as a whole class.

When considering "Strategies for Helping Children Avoid Trouble," students might try to recall situations in their own experience where these strategies would apply. With help from other students, each person could then role play his or her situation, using the suggested strategy. Afterward, the role players might discuss how the strategy made the helper and the child feel.

OTHER COURSE MATERIALS

This role playing exercise is especially appropriate for use with *Under Stress: Keeping Children Safe* (Family and Society module).

Minutes	Activity	Method	Who's Involved?	Materials
10	Introduction and five problem situations.	Read, discuss.	S & T	Student booklet
5	"Sources of Difficulties."	Brainstorm.	S & T	Student booklet
15	"Questions for Discussion."	Discuss, role play.	S & T	Student booklet
5	"Tips on Preventing Accidents."	Discuss, write.	S & T	Student booklet
10	"Strategies for Helping Children Avoid Trouble."	Discuss, role play.	S & T	Student booklet

Finding and Using Resources

Purpose:	To increase skill in using references and seeking out others for help in answering questions about children.
Time:	25 minutes.
Materials:	*Getting Involved*, p. 57; "Helping Skills" record, side 2, band 8.

SUGGESTIONS FOR USE

Students can read the two situations on page 57. If you listen to the record, let the class continue the discussion when the teacher asks, "Where could we look for help with these situations?"

You might play the record for only your own benefit, as an example of someone leading a similar discussion. What do you think worked? What changes might you make in discussing the same issue?

When students discuss where they would go for more information about such situations, they should consider a wide range of possible resources: e.g., books, magazines, course materials, fieldsite teachers, parents, children, professionals.

Minutes	Activity	Method	Who's Involved?	Materials
10	Introduction, "Two Situations," and record listening.	Read, listen.	S	Student booklet, record
10	Discuss.	Discuss.	S & T	Student booklet
10	"Locating Resources."	Discuss, research.	S & T	Student booklet, outside resources

Fieldsite Films

Introduction

As the course begins and students start anticipating fieldsite experience, they may become anxious about the roles they will assume in relation to young children. Viewing on film the various roles that other students have played in fieldsites may help alleviate their worry by giving them a clearer picture of the experience before them.

Viewing and analyzing the films again later on in the course can help to consolidate learning and enlarge upon perceptions.

With the exception of "Teacher, Lester Bit Me!" (an animated film), the films and filmstrip for this module are documentaries showing adolescents involved with children. Since students can identify with these adolescents, their very personal involvement will probably generate many course issues.

In considering course issues, students should not attempt to judge what is "right" or "wrong" in a situation. The films are meant to depict typical fieldsite situations (not model behavior), handled in as many different ways as students might find in their own performance. Many points of view may be valid.

Preserving actual fieldsite experiences on film enables a class to review an incident for analysis as often as desired. It also provides a common experience for observation and discussion--a particular advantage for classes that are dispersed in many different fieldsites.

Because the films are documentary rather than staged, soundtracks are sometimes unclear. Transcripts of each film are provided in this guide to assist you as you preview and plan film-viewing sessions, and to refer to in class discussions.

Detailed notes and film-viewing techniques can be found in *Teaching Strategies* and in *Family and Society Teacher's Guide, Part One*.

Fieldsite Films

Being There

"I never realized two fieldsites could be so different."

In this filmstrip, several teenagers show the variety of places where they work with children. The students adapt their style or working to the different purposes of the sites and the different needs of the children in them. Knowing about other students' fieldsites can help in understanding one's own.

As you hear what they say and look at their sites ask yourself:

In which of these fieldsites would you feel most comfortable?

Why?

Look at sections of the filmstrip a second time and for each site take notes on:

- the physical arrangements shown – furniture, equipment, room layout
- the goals the site seems to have for its children
- what teenagers are expected or allowed to do

58

"Being There"

Purposes:	To arouse students' interest and curiosity about working with children.
	To give them a feeling for the kind of involvement they can have at a fieldsite.
	To show the variety of fieldsites and ways of working with children that exist.
Running Time:	14 minutes.

Side 1 of the "Being There" record includes audible signals for changing frames. If you are using this side of the record, turn the filmstrip to frame 1 (numbers are included in the right-hand corner of the frame) and start the soundtrack.

Side 2 of the record does not include signals. Due to the nature of the soundtrack, it is recommended that you use side 2, with the enclosed script as a guide. The underlined words are your cue to change frames. After you have used it with the tones as a guide, you may prefer to use the soundtrack without the tones for repeat showings.

Teachers are urged to preview the filmstrip before showing it to a group. Encourage the full participation of students by asking one or more to preview the filmstrip, also, and to assume responsibility for presenting it to the rest of the class.

AFTER FIRST VIEWING

Have students give their first impressions of the sites on the filmstrip and discuss where they would work most comfortably. Stress to students that they should not evaluate the sites but should take into account individual differences in working styles.

AFTER SECOND VIEWING

On the board or on newsprint, compile student notes on physical set-up, goals for children, and expectations of adolescents. Ask students to comment first on physical differences in the schools shown:

What equipment is provided?

What seems to be missing?

Then go on to consider the following:

What does each site perceive as the children's needs? (Consider physical, emotional, and social needs.) How is the space organized to meet those needs?

What needs do you think the children in each site have?

What concerns do the students seem to have about the children they work with?

How do the sites differ in terms of what they expect from student helpers?

How do the students feel about the place where they work? the role they play?

Ask students which site seems most like the first classroom they attended. (What do they remember about their first school: colors? noises? odors? sizes? specific toys?) They might also like to decide which site they would select for their own child's first school, giving reasons for their choice.

ACTIVITIES

1. Ask students to write in their journals which fieldsites would be their first and last choices as places to work, and why. Students might share some of their thoughts in a class discussion. Help them look for what is special about a fieldsite and think of how to get the most out of it. *It is especially important to give students an opportunity to*

talk about how they could adapt to make the best of a less than ideal fieldsite placement.

2. After viewing "Being There," students may think of items to add or areas to rearrange in the models made in conjunction with "Looking at 'Kids' Places'" (this guide, pp. 24-29).

WHEN TO USE

The filmstrip makes an excellent introductory piece.

It can be viewed again later, after students have been doing field work, to provide a contrast against which they can describe their own sites.

"Being There" might also be shown at a meeting with both students and fieldsite teachers. By hearing teenagers describe fieldsites, fieldsite teachers may get a better idea of students' sense of responsibility and depth of understanding of young children.

TRANSCRIPT

1. When we was picking courses, they had the course on the child development, right, and I asked my teacher, you know, what does it mean, you know, does it mean studying children, how they grow up or something? It came down that I needed five points for a subject, and I ended up liking it better than anything.

2. MUSIC (Title--hold six seconds.)

3. MUSIC (Title--hold six seconds.)

4. MUSIC -- It's more or less a nursery school, at the Salvation Army Day Care Center.

5. I think that at the age that they're at, the best thing that they can learn is to like school, is to accept school, is to want to come to school. So they'll quickly be able to adapt to situations like that.

6. I like to stick them together, to have them all working on the same thing so that they can share other people's opinions.

7. He's playing with that TV antenna. It's hard to say really what's going on in his mind as he's looking at it, but it looks like he's trying to figure out how it works.

8. You know, like kids when they see things like that at home, they know they're not supposed to touch them. And when they see things like that at the Salvation Army Day Care Center, and they feel that they can do anything they want to with them.

9. That brings out hidden identities, hidden thoughts that they had within their minds, like they say to themselves, this was what, you know, was on top of the television at home, let me see what's in back of this, I always wanted to look in back of this.

10. I've learned a lot from them. I've learned to accept more or less children's feelings. They have feelings just like we do, for reasons just like we do.

11. That was one of the first things that I learned from this child development course, is that kids have their days just like grownups have their days.

12. I mean sometimes I can come into their fieldsite, and just all of the kids, they just don't want to have nothing to do with me. And I learned that.

13. At first it used to get next to me, I used to think there was something wrong with me, that they just didn't like me.

14. Sometimes they just like to be alone. Sometimes they just don't want to be bothered with other people.

15. With the grownups especially.

16. Sooner or later they'll come back to my level. They'll ask me to help them out with certain things. Because they know I'm always there to help them.

17. I think I've gotten everything that I possibly could have gotten out of it. Like I wanted to learn more or less how to be a good father, you know.

18. I think that when I do have children of my own, I'll understand different ways of raising children.

19. MUSIC -- This is the front of the municipal building.

20. There's a lot of different people in the neighborhood. All kinds of people. Friendly people, wild people.

21. These kids are too young to start school, so this is like preparing them to leave their home and spend a day at school. It's like a day care center or something. It's fun.

22. And you can do what you want, you know, with the children there. You can teach them anything you want.

23. They come in at 9:30, most of them. They'd start right out with crayons and coloring and then they'd go on from there to play dough and playing around.

24. The dance was completely another thing. It was something that I made up for them. I've been taking dancing since three and one-half years old and I've been teaching now for four years.

25. And I just get along with little children and older children. It was fun, it was really fun.

26. I guess I'm talking to them, explaining how the steps go. It's hard, you know, little children like this, you have to put it just so they'd understand.

27. You can't come out with these words from a dancing school and say, now do it, you know. You have to break it down to their level like they know what you're talking about.

28. The only thing I really did with the kids was play with them a lot, play games, play dough, and did blocks and everything.

29. Maybe I was a friend to them, because, like, small kids really don't have older friends. I'm bigger than them and they like me and we got along real good.

30. There's one little girl there I felt very bad for. Her mother was in a mental institution, and she said she didn't want her, get lost, go get hit by a car, go find, you know, another mother, I don't want to have anything to do with you.

31. And I felt so bad for this little girl, because when she comes in, she wants to be loved and she comes over to one of us. I felt so hurt, you know.

32. I really enjoyed this whole thing, probably because I like children and working with them, and if I had the chance again I think I'd do it all over again.

33. MUSIC -- The day care center is in the church.

34. They have pencils, crayons, they got, they weren't new crayons, they were old crayons, given to them by some other day care center. And they have blocks. And that's it.

35. I don't think they want me to do any activities, because they plan the activities, but I guess they want me to, you know, help the children, help them like if they need help.

36. I'm helping Gene there. He knows how to do the work. But he's the kind of boy, he's always trying to get your attention, right. He

always wants help in this and that, even though he can do it.

37. I was helping her with her paper. She was writing down her alphabet and whatnot. She doesn't get along too much with the other girls and they'll say she stinks or something like that, you know, and then she'll start crying and everything, and I'll say don't pay them no mind.

38. You're better than them. I tell her something like that to stop her from crying.

39. There's one little boy. He'll talk about God made us all and he'll talk about God didn't care whether we were black or white, you know, and it seems funny, you know, 'cause he's about three or four years old.

40. Sometimes they have their fights and it seems like the blacks are for the blacks and the whites are for the whites. So I just punish both parties.

41. They have movies. They get these tapes from somewhere of like Aretha Franklin doing a show, James Brown, black groups and white groups. The children get up and dance and what-not.

42. The black children, I think, they learn from their older brothers and sisters and the white children, you know, they do what they see.

43. The hardest thing is, if you're down there by yourself, trying to keep them all in line. Like one person, that's not easy to handle thirty kids at one time.

44. I liked working with the kids, I liked that.

45. MUSIC -- When I thought of Mon-tessori, you know, supposed to be really good. Interesting.

46. The whole order lives there, and they have this little school there for some kids.

47. Like, you'd come in and they'd say their prayers, 'cause it's a Catholic school. Then they have some free time, but they have to do something constructive.

48. Most of the stuff there is shapes and blocks and the cards. They might have a few toys that the kids bring in, but they usually don't let them play with them.

49. She's in charge of the school. Whatever I wanted to do I'd have to ask her and she'd tell you what you could do and how to work with the kids.

50. Like you have to watch them, you know. You're not supposed to show them how to do it or anything. They're supposed to learn on their own.

51. Like what I was doing, it could have been more interesting if I had more contact with them.

52. If you're doing it with them, like it makes it easier for the kid to talk to you and everything. Because he thinks of you as a friend and everything instead of a teacher or something.

53. They'll talk to you about everything, not just stuff they'd talk to a teacher about. You know, when you think of a kid, you think, oh well, she's only a little kid, you know, she doesn't know anything.

54. But they're not dumb, they're smart, you know. They know what's going on in the world more than people really think they do.

55. It was sort of hard to work with them if you couldn't show them how to do things, you know. They learned a lot this way, and, you know, it was better for them because they could say they did it on their own.

56. MUSIC -- I didn't know it was a school. It looked like kind of a museum to me.

57. That's the kindergarten and pre-kindergarten playground. The kindergartens have their own entrances.

58. It's all racially balanced, it's 50 percent white and 50 percent black, even the teachers in the kindergartens. There's one white and one black teacher.

59. They didn't seem to think about color at all. To them I don't think there was any difference. They were all playing together.

60. When I was working there at the beginning, I was scared. I didn't know what to do with them, you know. When I had them by myself I was nervous. I didn't know how to keep their attention or anything like that. But now, it's, you know, all right--I can handle them.

61. Just looking at the kindergarten, they do whatever they want. Like when I went to kindergarten, everything was the whole class do this now and the whole class will do this.

62. But you know, they just do, like maybe six or seven different activities going at one time. Since I've been there, I don't see anything they don't have.

63. They have things in cabinets that she never even took out this year.

64. That's the teacher. She was testing kids in math. Then she gives the child the extra help that that child may need that another child may not need.

65. If I had an idea of something I wanted to do, Mrs. Clyde would let me do it, but usually I'd go in and we'd just talk about what was going to happen that day and she'd ask me which activity I wanted to look at.

66. To some of the kids I think I was a teacher. To some of them I was a friend. I could be a playmate, too. I used to play house with them and play games with them when they needed somebody else to play.

67. But then I'd turn around and if somebody was doing something wrong, I'd reprimand them. And then, they called me Debbie, so there was a difference there. They called the teacher Mrs. Clyburn.

68. It didn't bother me, but it seemed to confuse them. Because how could I be a friend and then, you know, be telling them to do things?

69. MUSIC -- Well, this is a place, they have different nurses and doctors.

70. When I walked into the room, you know, like everything was...it looked stark.

71. You don't really have too many things. Crayons, play dough, paper --I think that's all we have.

72. When you're in a large thing with about 32 kids, everything is much harder.

73. Because there's so many different ages, and different children, you have to do different things with them.

74. I think he wants attention.

75. That's when they were just, I guess, filling up for water play or something--blow bubbles. Like they're all fascinated by water anyway.

76. Even though they were playing with the water, there were little like colors on the bubbles, like a rainbow and she was teaching them the colors even though they were playing.

77. It's a funny feeling, you can pick it up, you know, it goes off your hand, it's wet. They could see through it.

78. This kid right here, he's unbelievable. Things I've seen him do, he did easy.

79. 'Cause he understands everything. I thought he was kind of fascinating, you know.

80. All kids are, little small like that, you know. I think they're really cool.

81. I think I learned a lot, just to deal with children.

82. We're not just there to sit there and be like a statue and just watch the little kids go by.

83. MUSIC (Title--hold five seconds.)

84. MUSIC (Title--hold six seconds.)

85. MUSIC (Title--hold six seconds.)

86. MUSIC (Title)

Ask students to write a description of what they want their own role to be at the fieldsite (i.e., how they want to relate to the children and the teacher) and what they think they will find difficult and/or easy. Before students enter a fieldsite, they should be helped to air their anxieties about what might be demanded of them and what their competence will be.

DISCUSSION AFTER VIEWING

The questions in the student booklet could be discussed by the whole class, with the teacher making notes on the board; or in small groups, with a recorder in each group taking notes and reporting back to the class.

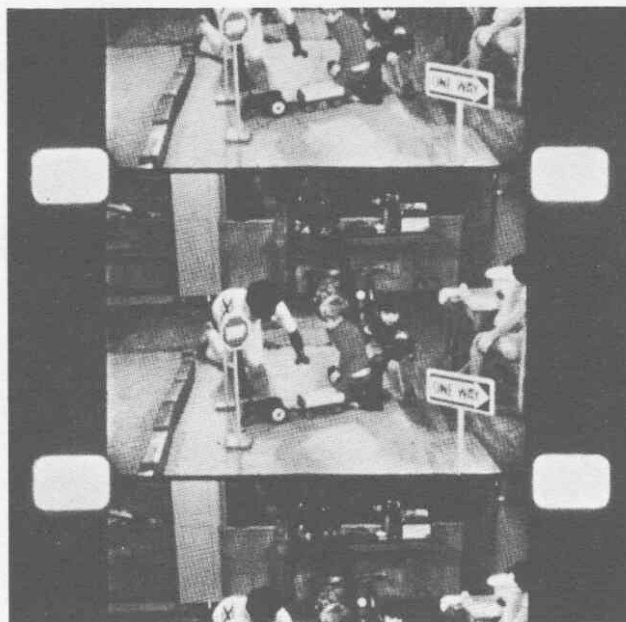
Students should be helped to see that many different roles and styles are valid, and that they should not expect to reach agreement on the question of which roles are most beneficial or harmful to children.

"Helping Is..."

Purposes:	To present a variety of roles students might take in a fieldsite.
	To help students choose roles they feel comfortable with.
	To consider whether student behavior in the films is or is not helpful to children.
Running Time:	12 minutes.

PREFILM EXERCISE

Ask students to brainstorm all of the roles (i.e., functions) they can think of that might be taken with children.



SECOND VIEWING

Early in the Year. Stop the film after each of the three narrated sections and ask students to break the general roles of helper, participant, and leader into

the more specific roles they see being performed (e.g., being patient, serving, comforting, scolding). What else can students imagine a helper doing?

Later in the Year. In which scenes do students feel the teenager acted competently? What does competence mean in relation to working with children? Pick an episode that seems to elicit the greatest difference of opinion among students regarding the teenager's competence or lack of it. Ask them to watch the episode a second time, considering what they would have done differently. Role play the scene several times, reconstructing how it would have been for each participant. Discuss the effectiveness of these alternatives.

ACTIVITY

Ask students to think what their greatest skill in working with children might be. What will make them feel most comfortable starting out? Then have them write (or tell the class) a fantasy description of their first day at the fieldsite, in which they deliberately set out to make the experience as comfortable as possible for themselves. (This activity provides a good transition to the film "First Day.")

WHEN TO USE

Before students enter the fieldsite, the film can serve as an introduction to working with children.

With "Getting Involved," "Fieldwork Previews," and "Helping Skills," the film can help students consider beneficial roles with children.

With "Observing," the film can be an exercise in the timed observation of one person, one behavior, and so on.

After students have worked at fieldsites, they can view the film to compare the roles they play with those in the film, in order to analyze common problems, etc.

TRANSCRIPT

Narrator: *Helping to care for a group of small children can mean many things. Your work will be full of opportunities. How you help will develop according to your setting, the situations which occur, the children and you.*

These scenes are not presented as models for you to copy, but, rather, they are real experiences of students like yourself for you to discuss with your class.

In this film we see a number of students learning to help, each in her or his own way. Helping can mean just being there, ready to assist children. To push them on a swing, to help them dress, to be their friend or comfort them.

Zippers

Student: Oh, it's cold outside! You need your mittens.

Teacher: Are these your boots, honey? Don't forget your shoes.

Child: I got my rubbers on.

Student: Can you get it? Want some help?

Teacher: You did it one day, we'll see if you can do it again. I'm not sure I can still do it.

Student: Pull it down. We're getting there.

Child: I got a hat.

Student: Oh, you do? Where is it? Want me to find the hat for you? Can you find it?

Child: I don't need my hat.

At the Playground

Student: Duck your head, Kenny. Ready to go now?

Child: Yeah.

Student: Okay, now go get in the shade so you won't get dizzy, okay? That's an order. Go on, Kenny.

Child: He's a baby.

Student: No, Kenny, that ain't right.

Child: He's a baby.

Student: Kenny, come say you're sorry. Come on.

Narrator: *Helping can also mean joining in children's activities, being there when they need help, and encouraging their make-believe.*

Clay

Student: I'm going to put some leaves on mine.

Child: I'm making meat.

Student: Meat!

Child: And guess what we had last night to eat for supper?

Student: What?

Child: Steak.

Student: Steak. Is that what that is?

Child: I had chicken to eat and this is chicken.

Student: Chicken is meat, too.

Child: Here's my pie.

Student: Oh, that looks delicious.

Child: Need some help, Kelly?

Children: You're cutting it. I'm gonna cut again. A knife. Then we cut it. Can we cut again?

Student: You're gonna cut again, okay?

Child: Look what I made.

Student: I'd like those outside. Milkweed pods, yeah.

Narrator: *Involving a child is another helpful role you can play.*

Traffic Ticket

Student: Back up and change the tracks. Do you want to drive a police car? Make your train go before I give you a ticket. I'm going to give you a ticket. What's your name?

Child: Tony.

Student: Tony who? Tony who? I'm going to give you a ticket. Now get that train out of the way before I take you to jail with me. All right, go. Go ahead before I give you another ticket. I'm going to count to three and I'm going to give you another ticket if you don't go. One, two, three-- oh, oh. Wait a minute. RRRRRRRRRR. Hold up--I'm going to give you another ticket. What's your name again? What's your name? What's your name? I'm a policeman. I'm going to give you another ticket. What's your name?

Child: Tony.

Student: Tony, huh. Now get that train out of the way or I'm

going to take you to jail next time, hear? Go. Go. Get out of the way, you're slowing the progress of the city.

Oatmeal Cookies

Student: Take this. This is half a teaspoon, okay? You take one of those over here. I'll show you an easy way to do it.

Child: Why the eggs?

Student: Scrape it against the sides until level. Okay, there you go. Dump it in.

Student: Not yet, honey. You wait, okay?

Narrator: *Another way of helping is taking responsibility for planning and carrying out an activity with children, making decisions about how many children to work with and what materials they will need.*

Student: You have flour all over your face.

Child: I know what to do with the eggs.

Student: No, Chris, put it in here, okay?

Child: I want to help.

Student: Okay, the next thing is one teaspoon of cinnamon. Billie's turn.

Child: Give back Ronnie's spoon.

Student: I'll go get some more spoons, okay? Get some more measuring cups.

Child: Wait a minute.

Student: Take it easy so none of it goes out. We have to have all of that, okay? One teaspoon.

Okay, Billie, it's your turn in a minute. Do you want to put in the cinnamon, Bill?

ABC's

Mary Linda: Okay, what's this letter?

Children: B.

Mary Linda: Okay, say it together now.

Children: B.

Mary Linda: And this letter?

Children: C.

Mary Linda: Like that?

Children: C.

Mary Linda: Okay, say it loud.

Children: C.

Mary Linda: Okay, what we're going to do is take these letters in order. We're going to put A. We'll put an A right here. Then we're going to put a B. And then we're going to put a C, in order on the paper, okay? That's what we're going to do. Okay, does everybody know what we're going to do?

Children: Yeah.

Mary Linda: Now, stick it on. Turn it over and put it on. That's good. Now this one, with a fork. What is it?

Child: B.

Mary Linda: B for what? Boy. Boy, okay. Now paste that one on. What starts with a B?

Children: Bear. I know what starts with a B--a bell. There's lots of things that start with B.

Mary Linda: B--blue. Which letter? Do you know, Eddie? Cake.

Children: C.

Mary Linda: That's right. Chocolate? Chocolate cake.

Playing at the High School Field

Student: Okay. I'm going to be standing over there with my hands out like this and the first person in the front is going to run and hit my hand. Like Paul right there, he's going to hit my hand and run back and hit the person in front of his line. Okay.

When he touches you, John, you run, okay? And then you come back, okay? Paul, you go all the way to the back, okay? Not yet. Come on, Paul. Come up here. Paul is going to run against Jerry. And let's see what line wins, okay?

Remember when you run over there to Eva, then you run back; you touch them.

Child: Get ready, Jerry. Get ready to run.

Student: You go back to the end of the line and you run. Wait.

Children: Go, Jerry, run, run, run!

Student: Come on, Paulo. Come on, hurry and catch John. Okay, where's John? Come on, Sonja. Catch Jeanna. Wait, Sonja, don't run. Okay, John. Okay, go, Bernadette. Hey, wait a minute.

Narrator: *Sometimes things don't go the way you planned, and you may find that you can think of something that suits the children better.*

"Michael's First Day"

Purposes: To give students an example of one role they might play with children.

To show how one student copes with a difficult moment during a "first day."

Running Time: 6 minutes.

PREFILM EXERCISE

This is the first day at the preschool for both four-year-old Michael and his student helper, David. Ask students to talk about any first encounter with another person, either recent or in the past.

What does it feel like to enter a situation in which you have never been before and don't know anyone else?

What techniques do you have for handling such situations?

Do you imagine that a four-year-old would have similar or different coping mechanisms?

DISCUSSION AFTER VIEWING

How do students react to David's handling of the situation?

Are there any other approaches David might have used? What are they?

ACTIVITIES

1. Make a detailed observation of Michael's behavior in the film.

> What conclusions can you draw about why Michael is crying, based only on your data?
>
> Does David actually know why Michael is upset? Is it clear from watching the film?
>
> Is it important to know why a child is crying if you are going to help?
>
> Suppose he or she can't tell you why, or just says, "I don't know"?

Brainstorm a list of needs and feelings a child might have on the first day of school. What are helpful responses to these needs and feelings? Role play several responses and discuss how each makes the child feel.

2. Brainstorm needs and feelings a student might experience when first going to a fieldsite. Discuss ways that students can handle these feelings.

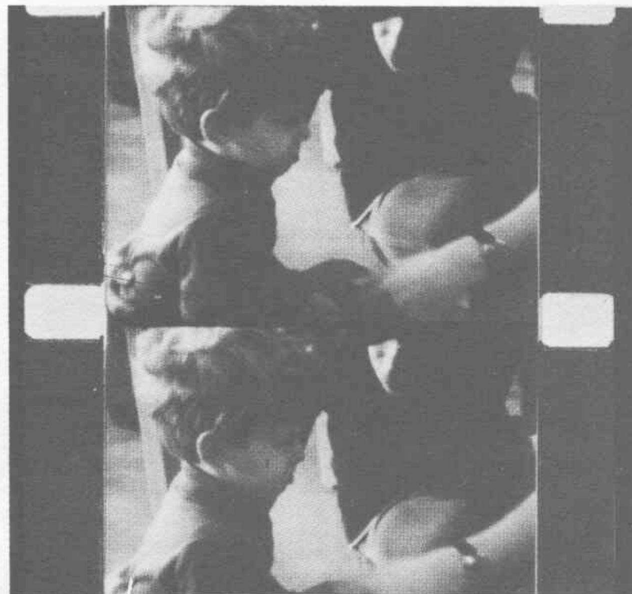
WHEN TO USE

The film can be viewed in conjunction with discussions on possible student roles at a fieldsite, or feelings about the first day.

You might show the film immediately before students go to a fieldsite.

The film can be used as an observation exercise.

"Michael's First Day" is also relevant for use with the booklet *A Child's Eye View*.



TRANSCRIPT

David: Come sit over here with us. Do you know his name? What's your name?

Michael: Michael.

David: Michael. Michael. Bring it over here and let's all use it. Okay, come here. Come over here. Michael, come here. Let's all get Michael into it, okay? Okay. Go get Michael. Be nice though.

Michael, don't you want to come and join us? Let's pretend that--you're going to see your mommy later, right? And then if you wait for your mommy the more fun it will be when you see her, right? Yes, it will, because you'll be more excited. So let's join us and get your mind off seeing your mommy and play with us. And then we'll go see your mommy, okay? Okay? Why not?

Come on, be quiet. Let's not cry. Because if you cry, you won't have any fun. Right?

Let's think of happy thoughts, and when we see your mommy it

will be a happy thought, too. Okay. Gee, look at all the fun the other kids are having. And you can join them, too.

Michael: I want another turn.

David: Okay, you ask him if you can have another turn. Okay. So why don't you come join us and play with the monkey? I thought it was a chipmunk. But it's a monkey. Why not?

He's a nice monkey. Let's hit him hard, okay? Got to share, or else we can't use them. Put it down. Mike, okay, go to the chipmunk. Do you want to play with something else then? What? Blocks? Slide? Do you want a ride on that slide? I can't guess. You have to tell me. Okay, what do you want to do?

No, I don't want a turn, but thank you. Let someone else have a turn. They might want one. Let Michael have a turn. See, Mike, you wind it up and then it hops. Show Michael how it works. See, you wind it up just like that. You put it down on the floor and it hops all over the place, like a monkey. See?

Michael: Let me have a turn.

David: Isn't that fun? You like it, don't ya? Wait, can I have it, please? Okay, look. Wind it up. That's right. Go ahead, wind it up or it won't work. See, that's enough. Put it on the ground. See? Wind it up some more.

Wrong way, you have to wind it toward yourself. Like this. Okay. There you go. Hard to wind, isn't it? Oh, wow. See it bouncing away. Like it? Okay, wait. Let's everybody have a turn. Because Mike wants to play.

"Storytime"

Purpose:	To show an example of a student carrying through an activity that she has planned for a group of children.
Running Time:	5 minutes.

PREFILM DISCUSSIONS

Ask students what they would need to do to set the stage for reading a story to children. (Choose the right book, get the group together, pick the time of day, decide where everyone will sit so children can see pictures, give preliminary explanation, etc.) What problems might they have? How might these problems be avoided?

Ask students to consider what their favorite stories were when they were children. Try to pick out some common characteristics among students' favorite books.

DISCUSSION AFTER VIEWING

In addition to the questions in *Getting Involved*, you might discuss:

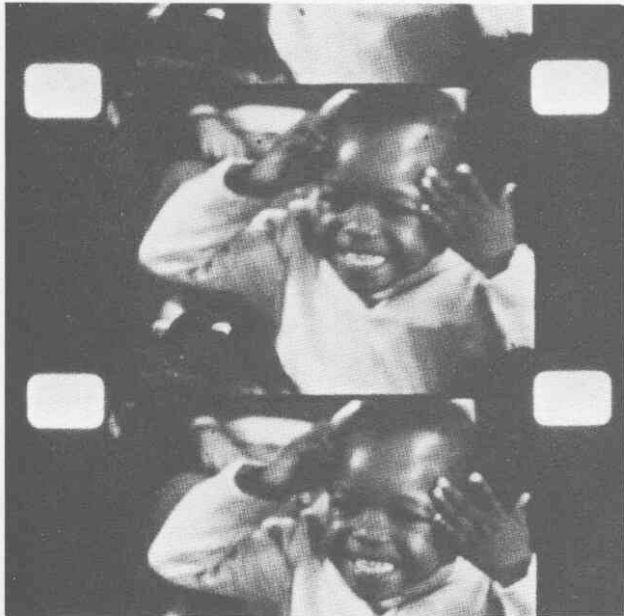
What was the function served by the other adults?

What different purposes might storytelling serve? (Entertainment, relaxation, teaching sequence, testing comprehension, etc.)

What variations on storytime can you think of? (Children might retell the story or act it out. See "Stories and Plays" in *Doing Things* for other ideas.)

Ask students what they think about reading a story as a group experience.

What kind of communication is possible in such an arrangement? Who is interacting with whom?



What other kinds of things can they imagine themselves doing with a group of children? (See the film "Water Tricks" for another fieldsite experience with a group of children.)

ACTIVITY

Have each student bring in a book he or she might choose to read to children at the fieldsite. Pass the books around, so that students can note down the titles of books they would like to remember for their own fieldsite use. You might suggest that students keep a special page or section in their journal for titles of books that appeal to them, or that might help to fill children's emotional needs. Later in the year, the class could list books students *have* read at fieldsites, and discuss children's reactions to them.

WHEN TO USE

View the film in conjunction with "Stories and Plays" in *Doing Things*.

The film makes a useful observation exercise.

"Storytime" can also help students prepare for working with children.

TRANSCRIPT

Annie: "He ran away from home because he didn't like taking baths."

That wasn't nice, was it?

"He played while they were fixing the streets, and got very dirty."

Look here.

Child: He is dirty.

Annie: He sure is.

"He played at the railroad and got even dirtier."

Look at him. Look at all that smoke and all that dirt.

"He played with the other dogs and got four dirty as steel."

Look at them other dogs getting dirty. Have you ever got dirty like that?

Children: No. Black dog with white spots.

Annie: It was white spots.

"Although there were many other things to do, Harry began to wonder if his family thought that he really ran away from home. He felt tired and hungry. So without stopping on the way, he ran back home."

Look at all the people looking at those dirty dogs.

Child: Oh, ain't he dirty!

Annie: He sure is. Have any of your dogs got that dirty?

Children: No, no.

Annie: You would all take your dogs to a bath, right?

Children: Yeah.

Annie: "When Harry got to his house, he crawled through the fence and started licking at the back door. One of the family looked out and said, 'There's a strange dog in our back yard.' He danced and he sung. He did these tricks over and over again. But everyone shook his head and said, 'Oh no, that couldn't be Harry.' Although Harry did all his famous tricks, they still didn't know who he was. Up the stairs he dashed, with his family following him, right close behind him. He jumped into the bathtub and started begging with the brush in his mouth. A trick that he had never did--done--before."

Look at him; they wanted to give him a bath.

"'This little doggy wants her bath,'" cried the little girl. And her father said, 'Why don't you and your brother give him a bath?'"

They're going to give him a bath.

"Harry's bath was one of the soapiest of them all. It worked like magic. As soon as the children started to scrub they began shouting, 'Mother, Daddy, come! Come quickly!'"

Why did they shout like that?

Children: Because.

Annie: Because they found it was their dog, wasn't it? Did you all like the story?

Children: Yes.

Annie: For real?

Child: She's pushing me.

Annie: Don't do that.

Child: She couldn't see.

Annie: You couldn't see?

Child: I couldn't see.

Annie: You couldn't see either? But did you hear the story?

Child: Yeah.

Annie: Did you like it?

Child: Yes.

Annie: Okay, what was it about?

Children: Doggies. Dogs, or something. He took a bath. He didn't want to take a bath.

Annie: He didn't want to take a bath, so he ran away from home.

Child: He played in the dirt.

Annie: He played in the dirt and got all dirty.

"Water Tricks"

Purpose:	To show an example of a student planning, carrying through, and evaluating an activity for a small group of children.
Running Time:	13 minutes.

PREFILM DISCUSSION

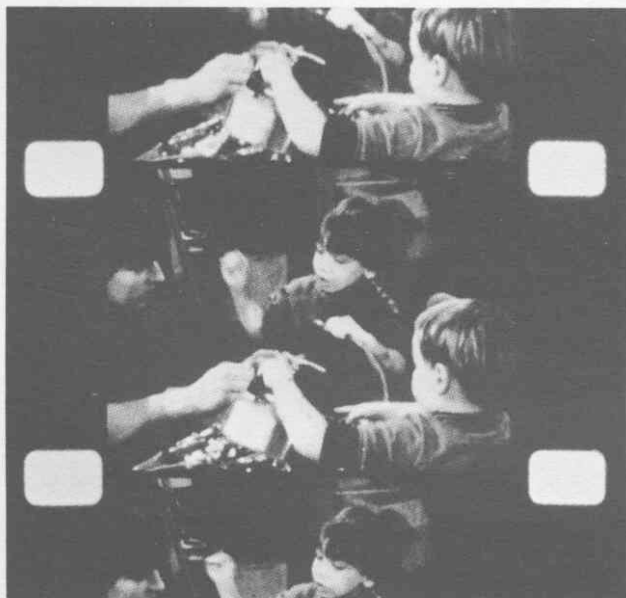
Students should consider what they like to play with and what young children like to play with. In some cases these are the same *things*, but the *way* in which they are played with is not always the same.

DISCUSSION AFTER VIEWING

When students discuss planning this activity, they should consider space, materials, time, number of children, cleanup, etc. When they evaluate the activity, they might fill out the activity form for *Doing Things* (guide, p. 83) as they think Paul could have done it. This will give students practice in using the form, as well as help them evaluate Paul's planning procedure.

After considering the questions on "Water Tricks" in *Getting Involved* (p. 61), students might compare Paul's work with a group to Annie's in "Storytime." They might also recall their own water play experience in "Trying Out 'Kids' Stuff.'"

> How would students compare the value of directed versus undirected play?
>
> What kind of learning occurs in each?
>
> What is the adult's role in each?



ACTIVITIES

1. Stop the film after Paul's planning session with his classmates.

> What expectations does Paul have about the children's interests and abilities? about differences in what boys and girls like to do?

Now observe the activity.

> Were Paul's expectations accurate? Did he miss any cues during the activity?

Here is what one class said about Paul's expectations of boys and girls:

Student: At first he kind of ignored Bonnie. And then she started playing more.

Student: He told the boys to blow into the tube and stuff and he didn't tell Bonnie to. Then she started playing and he noticed her.

Student: If she was a boy he would have told her how to do things more.

Student: He ignored her at first.

Teacher: Why do you think it was?

Student: He was planning on just teaching the boys how to siphon and stuff. That's what he said at the beginning of the movie. He would "get a few boys."

Teacher: What do you think about that? Why did he plan it that way?

Student: The boys would be more interested because they are more mechanical or something.

Student: I think that's dumb. Because little kids in nursery school don't know that boys are supposed to be mechanics and girls are supposed to be cooks and stuff like that.

Teacher: How do they learn what boys are supposed to be?

Student: From teachers like Paul, you know. Saying things, like, or paying more attention to the boys and giving the impression that girls shouldn't do things like that.

Student: I don't know how these other boys learned it but usually they learn from bigger boys than them. Like some ten-year-olds. They are like seven, or five to seven, something like that. And the big boys say, "You don't want to play with the girls."

Student: Or if they cry or something, they say, "That's girl stuff." "You're a sissy."

Teacher: Do you think Paul learned something from this?

Student: Yeah. Girls are interested in it too.

2. Paul was especially interested in the science learning possible at a water table. What interests do you have that you might put to work in the classroom? How would you have to adapt your specialty to make it into an experience for young children? Try planning and doing an activity involving your specialty with children.

3. The students in Paul's class observed his fieldsite activity and later reported on it in class. How helpful was this to Paul? How would you improve on this process? Observe a fellow classmate's activity and help him or her evaluate it later.

WHEN TO USE

"Water Tricks" can be viewed in connection with "Trying Out 'Kids' Stuff'" and *Doing Things*, or with *Child's Play* and *How the World Works*. It is also a useful film with which to practice observing.

TRANSCRIPT

In Class

Teacher: What would you say play was?

Student: I say play is like...it's just the way children express themselves. The way they feel.

Student: They'll do something by themselves without others if they can.

Student: And to use your imagination, too.

Student: Bring yourself out through play. Like Cameron, he's quiet around kids if he's not playing or things. But when he gets really into something, like into playing house or something, he brings himself out and he shows you what he is really like. And he can be a lot more open than he is when he is just talking with someone.

Student: Like there's a lot more here than there could be at their houses, you know. More to play with. There's blocks; there's everything. Especially Bonnie, she doesn't have much.

Student: Like Bonnie, she sits and plays with the blocks but she doesn't come over to the house and play and everything like that.

Student: Because at home she doesn't do any of that. As soon as she gets here, she just sits at the table and, you know, plays with the blocks, and doesn't go with all the rest of the kids.

Student: It's too bad you can't get her to go with all the rest of the kids, too. I think she needs a lot.

Student: She wants to.

Student: I think she wants to but doesn't know how to, or how to go about it. She needs other people.

Teacher: Getting on to our points of play. These are some of the things, maybe, that play is for a particular child. But what are some of the things that we could plan as play in the nursery?

Paul: I'd like to do some water play with a couple of the boys. They seem to like it better than the girls. Because it is more mechanical, I guess. I think I might be able to teach them some of the principles of siphons and pumps, and they could play with that for a while.

At the Fieldsite

Paul: Take some of this water.

Child: Roll up your sleeves.

Paul: That's right, man. Do you want me to show you a trick with this? Watch what happens. Fill it up with water and turn it over. And it's all water in there, right? Put this under here and blow in it like a straw.

Child: That really is neat.

Paul: The water goes out.

Children: Let me try that. I'm going to try it.

Paul: Wait a minute, let's fill it up again first and then we'll try it. Blow in. And the water goes right out of it. Because the air goes in there and pushes it out.

Child: I want to try it.

Paul: Wait a minute, you'll have a turn. See? Now let the air go out.

Child: I want to do that.

Paul: You blew all the water out.

Child: I want to do that.

Paul: Okay, okay. You've got to put the hose underneath.

Child: I want to show you a trick, Paul.

Paul: You make all the water go out when you do that. See? Isn't that neat?

Child: Wait, I want to try it.

Paul: When you want to make it go in, the pump makes the water go in.

Child: I know a trick. I know a trick.

Child: It makes a motion.

Paul: Well, it was.

Child: Regular motion...

Paul: Just blowing bubbles.

Child: Let me fill it with water.

Paul: Let me show you something, all right? Turn it upside down like this and there is no water in it. And you put it down straight. See how there is still no water in it? You can see right to the bottom. Put this in. Blow all the water out.

Child: Do you want to see a trick?

Paul: It comes out like a shower.

Child: See my trick. Millie, see Billie's and my trick. Guess what, Paul, do you want to see Billie's and our trick?

Child: The water goes in there.

Paul: Neat, isn't it? Okay. That one is all done. Take this one, pick that one up with water. And if you want to, you can leave that one in there and then you can just pick this one up and put this one in.

Child: I've got enough.

Child: Hey, look!

Paul: It leaks out, yeah. That's too bad.

Child: Hey, I want to show you a trick. Fill this up with water.

Paul: It is. What are you doing? Keep it in there.

Child: I can make this, see.

Paul: Yep. Maybe this one will fit in. Yeah, it does. Then when you turn it upside down, you pull out those. See if it comes out those holes. Okay. Let's sort of get all this water out.

Child: I am. I picked it up. It's slippery in here.

<u>Back in Class</u>

Teacher: Let's take each activity and how it was planned. Do you want to tell about what it was and how did it go? Let's take Paul first, with the water play.

Paul: I think a number of things were accomplished in the water play. First of all, I think they learned some actual technology about physics of water and air, and how air could displace water. And how water would flow and how straws work. How they could blow through hoses and make bubbles and things like that.

They also learned to get along with each other. They had to be sociable. Like, I got somewhat drenched. I think that was moderate. I tried to calm them down with me when they got splashing too much. And they all shared their toys. They got along well and had a good time in a really small area. They were all playing in just a little tub without much friction.

Teacher: How many?

Paul: There was four. Four of us. Matt, Billie, and Bonnie.

Teacher: What was unusual about that group?

Student: Bonnie was in that group. Bonnie actually went over and played.

Paul: Unusual because Chris, for one, is rather a boisterous character. The other two, you know, weren't really too rambunctious, but even so, Bonnie wasn't afraid to come and play with us--three other guys, which I think was something of an accomplishment.

Teacher: And this is part of the object of this type of nursery school. It's not structured, so to speak. We have a lot more structure here this morning than normally. But they are learning by doing

things by themselves and with your help.

Student: It's very simple, but they cannot do things like this at home. They get gooey, you know. They can put their hands in the paint and they can smooch with the clay. In the water they can splash it. Things that they aren't generally able to do at home--make a mess of themselves.

They do it here and they feel free doing it. Kelly and Pammy today showed us their hands, and they were covered with paint. And they just love it. They really love it. They really like to get into things.

Student: Kelly was really so happy because her hands were so mushy and everything else. And she kept putting her hands on the paper and getting her hands more in the paint.

Paul: They take to the most elemental things quicker. Like, they like to play with water very much. They really get excited when the clay is brought out. And they like to paint, too, very much. And these are basic things that I think kids always like to do because they're just the most basic elements. And that's what they like to play with. They like to learn how to use them and how to have fun with them. And when you get too complicated an activity, sometimes they sort of just lose interest or maybe get frustrated.

Teacher: Anybody else got any comment on that?

Student: I don't know. When we first got this last year, you said to us--to the girls that were here--"Why don't you see what you can do with it?" And we took a look at it. We didn't do anything. We didn't take time, we didn't learn how to siphon something and how to use the pumps or anything. We didn't teach them anything with it. We just said, "This is the water place. Play with it."

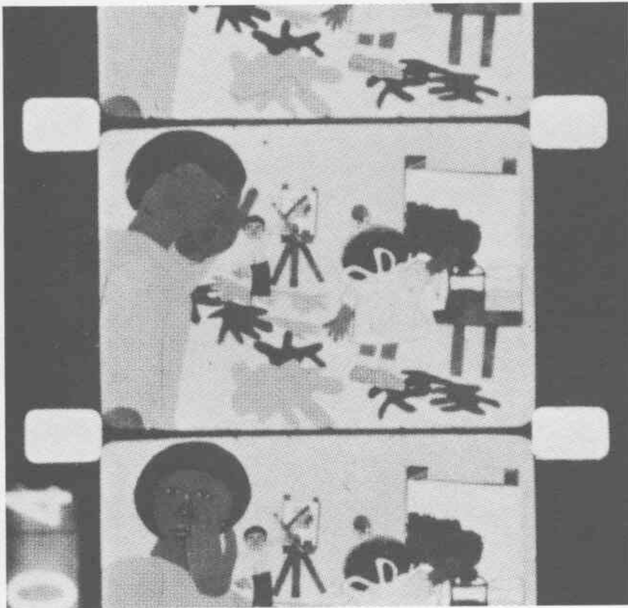
Paul: One thing Matt figured out himself was how to hook. Put this tube on the end of this pump and there isn't enough water now, but he figured how to make the water go up through the pump, not through the other end. I didn't even show him that.

Student: Well, I observed them. And these are just some of the things that I jotted down. "The water place seems to be going very well, they don't even realize the camera and mike are even there," which they didn't. They were just going on with conversations as if it were any other day. "Paul is doing a great job with the kids. They are very responsive to him. Everything was going so well at 9:20, I find it hard to believe."

"Teacher, Lester Bit Me!"

Purpose: To help students laugh at otherwise disastrous fieldsite situations.

Running Time: 9 minutes.



PREFILM EXERCISE

Ask students to recall the most horrible, chaotic classroom scene they can remember from their early years (or from their fieldsites).

> What were their own perceptions of the situation at the time, and how did they react?
>
> How do they think the teacher reacted?
>
> How do they expect to react should such an unforeseen disaster occur in their own fieldsite?

DISCUSSION AFTER VIEWING

Students can discuss the questions in *Getting Involved* in small groups. They might view the film again later in the year and limit their small-group discussion to a sharing of "the worst day at my fieldsite."

ACTIVITIES

1. Ask students to imagine the worst mishap that might occur at their fieldsite. For example, they might imagine that the teacher doesn't show up and they have to take the class by themselves, or that a child has a serious accident, or that the class pet drops dead in the middle of the room with everyone watching. Students can then write in their journals or tell the class: What do you do? What can you do? Are some problems too big for anyone to handle gracefully?

2. Students could act out a situation in which one student plays the teacher and the rest of the class play disorganized, unruly children. Afterward, discuss what the teacher did and how effective it was. How did the teacher feel in this situation? How did the children feel? Does this switching of roles give students any new insights into their current classroom situations?

WHEN TO USE

"Teacher, Lester Bit Me!" might be viewed at a meeting in which students share fieldsite experiences, to facilitate discussion of difficult days.

The film can also be used with "Analyzing Problems and Dealing with Them" (pp. 48-54 in *Getting Involved*).

Show the film at a meeting with the fieldsite teacher. Ask the teacher what similar situations she or he has experienced, and what they would do in the situation depicted in the film.

TRANSCRIPT

Frank:	A green speckled frog sitting on the rock. One jumped into the pond. Three speckled frogs sitting on the log.
Teacher:	Frank, you really learned that song yesterday.
Frank:	Then there were three. Then one jumped into the pond, then there were two.
Teacher:	Well, see you inside.
Frank:	Then one jumped into the pond and then there was one.
Rebecca:	Oh, Mommie. (crying) Oh, Mommie....

Mom: Now, Rebecca, stop crying. Please stop crying. I know you'll have a good time.

Child: You're a crybaby.

Voices: Milton, say hello to your teacher. Hello. Good morning, Milton. Hello, teacher. Good morning, Owen. It's too early to go to school. Arthur, have a good day. Goodbye, José, and be a good boy and listen to your teacher. I'll pick you up later. Have a good time. I don't want to go to school. One, two, three, four, five, six, seven, eight, nine. ten.... Eleven, twelve, thirteen, fourteen.

Okay. Everybody's here. Good. The first thing we'll do is feed the animals. We want to be nice to them and not hurt them.

Children: Maybe he's not hungry. Don't do that--you'll squash him! Teacher, Lester bit me!

Teacher: Lester?

Lester: I did not.

Teacher: Look at the fish eat his food.

Child: Be careful, because animals are smaller than we are.

Teacher: Now let's feed the frog. We have to be careful and not let him get away again.

Child: Hey, look at Arthur.

Teacher: Arthur, we fed the fish already.

Children: Okay. Boy, he stinks. Yeah, he stinks. Don't let the frog out.

Teacher: And Peter, careful.... (frog escapes)

Children: Peter is a bad boy.

Teacher: Whoops! It happened again. We better try to catch him. Do you see him? Where did he go?

Children: Catch him! Catch him! Catch the frog! Catch him! Gimme that! It's mine. You don't own it. Give me. I had it first.

Teacher: One second. We don't want to argue. Milton, who had the teddy bear first? Milton? Milton?

Milton: She did.

Ellen: May I borrow your orange?

Rebecca: That's not fair!

Teacher: Rebecca, what's the matter?

Rebecca: She ate my orange crayon so I can't finish my pumpkin.

Child: You shut up.

Teacher: Ken, are you looking for the frog?

Ken: The frog is lost. Where did he go?

Teacher: Oh, I'm sure he'll turn up. Just watch.

Rebecca: Oh, Mommie.

Teacher: Ellen, maybe you can share. Ellen! Ellen, people shouldn't eat crayons.

Child: José, you'd better get down there, for the teacher's going to get mad.

José: Teacher, I'm up here.

Teacher: José, get down from there. Oh, no.... Are you hurt? Thank goodness he's okay.

Peter: Oh, can I play?

Children: I don't want to play with you. Peter is a bad boy.

Peter: Teacher, I want to play and they won't let me play with them.

Teacher: Maybe you can show me what *you* can do by yourself, Peter, and build your *own* fort or tower.

Children: You can't catch me. I don't want to. Get him for me. Please. Come back, froggie.

Peter: Here's my tower and here's my fort and I'm going to go over there and bomb them. AHAH! Pfft. AHAH! Pfft.

Child: Here comes Noodlehood. Watch it.

Teacher: Peter, Linda, Milton. What's happened here?

Children: Who did that? Peter started it. Noodlehood.

Peter: You're the Noodlehood around here.

Teacher: Let's not worry about who started it and let's all pick up these blocks. Okay, Claudette. Get some paint.

Arthur: Help! My hand! It's stuck in the fish bowl.

Teacher: Just let go of the fish. But wait, wait.... Oh, no!

Child: The fish is on the floor.

Teacher: What shall I do with him?

Child: Put him in your pocket.

Teacher: In my pocket?

Children: Oh, I hate fish. It's all his fault. Teacher, Lester bit me again!

Teacher: Lester.... Now, to clean up that glass....

Lester: I did not.

Children: Where did he go? Froggie, come back! Hey, come out of there! Please move. I want to find Freddie.

Teacher: Now, who wants to paint?

Children: Me. Me. Me.

Rebecca: Psst, Claudette painted yesterday and she is going to paint again today. Look over there. See?

I want to paint! I want to paint!

Teacher: When Claudette is finished, you can take her place, okay?

Teacher: Ellen, what a cute dog!

Ellen: That's not a dog. That's my baby brother.

José: Teacher, look at my picture.

Teacher: Let's see, José.

José: It's raining in my painting. It's a big rainstorm.

Teacher: And.... It seems to be raining paint all over the room, too.

Children: We've got to catch him. Go catch him. I know who spilled paint. You have a big mouth. Don't kick me.

Teacher: Okay, this is cleanup time!

Voices: Goodbye, Kim, Lester. Goodbye. Bye, José. Bye, Teacher. Cut you loose, mother goose. Goodbye, Teacher. Bye-bye, Ellen.

Child: Teacher, Lester bit me again.

Teacher: Now, where did I put my keys? My pocket! What's this? Oh, in you go.

Evaluation Approaches

These approaches are provided to give teachers an opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes, and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Observing	Have students observe certain aspects of children's environment and experiences at their fieldsites (e.g., materials present, space allotted, different activities for different age groups, and scheduling of activities). Have students observe their own class or other classrooms for different behavioral responses, different teaching styles, how space is used, and time usage.	To evaluate students' ability to: · consider children's spaces and understand what effect these spaces might have on children; · consider the variations in play in different situations; · gain skill in using observation techniques.	Students present material that is distinguishing rather than inferential (e.g., "child A plays with blocks for 15 minutes" as opposed to "child A likes to play with blocks"). Information obtained is focused on a particular issue (e.g., space, individual differences, etc.). Student has obtained reasonably sufficient information to draw a conclusion or make a decision about a variety of situations and experiences (e.g., different ages, groups, places, times, and contexts).
Role Play	Students role play a child who experiences his or her first day at school; role play a child afraid of the slide and an adolescent responding. (Student booklet, pp. 8, 38, 45.)	To evaluate whether students: · are developing empathy with children; · can take a child's vantage point (i.e., how a child thinks, feels, and acts); · can compare how a child thinks, feels, and acts with how an adolescent thinks, feels, and acts.	Students can demonstrate an understanding of a child's experiences by representing realistically a young child's thinking processes, perceptions of the world, feelings, and actions through behavior in role play. Students can discuss and critique the different worlds of the adolescent and the young child.

(Continued)

Evaluation Approaches (Cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Interviewing	Have students interview other students, the course teacher, and the field teacher in order to clarify expectations about the course. (Student booklet, p. 46.)	To evaluate students' ability to: · communicate in a way that insures having a clear understanding between field-site teacher, student, and course teacher; · gain a new understanding of self and others, who in this case are in supervisory roles; · develop skills in interviewing with peers and non-peers.	Student establishes rapport with interviewee. Student builds on questions provided; employs probes that yield further information. Student demonstrates an ability to intervene when necessary (e.g., interviewee has difficulty with question or changes topic) and listens when appropriate. Student evidences understanding of other's point of view.

EXPLORING CHILDHOOD
WORKING WITH CHILDREN
DOING THINGS
Lotto
Stori.
Science
Projects
Craft Books
Music
Foods
Art
Activities with Plants
Plays
Movement
Using Free
and Inexpensive
Materials
Puppets and Plays
Getting
and
Painting

Goals

This book suggests a wide range of activities to be done with children. It is intended to serve as a resource for students when planning fieldsite activities, and to stimulate students' thinking about other possible activities.

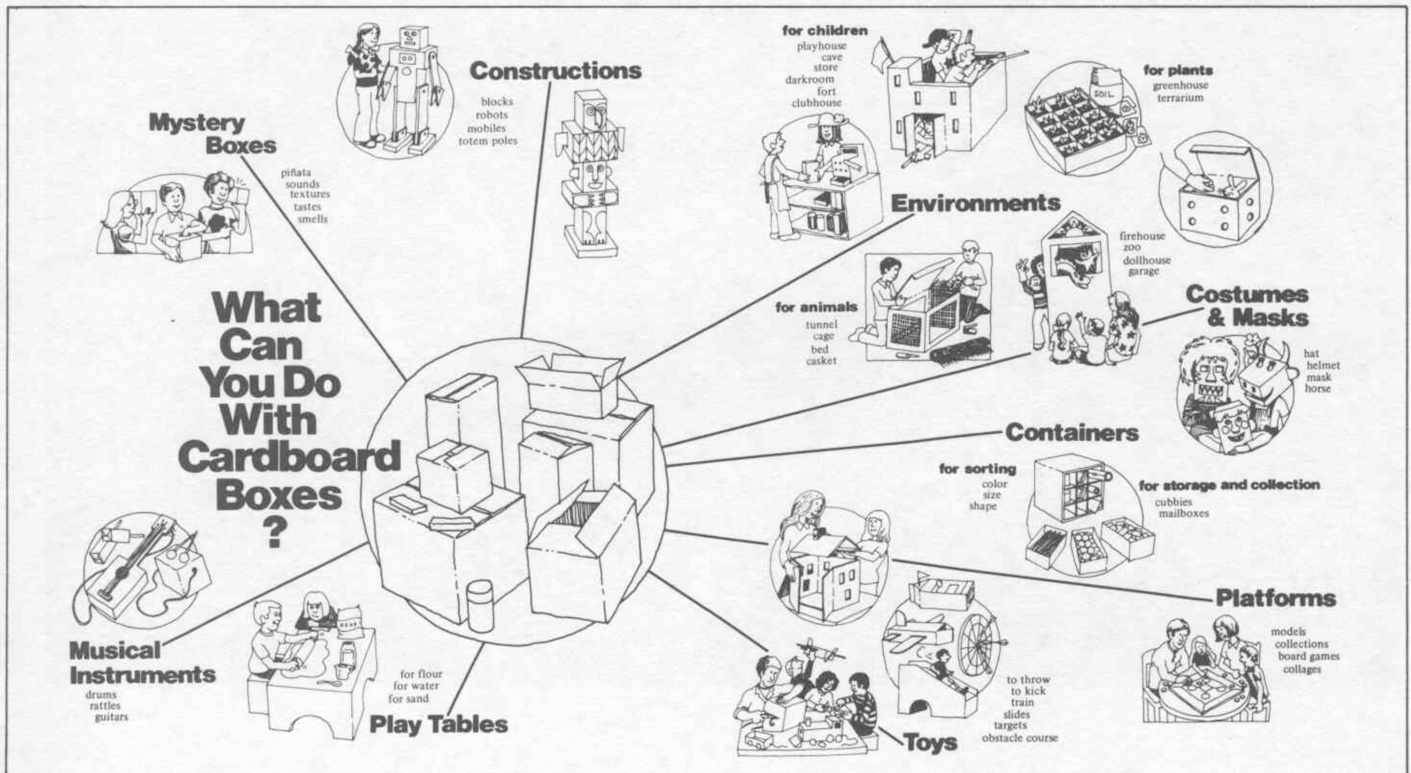
When to Use

Doing Things is a resource to be used throughout the year. There are five copies in each classroom set. You might introduce the book in the first six weeks of the course, perhaps in conjunction with "Trying Out 'Kids' Stuff'" and "Getting Involved" in *Getting Involved.* Or you might wait until students begin field work with children. Individual students who are ready to set up or lead activities with children might borrow the book. Or you might use the book to encourage students who are reluctant to assume an organizer role with children.

Doing Things is a natural resource to accompany *Children's Art, Child's Play,* or *How the World Works,* books that recommend setting up art, play, or science activities for children.

Introducing the Book

Present the book to the students, and suggest that they read the introduction, look at the inside covers, and skim through the rest of it to see what kinds of suggestions are made. Some activities will be familiar to them--things they did when they were in nursery school, perhaps--while others may be unfamiliar. Students may feel more comfortable doing familiar activities, and thus may be able to devote more attention to the children. Doing unfamiliar activities has the advantage, however, of involving students in a new experience along with the children. Ask the students what variations on these activities they can think of, or if they are reminded of other activities.



Practicing in Class

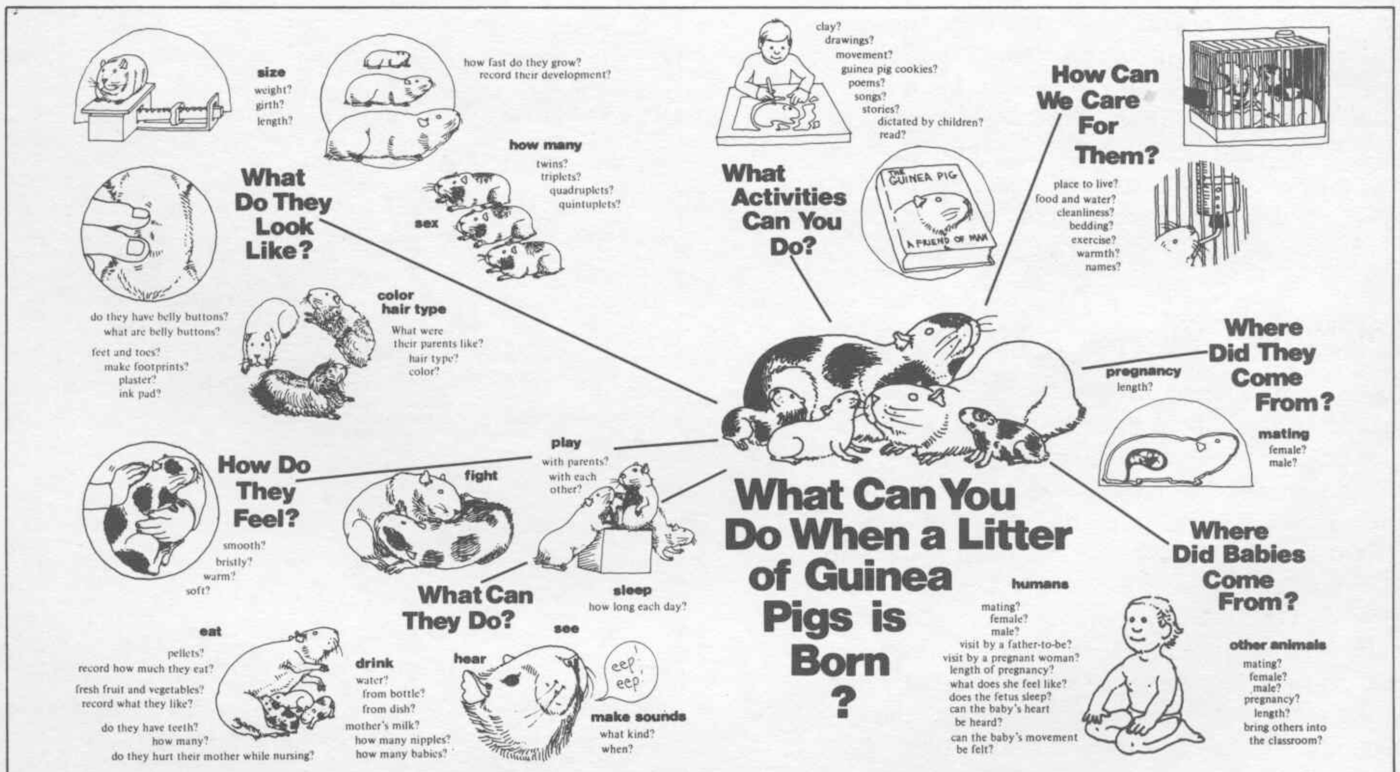
Before students try doing activities at their fieldsites, they should:

- experiment with the potential of the materials and activities
- try to understand how children would approach the activity (see "Trying Out 'Kids' Stuff'")
- have the experience of leading an activity (individually or in pairs) by doing one or more activities in their own classroom

These activities could be done in small groups to give more students a chance to conduct activities and to conserve materials. They could try out some of the suggestions in *Doing Things* or some of their own ideas; or they could start with some cheap, available material, such as paper plates or cardboard boxes (see inside front cover), and brainstorm things to do and make with it. These activities should be planned and evaluated with the help of fellow students, the classroom teacher, and the fieldsite teacher (when available).

Initiating Activities

When the class discusses planning and doing activities with young children, emphasize that an activity can begin with a child's question or with an interest expressed by a group of children. (For an example of how an exciting event can lead to many activities, look at the last spread of the book for ideas that grew out of the birth of guinea pigs.) The idea for an activity can also be based on any available inexpensive material, children's expressed interest in acquiring a particular skill, the student's or teacher's desire to try something, or a student's particular talent. Students should realize that pleasure is a legitimate goal for an activity, and that it is a worthwhile experience just to be with a small group of children who are engaged in doing something they can talk about.



Children's Learning

Adolescents have many talents. Using such skills as sewing, photography, woodworking, and pottery, many adolescents produce finished products that are artistic and useful. It may not be easy for them to remember their early efforts or the learning processes involved; they should be reminded that young children are in the process of acquiring new skills and discovering the potentials of various media. For children, this process is as important or more important than the products they may (or may not) produce.

Adolescents' Role

A range of roles is available to the adolescent who is doing activities with children (see *Getting Involved* and the film, "Helping Is..."). Children can experience feelings of satisfaction and competence from doing as much for themselves as possible. It is, therefore, legitimate and often important that the student and teacher be "invisible" when children are working, having arranged the materials beforehand in such a way that the children are in control of their own work. At other times the aide might be more visible, offering help as it is needed. And occasionally, the aide can be the doer--the adult who reads the rules of a game or plays the guitar so that the children can do what they want. *Whatever role adolescents take, it is vital to allow and encourage children to do things for themselves.*

Fieldsite Teacher's Role

Planning and evaluating actual fieldsite activities will offer students good opportunities for dialog with the fieldsite teachers. The fieldsite teachers will know whether an activity is appropriate to their goals, to their set-up and routine, and to the children's age and ability. They can advise students about how many children should participate, how long an activity should take, and how to set it up. Finally, they can help the student evaluate how the activity worked.

Using the Activity Form

The following activity form can form the basis for a discussion of activity planning and evaluation, and can serve as an ongoing tool for students. Have all students copy the form into their journals, as a guide to planning and evaluating future activities. Students could put filled out forms for completed activities on file in the room as a resource for the whole class.

Students may wish to practice using this form by taking the role of students planning activities in the films "Storytime" and "Water Tricks."

Activity Form

Name of activity:

Age of children:

Number of children:

Space:

Time needed:

Materials:

- what and how much
- arrangement
- safety considerations
- cleanup

<u>Thinking About It Ahead of Time</u>

How to do it (steps, procedure):

Skills:

- What children can do themselves
- What I'll have to help with

Goal:

- What children will get out of it

<u>Thinking About It Afterward</u>

If I were to do this activity again, would I change:

- size and age of group
- space
- time
- materials

Would I handle differently:

- the way the group worked together
- the way individual children took part

How would I be different with the children?

What did this activity tell me about young children?

What ideas for further activities did this give me?

Evaluation Approaches

These approaches are provided to give teachers an opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes, and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Role Play and Follow-up Discussion	Select any plan activity from *Doing Things*. Divide students into groups, having them plan and role play a game for six-year-olds. Then ask each group to take the game they did and adapt it for use with three-year-olds. Role play the game for three-year-olds and discuss whether or not the changes they made were suitable for younger children.	To evaluate students': · ability to determine which activities are most appropriate for different age groups; · sensitivity to the needs and feelings of children of different ages.	As each group moves from an activity designed for six-year-olds to the adaptation of the activity for three-year-olds, assess the extent to which each group has taken account of these facts: · three-year-olds will have trouble following rules that are not simple and will often change rules; · three-year-olds are more likely to enjoy dramatic games than are six-year-olds; · three-year-olds are less likely than six-year-olds to be aware of what their companions do; · three-year-olds are only beginning to learn how to cooperate and may have difficulty playing in groups.
Interview and Follow-up Discussion with Fieldsite Teacher (Student self-evaluation)	Ask students to select one of the activities from *Doing Things* or develop their own ideas for an activity to do with a group of children at their fieldsite. Ask them to make the following notations in their journals: · the name of the activity; · the materials to be used; · how the activity will be carried out; · what they think the children will get out of doing the activity.	To evaluate students': · ability to plan activities for children; · awareness that activities should be adapted to the needs and abilities of the children for whom they are intended; · ability to collaborate with the fieldsite teachers as resource persons; · ability to use self-evaluation as a strategy	The student has thought through the activity before having discussed it with the fieldsite teacher. · Why did she/he select the activity she/he did? · What indications (based on experience) can she/he give that the activity is appropriate given: --the ages of the children; --the type of preschool they attend;

(Continued)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
	Then have students show their plans to their fieldsite teachers using the following questions for discussion: · Is the activity appropriate for the children for whom it is planned? --If it is too easy or difficult how could it be adapted to better suit the children's needs? · Have all the necessary materials been planned for? · What roles could the teenager take: --when introducing the activity? --once the children are "into" the activity?	for diagnosing strengths and weaknesses and for resource learning.	--the needs and interests the children have shown before. The student has considered (*not necessarily accepted*) the fieldsite teacher's reactions to the activity plan. · On what issues (interview questions) does the student agree with the fieldsite teacher? Why? · On what issues does she/he disagree? Why?
Observation and Discussion	Have students use the activity form on page 88 of this guide to plan and evaluate the activity in the film "Water Tricks." · Give students three copies of the form (allowing more room for responses). Ask them to use one copy for note-taking while watching the film. · Then ask students to fill in the second copy of the form as they think the teenager in the film would have completed it before and after doing the activity. · Show the film once more. Now ask the students to fill in the form as if *they* were planning the activity, then evaluate it as if they had been observing the teenager in the film.	To evaluate students' ability to: · perceive the things they should think about in planning an activity for children: --the children's needs and abilities, --the routines of the fieldsite, --considerations of time, space, safety, materials, --the extent to which the activity should be directed or allowed to develop freely; · use observation skills and realize that valuable insights can be obtained through observation.	In reviewing observation forms, look for evidence that the students take into account: · needs of the group--are all children included in the activity? If not, why? · appropriateness of materials, given the ages of the children. · the steps involved in setting up the activity (e.g., discussing it with the fieldsite teacher, collecting the necessary materials, making decisions about the group of children involved).

BLANK

Overview

Goals

This book is intended to help students deal with their questions about discipline by suggesting the reasons behind children's inappropriate behaviors, by getting students to think about the purposes and messages of discipline, and by encouraging students to consider ways to structure situations so that children can work toward self-control.

While the book does not assume that there are any single "right" answers to situations requiring attention, it does speak from a particular point of view as reflected in the statement of purpose--namely, that disciplining should address itself first to the child's needs (without ignoring the adults' needs); and that adults should attempt to understand and respond to the reasons underlying behavior, and support children in becoming self-disciplined. Classroom discussions should involve students in debating responses vigorously, and it should be clear that no one response can work for every person.

Materials

The student book is divided into four major sections. The "Introduction" and "What 'Discipline' Means" define a perspective on discipline; "Causes of Misbehavior" suggests some developmental and social factors underlying discipline situations; and "How to Handle Misbehavior: Some Suggestions" gives concrete suggestions about how to respond to typical discipline situations. There are five copies of the book per classroom set.

Using the Book

The student book should serve as a resource throughout the year. The whole class can examine the book's contents by reading sections aloud, or by dividing into small groups with one book per group. Everyone in the class can do the observing and card-sorting activities described on pages 99-100 of this guide, and the anecdote activities described on page 93. Individuals or small groups of students might refer to the book in discussions on the needs of children at their fieldsites.

Relation to Other Materials

Fear, Anger, and Dependence and *Under Stress: Keeping Children Safe* make helpful references when considering causes of misbehavior, while the "Helping Skills" section in *Getting Involved* suggests how to respond to children's needs. The entire Seeing Development module offers further consideration of the section, "Children misbehave because they act their age." The film, "Broken Eggs," provides an example of how one classroom dealt with a discipline situation at a fieldsite. And the film, "Teacher, Lester Bit Me!," offers comic relief on the sometimes difficult problem of how to keep a classroom full of children running smoothly. On the Working with Children Teacher Experiences record, students discuss discipline issues at their fieldsites (side 1, band 5) and a teacher deals with inappropriate behavior in a junior high school class (side 2, band 1).

Students can refer to *this* book during the Family and Society module, when considering the disciplining messages received by children.

Preliminary Discussion

As a way of introducing the subject of discipline, you might pose the following questions for response in journals and for small-group discussion:

> What do you think of when you think of "discipline" for yourself?
>
> Are there "rules" imposed on you that you think are important and necessary? rules that are punitive, ineffective, or unnecessary?
>
> What are some ways in which you are controlled or redirected without being punished?

After this discussion, ask a second set of questions:

> What do you think of when you think of discipline for a four-year-old?
>
> Are there rules imposed that you think are important and necessary? rules that are punitive, ineffective, or unnecessary, and against which children might rebel?
>
> What are some ways to control and redirect children without punishing them?

Your students should be working toward a developmental view of discipline; that is, the view that self-control and the need for fewer externally-imposed limits develop as individuals grow older and gain experience in managing their own affairs.

Introducing the Student Book

Students using the book for the first time should read the introduction and the section, "What 'Discipline' Means," and skim the remainder of the book. An opening discussion might concentrate on the book's definition of discipline. As students look at the table of contents, they might try to think of instances at their fieldsites that seem to fit the listed "Causes of Misbehavior." Ask them to recall incidents of inappropriate behavior at their own fieldsites. Then ask them to suggest nonpunitive responses to the behavior. How might they show children "a better way to behave" in these instances?

Responding to Discipline Situations

Using the Anecdotes

The entire student book is interlaced with actual incidents between children and adults that may or may not call for some response from an adult.

If there is an incident in the book similar to one a student recalls from the fieldsite, someone might read aloud both the incident and the related material. Or you might choose an incident from the book and ask students what similar experiences they have had at their fieldsite and how they handled them or would handle them now. Students might look back through journal entries to find incidents that troubled them or that remind them of incidents in the book.

Four ways to consider how to respond to inappropriate behavior in an anecdote in the student book or other situations students discuss might be:

- To ask students to write a response in their journals, then discuss why they would respond in that way and what possible outcomes their response might have;

- To choose several anecdotes that puzzle your students and ask pairs

or small groups of students to role play the anecdotes, trying different responses, and discuss why they made these responses and how the responses affected those in the role-played situation;

- To match cards describing discipline situations with possible responses on another set of cards, and discuss why students made particular matches (see p. 100, this guide);

- To brainstorm as many responses to an incident as possible.

From the Child's Point of View

A central question to ask when discussing why students chose particular responses is:

> Whose point of view did you consider? your own? the child's? the other children's? the fieldsite teacher's? two or more of these? (See *A Child's Eye View*.)

When students respond to a child, they need to consider the child's point of view as well as their own: What are the child's needs? What are the reasons for his or her behavior?

Looking for "Causes of Misbehavior"

The largest section of the book considers various causes of misbehavior. Students should discuss this section in class. They might also ask their fieldsite teachers to read this section with an eye to helping students become more sensitive to causes of children's behavior and more effective in dealing with small children.

Ask students to think of specific instances from their fieldsites that they can add to the list of causes of misbehavior. For example, one addition to the list might be physical causes of misbehavior, such as:

- poor eyesight or hearing
- dental or skin problems
- shoes and clothing that do not fit or are inadequate
- fatigue
- illness
- reading disabilities
- coordination problems

Causes of misbehavior

There are at least three possible causes for children's misbehavior. (You may think of more.)

- Think about a "problem child" at your fieldsite. Is it possible that this child has serious problems that result in misbehavior?
- Then think about the program at your fieldsite. Is it possible that children misbehave sometimes because too much is asked of them?
- Finally, think about the whole group of children. Is it possible that they misbehave sometimes simply because of their age? that they act "immature" because they are immature?

8

Children misbehave because of trouble in their lives.

People who persist in thinking of childhood as a time of happy innocence are fooling themselves. Every child's life includes some stress and frustration and it comes out in the child's behavior. Young children are not good at covering up their feelings or at expressing them in words.

Teachers often see children fall apart "for no reason," except that there is a reason even if it is not apparent. Here are a few reasons why a child might misbehave at the fieldsite: The child has been teased, or humiliated, by older brothers and sisters and neighborhood children, or even by parents. It is no wonder if such a child turns on the children at school to tease *them*. Children have to absorb difficult changes in their lives — changes which are hard for them to understand, like moving from one home to another or having to be cared for by someone they don't know; children who are victims of severe physical punishment at home have been observed in their centers to use violence themselves, as if it were the only way they knew to respond to other people.

While most of these troubles fall under the category of normal stress, there are children whose lives are marked by deep unhappiness. Some children heve to endure scenes during which their parents or other relatives fight, strike each other, or abandon the family. Children feel helpless at such times, as they do in the face of divorce, illness, and death.

Some worries are hard to put into words.

In looking for causes of misbehavior, students should also look at what has been happening to the child *at school that day*. Students and teachers need to play with children, to enter their activity to help with materials, or to lend encouragement or praise *before* the child is frustrated (see "Supporting Children's Play" in *Child's Play*, and "Children and You" in *Children's Art*). This supportive action is another way to help children learn self-discipline.

If students have trouble shifting their point of view to that of the child, you might ask them to describe days (perhaps as journal entries) when they themselves felt bad at school.

> What was bothering them?
>
> How did people respond to them? How did those responses make them feel?
>
> Can they relate these experiences of having feelings that were not recognized by others to children's feelings?

A final word of caution: Students should not let debates about what might be causing behavior sidetrack them from dealing effectively with a situation. Rather, they should first deal with the anecdotes as though they were involved in the situation, needing to respond immediately. Having confronted the situation, students can then focus in on such details as motives and history. This book can help students both to develop skills for responding effectively in a situation (see "How to Handle Misbehavior") and to consider in depth their own and the child's needs in order to develop a long-range approach to a child (see "Causes of Misbehavior").

As students get to know the children they work with, they will begin to put together what they know about individual children's homes, their past histories, the setting (playground, classroom, or outing), what has happened that day, and their own mood to make sound on-the-spot responses.

Confidentiality. When considering how much to tell students about a child's personal history, fieldsite and course teachers need to make decisions that maintain a balance between the child's and the family's right to privacy and the student's need to understand the child's situation enough to act appropriately. Students should be cautioned against being nosy or gossipy and against using what they know about a child as an excuse for his or her behavior or the students' own difficulties. For example, students might be tempted to say, "Oh, she is just acting that way because.... That's why I can't do anything with her." Instead students should be encouraged to think in terms of what they *can* do with a child.

From the Student's Point of View

Students need to distinguish between their own reaction to a child's behavior and the need the child may be expressing, in order to base their responses on the child's need as well as on their own. It is important for students to determine what constitutes misbehavior for them. The student book points out that behavior that is inappropriate in one situation (shouting in a museum) may not be inappropriate in another (shouting on the playground). Furthermore, behavior that some people object to may be accepted by others.

> What behavior do you object to in children? What behaviors annoy or anger you?
>
> How do your beliefs about "good" behavior correspond to your ideas about what children are like?

For example, if students believe that two-year-olds should share, do they believe that two-year-olds can consider what other people want? (See *A Child's Eye View*.) How do their beliefs about good behavior correspond to what children need? For example, can children develop strength and agility if they are always restrained from running?

Students will reflect more on their values and the cultural sources of these values in the Family and Society module (e.g., "The Worst Thing" exercise on p. 19 of *Family and Society, Part One, Teacher's Guide*). For now, you might point out that different societies have different standards of right and wrong, and different ways of responding to behavior they consider inappropriate, depending on their views of what children are like or on the needs of their culture. For example, one group that believes that children cannot understand right and wrong until they are six does not try to control their behavior until that age. Or, sharing may be valued in a society in which one hunter's catch can sustain a community, while hoarding is valued in a society in which everyone would starve if available food were equally divided.

One step in confronting a discipline situation honestly is to ask, "How does this situation make *me* feel?" Students may feel threatened by incidents of misbehavior; they may feel that their ego is challenged or that their authority is being made fun of; they may feel helpless; they may be angered or annoyed; or they may feel the need to assert that they know better.

One way to help students feel more comfortable with such feelings is to share similar feelings that you and other teachers have felt in a classroom. If students can realize that most teachers have felt nervous (and still do on occasion), that they sometimes get angry or are at a loss about how to respond, they may be more likely to feel that their own feelings are legitimate. You might play the Working with Children Teacher Experiences record, side 2, band 1, for an example of a teacher encountering behavior she disapproves of.

It will help your students to develop a feeling of competence if their own insights into difficult classroom situations are encouraged and recognized. Are there things you have learned from students that made you a better classroom teacher? Things students pointed out to fieldsite teachers that helped them?

How to Handle Misbehavior

Perhaps the best way to help students who have trouble in discipline situations--either trouble that they perceive or trouble that they are not even aware of--is to give them more options and better tools for responding than they now have (see "How to Handle Misbehavior," p. 24). Discussion and role playing responses to situations in class are ways to add to the students' repertoire (see "Helping Skills," p. 38 in *Getting Involved*). Another way might be to observe alternative ways of acting. For example, they might compare caregiver roles played by the fieldsite teacher; by you; by adolescents in the films "Helping Is...," "First Day," "Water Tricks," "Little Blocks"; or by the teacher in "Teacher, Lester Bit Me!" Students can also record and discuss observations of discipline situations and responses (see p. 99, this guide).

Undercontrolling

Some students may not feel that they have trouble with discipline, although you feel that they do. For example, the student who does not believe in limiting children's behavior at all needs to remember that children express their needs in their behavior. By ignoring inappropriate behavior, the teenager is refusing to respond to the underlying needs. While it is true that some behavior will disappear over time, children need the reassurance that someone is there, reacting to them and relating to them.

Overcontrolling

Some students, on the other hand, may be overcontrolling children--taking over children's activities rather than supporting them. These students might profit from a look at other students who had this difficulty without realizing it, such as Bobby in the film, "Little

Blocks" (see *A Child's Eye View Teacher's Guide*). Can they see what effect Bobby has on the child he is with?

Overcontrolling may also be a problem for students who feel that discipline is a matter of having authority over a child. You may hear students say:

> They learn you *have* to go along with what's asked of you.

> Whatever I ask them to do, they say no. They realize when they say no they don't have to do it. They don't stop fighting because you're not the teacher.

Such students view their relationship with children in terms of obeying and resisting, rather than meeting needs and enriching experiences. The teacher can help these students to find indirect ways of helping children control their own behavior, rather than imposing controls from the outside. For example, an angry and resentful child who was cut out of the block corner could be included in a different group activity.

Giving Attention

Some students may brush aside misbehavior with comments like, "He just wants attention," or "The class is too full to give everyone individual attention." Attention is a human need for all children, not just for those who seem to be demanding it. Giving attention means caring, feeding, nurturing, teaching, protecting, etc.--not just checking in on a whiny child. Getting attention is crucial to children's ability to learn, to early concept development, to early self-concept and self-esteem, to safety, etc. Ask students to discuss why they think children demand attention and why it may be important to give it to them.

> Why might some children demand more attention than others?

> What kind of attention does a particular child need?

> What are some ways to meet that child's needs?

Students who feel that it is impossible to give individual children attention should be encouraged to brainstorm ways to do this in a busy classroom.

Meeting Needs

Other students may be aware that children's behavior expresses underlying needs, but may feel overwhelmed by the

How to handle misbehavior

It usually does not fall to the student to take over when children get into trouble. The teacher is running the classroom and may prefer that you do not get involved with disciplinary action.

But how do you handle a problem if the teacher is out of reach when trouble breaks out? You may not agree with some of the disciplinary methods you observe at your fieldsite — you may think that the teacher is either too soft on the children or too hard on them. But whether these methods would be right for you or not, they are right for the teacher, and you must respect them as such.

There is a lot to see and think about at the fieldsite. How did the teacher get Nancy to stop spitting? What can be done to keep Maria from hitting everybody? Why does Anthony seem to invite trouble — as if he wants to be a scapegoat?

How do you fit in? What do you do when . . . ?

Feelings run high and children show their emotions. What can the teacher do and say to help both children?

24

Some suggestions

What do you do when there's a fight?

(We are pretending here that you are in charge.) You don't always stop the fight. Adults sometimes allow children to fight it out if no one is getting hurt or frightened. But let's say you decide to stop the fight because it looks too serious to go on. How do you stop it?

Words won't help much. You may need to move in with your hands and arms, or even plant your whole body in the middle of those battling faces, fists, and feet. You might have to carry a youngster bodily out of the room to be left with someone else (not to be left alone, preferably).

When you have brought the battle to a halt, you talk — *briefly* — in a voice that gets the children's attention. You lay down the law in a few words:

Enough, Joe. I know Terry made you mad, but you both have done enough beating up. We'll talk about it later. Now I want you to come with me.

Steer each of the fighters (forcibly if necessary) into an activity that he or she likes and will accept.

Later — but not too much later — you can sit down with the children who had the fight, not to take sides, not to scold, but to help them talk it out. You listen to them and help them listen to each other. You state your own feelings and wishes.

If the children learn that you are a fair-minded person, they will pay attention to you and trust you. They will try to act according to your standards because of this trust.

What do you do when a child spits?

You see Jacob spitting at Katie. Get to him. In this situation, scolding does not get through. Take the boy off to the side of the room or into another room and let him spit where it's "legal."

"Spit in the sink if you want to spit — but absolutely not on people." You don't scream at him. You don't wheedle. You say it straight.

You certainly do not suggest having somebody spit back "to show you how it feels." As the saying goes, two wrongs don't make a right.

Spitters tend to be teasing, defiant children. Try to keep such a child busy and productive, so that there are times each day when he or she feels decent and competent.

25

complexity of recognizing and meeting those needs. As one student said, "Each child is different. The same thing does *not* work with every child." Throughout the Seeing Development module students expand their knowledge of what children are like and what specific needs and abilities children have. As students learn about children's need for mastery and competence, their pleasure in muscular movement and control, their need to give form to emotions and ideas, or their need for attachment to others, they can return to their discussions of effective alternative approaches to helping different children meet their needs.

Students and Children

Not only must students confront both the child's needs and their own feelings in a situation; they must also see the interaction between the two. The student's feelings, whether expressed or not, can have a profound effect on the child's feelings and behavior. You might tell students about classroom experiments that were done to prove this point.* When teachers were told to expect better performance from some students than others (even though there was no real basis for this prediction), the students ended up conforming to this prediction, due to the influence of the teacher's expectations about capabilities.

Students should realize that children who are seen as "bad" children begin to see themselves as "bad" children, and fulfill everyone's expectations by acting bad. The teacher who hounds a child and constantly criticizes him or her *creates* defiant, sneaky, even aggressive behavior in that child. If students realize this, they may approach each situation with a fresh start and respond to the child rather than to the student's expectations about that child.

---

*Robert Rosenthal and Lenore Jacobson, *Pygmalion in the Classroom* (New York: Holt, Rinehart and Winston, 1958).

Students and Fieldsite Teachers

It may happen that a student feels uncomfortable with the fieldsite teacher's approach to discipline. It might help such students to realize that they are *observers* in these situations and that they might feel differently if they were *in* the situation themselves. They might also be more sympathetic if they realize that in some cases rigid school rules or schedules can force teachers into certain discipline practices (although some teachers may use these conditions as an excuse for their behavior).

One way to open up communication between students and fieldsite teachers would be to assign students to interview the teachers about discipline issues. In the course of this conversation, students may be able to raise and discuss some of the discipline issues about which they feel at odds with the teacher.

If fieldsite teachers feel comfortable talking with students about problems *they* had when they began working with children, they can help students better understand the entire subject of discipline; and foster understanding among students, classroom teachers, and themselves.

The agenda for such a meeting with the fieldsite teacher could include:

- Conveying to the fieldsite teacher the approach to discipline outlined in the student book for the teacher's reactions;
- Asking the fieldsite teacher to relate some situations requiring discipline and how they were handled;
- Asking the fieldsite teacher to evaluate the student's handling of discipline to date, and to suggest ways to be more effective in discipline situations in the future.

Activities

Observation Exercises

Purposes:	To consider further the material provided in *What About Discipline?*
	To analyze in depth incidents that occur at fieldsites.

You might copy the following suggestions for students and let them choose the exercises they will do.

1. One assignment might be to collect observations of situations involving parents or others outside of school that the student would classify as discipline situations. Students should be reminded that discipline situations may not only be those in which a child is being corrected or controlled, but may also be incidents in which examples of acceptable behavior are being provided the child.

Such observations could be collected as journal entries, but should also be entered on pairs of file cards (see p. 100, this guide).

After observations have been collected, the class should allot time for a discussion of this exercise.

> Did everyone agree about what kind of situation represents an example of disciplining? (Compare this exercise to "A Hunt for Play" in *Child's Play*, p. 17.)
>
> Where did you go to look for these discipline situations--the playground, the five-and-ten-cent store, the grocery store? Why did you choose these places?
>
> At what time of day did you look for discipline situations? For example, is bedtime a time when disciplining occurs? Why?

2. Students could "observe" themselves at the fieldsite, asking themselves questions such as "What makes me mad?" or "What things come up at the fieldsite that I feel need some disciplinary action?" Students might also observe each other at a fieldsite, or interview each other after a fieldsite visit. Or they could fill out a self-interview sheet after a fieldsite visit.

One teacher asks students to keep lists in their journals or on cards, under such headings as:

- Things that bother me
- Things that baffle me
- Things that please me
- Problems this week
- Things that bother children
- Things that bother (name of a particular child)

3. Another exercise is to ask the students to list from memory the children who were at their fieldsite on a particular day. After they have finished, ask such questions as:

> Whom did you name first?
>
> Whom did you name last?
>
> Whom did you forget?

When they have finished, discuss why particular children come to mind instantly. Are they "difficult" children? Why are other children listed last or forgotten? Should they be observed carefully, to see why they are anonymous? You might plan a conference with each of your students, using their responses to these questions as a starting point for a discussion of their ideas about discipline.

4. Each student could plan to observe one child over a period of time; making notes about that child's needs, the

adults' responses, and how the child progresses. Selecting a child to study is part of the learning process; students often choose a child who is very "cute" or very verbal, or a child who reminds the student of him- or herself as a child. Ask students why they have chosen to observe a particular child. Whom do they think needs most attention in the class?

Students might return to the lists they made for activities 2 and 3, and look for a name that appears frequently. That child might well be the subject of a set of planned observations. Students should be sure to discuss their choice with the fieldsite teacher.

5. Students may observe one kind of situation over time (for instance, situations involving sharing) to see which children are involved, what causes problems to arise, and which adult responses seem to be most effective.

6. Films and booklets from throughout the course provide valuable opportunities for analyzing children's needs and possible adult responses in disciplining situations. Materials in the Family and Society module focus upon the role of expectations and values in shaping responses to children's needs. See especially the "Children at Home" and "At School" films and the "Childhood Memories" booklets.

Card-Sorting Activities

Purposes:	To promote flexibility and imagination. To give new tools for understanding and responding to discipline situations.
Time:	1 class period and throughout the course.
Materials:	3 x 5 file cards in two colors.

PROCEDURE

As students go through the anecdotes in the book, discuss fieldsite discipline situations, and accumulate observation notes about discipline, they can fill out pairs of cards for each incident. On one colored card they should describe the situation; on the other indicate the response to it. Students might also invent situations and brainstorm many different responses to these or actual incidents, noting these on pairs of cards. Fieldsite teachers might provide some cards based on responses they have made to particular incidents.

Situation

Place___________ Time___________

Who is involved? Age?

____

____

____

What started incident?___________

What happened?___________

How did participants seem to feel?

____

What might be the underlying causes of the incident?___________

Response

What response was made to the incident?

____

What was the outcome?

____

Each pair of cards can be paper-clipped together when the observation is made. Later students can put their own initials and an identifying number on the back of each card, so that they can tell what the original pairing was. There are a number of things you might do with the cards, once you have accumulated a number of them:

1. Divide the cards into two packs, one of each color. Shuffle each pack,

then pair situations and responses randomly. Do previously unthought-of but useful responses emerge?

2. Ask fieldsite teachers to visit. Draw one situation out of the pack (or select some that the students found particularly puzzling) and discuss what the teachers feel might be possible responses. Why do students and teachers think that some responses are more appropriate than others? The student who wrote the card can then identify the response that was made and how the children reacted to it.

3. You might want to sort backward--i.e., starting with a response, what kinds of situations might it suit? For what age child is such a response appropriate? Why?

4. Arrange the situation cards by age of child, from youngest to oldest. Do discipline situations change with age? How? How are they different or the same for adolescents? for teachers? for parents? How do underlying causes of misbehavior change with age? Does the appropriateness of responses change with age? Why?

Discipline and You

There are obvious parallels between the discipline issues that come up between students and children, and those that exist between students and their teachers.

Students

After dealing extensively with discipline issues involving children, students can return to the discussion of their own feelings about being on the "receiving end" of disciplining situations. They might write responses to questions like the following, then discuss them in small groups.

> Adolescents and teachers often set limits on what children can do. Who limits students and why? Who limits adults? Why?
>
> How do students feel in discipline situations with parents, teachers, or school administrators? How do they handle these feelings? How can they make their feelings understood in these situations without antagonizing others?
>
> How has their work with children affected their feelings about being disciplined? In what ways do they feel they are different from or the same as children in their need for discipline?

Teachers

As teachers dealing with students yourselves, you and the fieldsite teachers might think about how *you* react in discipline situations.

> What do you do with students who are disruptive during class? Has the book's focus on causes of misbehavior changed your perception of "difficult" students?
>
> How do you handle a student who misbehaves at a fieldsite?
>
> Do you perceive that students are beginning to have a new sense of responsibility and understanding in these situations, now that they have been in similar roles?
>
> How has helping students to be comfortable in disciplining roles affected your perception of your own role?

In addition to thinking about such issues or writing about them in your own journals, you might want to raise them for discussion at a workshop meeting with other teachers using the course. Hearing another teacher in a difficult discipline situation (listen to the Working with Children Teacher Experiences record, side 2, band 1) may help you to consider, on your own or in a group, how you handle such situations.

Evaluation Approaches

These approaches are provided to give teachers an opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes, and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Essay (For use by individuals, pairs, or small groups, or for class discussion)	Select one fieldsite discipline situation used in conjunction with the card-sorting activities in this guide, page 100, and ask "Is the response appropriate for the child?"	To evaluate students' ability to: · consider multiple possible causes of misbehavior; · judge the appropriateness of a response in terms of the age and personality of the child.	Students can recognize possible causes of discipline problems in one or more of the following categories: · problems the child may have, e.g., poor hearing, sickness, difficulties at home; · the possibility that too much is being demanded of the child; · the age of the child, e.g., possibility he or she is tired, therefore not as independent as expected. Students can recognize that certain responses might not be understood by the child or might be detrimental to the child because of his or her age or personality.
Interview and Follow-up Discussion of Conversations with Field Teachers	Have students prepare a list of questions to be used in interviewing their fieldsite teacher about a discipline issue (see p. 98 in this guide).	To evaluate students' ability to communicate effectively with fieldsite teachers on issues involving discipline at the fieldsite. Especially focus on: · the philosophy of discipline; · the legitimacy of different points of view regarding the discipline; · ways students and teacher can work together in situations involving discipline.	Students can understand the areas of agreement and disagreement in students' and fieldsite teachers' points of view. Students can understand why students and fieldsite teachers hold the views they do. Students can evidence cooperation in matters involving discipline.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Working with a Child	Use the findings reported on page 94 of this guide to encourage students to work with a child (or children) whom they and the fieldsite teachers think is withdrawn or has a special problem. Suggest that students make journal entries, noting the adult behaviors that seem to help the child most. Encourage students to discuss their observations with the fieldsite teacher.	To evaluate students': · awareness of children's special needs; · ability to react in positive ways toward children to whom they might not be drawn naturally; · ability to communicate openly with fieldsite teachers in mutually beneficial ways.	Students should evaluate their own journal entries on the basis of whether the information they observe and record helps them understand: · the ways children respond to adult behavior; · how they react to what children say and do in different situations.
Role Play	Role play ways to deal with Benjamin in the anecdote described in the student booklet, page 12. Have pairs of students role play alternative ways of handling the problem (one taking the role of the student, the other that of the child).	To evaluate students': · awareness of alternative ways of coping with a problem; · ability to look beyond the manifestations of a behavior and attempt to understand how that behavior reflects a child's needs; · ability to consider the appropriateness of a disciplinary response in terms of: --the needs of a particular child (Benjamin), --the needs of the group.	Diversity of responses, e.g.: · restraining Benjamin; · diverting his attention to another activity; · allowing him to kick a ball and vent frustration. Student behavior (physical and verbal) that is firm but gentle, authoritative but evidencing understanding and concern, e.g., evidence that the student, role playing the adult, responds to the situation by attempting to: · prevent Benjamin from injuring another child; · eventually direct Benjamin to a constructive alternative.
Observation	Collect observations of situations occurring outside the school that can be classified as discipline situations (see p. 99 in this guide).	To evaluate students' understanding that discipline involves the encouragement of acceptable behavior as well as the indication that a child is being corrected or controlled.	Students make notations including: the age (actual or probable) of the child, what the child seemed to be feeling, what started the situation, what response was made by the child, what the outcome was.

Selected Reading

How Adolescents See Their Role in a Fieldsite

by Catherine M. Cobb

In this reading, Catherine Cobb, an EXPLORING CHILDHOOD course evaluator, discusses adolescents' ambivalence about their roles as friend and/or teacher to young children. The reading provides some reasons for the ambivalence and suggests that if course and field teachers understand the conflicts adolescents face in working with young children, then they may be better able to provide the students with experiences that will enhance their confidence and competence. The reading also provides examples of situations where good communication between teacher and adolescent helped stave off tensions and conflicts and made for more competent and confident action on the part of the high school students.

Adolescents who work with preschool children often face a dilemma. While they prize the special rapport and friendship they can develop with children, they doubt that, without the experience and authority of the adult teacher, they can really help the child learn.

We learned of adolescents' ambivalence about their role in the preschool during the first year of development of EXPLORING CHILDHOOD, before course materials existed. During that year, we talked with students and teachers in many programs in which adolescents were working with young children, so that EXPLORING CHILDHOOD could address itself to their special experiences. Originally this paper was a research report to the developers of EXPLORING CHILDHOOD, urging them to design materials that would support the adolescents in their desire to be both friend and teacher to the child. Now we address it to teachers of EXPLORING CHILDHOOD, feeling that if course and field teachers understand the conflicts students face in working with young children, they can better energize the students' strengths and help them make a unique contribution to the growth of young children.

Helpers Are Warm; Teachers Are Distant

When teachers talk about adolescents in the fieldsite, they usually refer to them as tutors, Big Brothers or Sisters, teacher's aides, or teacher's assistants. The last two terms focus on the student's relationship to the fieldsite teacher and suggest that the student is an adjunct or helper to the teacher. When students talk about themselves in the fieldsite, they are much less likely to use the word "teacher." They most often call themselves "friends" or "helpers," stressing their relationship with the child.

By helper, students seem to mean someone who responds to the child's needs on the spot, is close physically, and understands the child's feelings. As students recall their experiences with children they often remember talking with and touching the child, and moving to his or her physical level by stooping or sitting down. A ninth-grade girl recalled how she began to get to know a little girl this way:

> *She was sitting down and I went over and I tickled her and she turned around and said, "Will you pick me up?" And I picked her up. And I was talking to her.... Then I put her down and she goes, "Will you help me make a castle?" I was helping her.... So then we got on the bus and she got on my lap.*

Whether they work continually with "special friends" or move equally among many children (two different working styles students describe), students say they either answer children's questions or look for signals that children need help. They try, according to many students, to respond to the children rather than direct them. One boy who chooses to work equally with many children describes his responsive role this way:

> *I don't think I should pick out one child. I feel all the children in the class should be treated equal.... I go from one child to another.... When we walk into the class the children are working on something.... We have to find ourselves, to fit in with whatever they're doing.... Sometimes they have to work with paste and glue and tape...and I'll help them with the pasting.*

As students talk about this close helper role, they often contrast it with the teacher's role. "Teacher" seems in many cases to be just the opposite of the close, listening, and responding helper. Asked how she would want the younger children to think of her in the preschool, a ninth-grade girl said firmly that she wouldn't want them to think of her as a teacher:

> *Teachers just sit on the sidelines. They don't really go up to them and talk to them. If there is something ...they will go up to them and break them up; but like, I help them with the game, you know, and they sit on my lap. And they don't do that with the teachers.*

Teachers intervene to keep order, not to draw children into talk or to support them in whatever activity they are trying to do. A boy drew the same distinction between the responsive helper and the disciplining teacher. In explaining what it meant that "we're there to help and Mrs. A--- is there to teach," this boy noted that teachers restrain children's talking rather than encouraging it, and tend to relate to children as a group rather than as individuals.

> *If the children do something wrong, like if they* talk, *Mrs. A--- will talk to the whole class. She'll be the one to quiet them down instead of Janie and me.*

The strongest statement of the difference between helper and teacher came from a tenth-grade girl who actively disowned any teacher role in her work with kindergarten children. While hers is the most negative view of teachers and stronger than many, the qualities she ascribes to the two roles are those that many other students voice. Asked whether she would like the children to think of her as a teacher she said:

> *When the kids think of you as a teacher they can't fool around with you that much...and you just have to be there and discipline the kids. A teacher is a grownup who tells the kids what to do, how to do it and makes sure they do it their way.... Kids have other ways of doing things that will work out the same [but teachers] get mad because the kids don't do it the same way they do.*

In contrast, Janie sees herself encouraging the child's own special modes of seeing and understanding through a free form of play she calls fooling around. She describes how she introduced a group of children to a new animal by having them touch it, watch it, ask questions about it, draw it, and finally, name it:

> *I brought in a guinea pig and let it run around, and let them ask questions. I let them touch it.... The next time I came in they said, "I want to draw an animal." I said, "What kind?" "The one you brought*

in." So they all drew something like a guinea pig. And they called it that. And then they made a zoo and put the animals into the zoo.

Though she thought this way of working was good for the children, it did not fit her conception of "teaching."

Helpers Are *Only* Friends

While many students share Janie's definitions of teacher and helper, few have as clear a negative view of the teacher or as confidently positive a view of the value of a helper-friend. Many wonder whether the very thing that draws them close to the child--their youth and proximity to their own childhoods--also keeps them from having a significant effect on the child.

While the children won't see the teenagers as "almighty superiors like their mother and father," they also won't see them as very knowing or powerful. A boy who has had a great difficulty finding a way to work with children saw the adult authority as a source of power to draw the child's attention: "An adult can help these kids more because they really do look up to an adult." Another boy said he often felt the children had more control over him than he did over them:

> *They didn't jump on me, they would just do things to irritate me. Like rubbing junk on the tables. Making high screeching noises, like that. (Did they succeed in irritating you?) Yes.*

Like other students, who agreed that sometimes the children "feel they can get something over us," he sometimes saw the child's awe of the adult teacher as enviable:

> *The big difference is that they sort of have more respect for the teachers, more fear.... They're not afraid, afraid. They listen to them a lot better than me.*

Out of the positive side of this ambivalence toward the teacher role the student envies not only the older person's power, but also the knowledge, understanding, and experience with children that enable the teacher to actually effect some change in the child. More than one student doubted whether the "close friend" relationship alone had real value. While the students are proud that the children "come over and talk to us as people," they also acknowledge that "we don't have the same knowledge that an adult might have." One seventeen-year-old girl was highly skeptical about teenagers' ability to use wisely the knowledge they do have:

> *I know a lot of kids my age that take the little knowledge that they have too seriously, and try to apply it and...they do more harm than good. Whereas I think maybe adults might be a little bit more prudent with the knowledge they have.*

She worried that students would impose concepts about behavior on the child, rather than observing the child and using simpler, clearer ideas to explain the behavior. She gave this example:

> *Like reading a book on Freud, and taking it perfectly seriously and then going out and...just because a kid...keeps putting his fingers in his mouth, telling him he has an oral fixation.*

Students who are critical of the limitations of the helper role often seem to be distinguishing between *rapport* with and *real understanding* of a child. While adolescents feel a sense of closeness and warmth toward the child, they may question whether that feeling carries with it an understanding of the child's real needs.

There is a further way that students express doubt about their role with children; they seldom use the word "learning" in connection with their activities with children. Students express little confidence that, having rejected the

impersonal teacher role in favor of a warmer relationship with the child, they can still bring about growth or learning in the child.

Source of the Adolescent's Role Conflict

The adolescent's awe and rejection of the teacher role probably are less a personal response to the field teacher than an expression of a general ambivalence toward adults. While this view of the teacher inevitably comes in part from past experience, it probably comes also from the adolescent's own struggle to define himself or herself as a significant person, separate from the important adults in his or her life. The adolescent's struggle for autonomy makes him or her feel omnipotent sometimes, powerless other times. Criticizing the teacher as a distant wielder of power and authority is probably indicative in part of the adolescent's longing for more of that power in his or her own life.

Sensitivity and Distortion

Many field teachers have said that the adolescents' struggles to feel more powerful make them particularly sensitive to a parallel struggle in four-year-olds. They identify with the child's helplessness and also tend to see children as oppressed by adults. Stories students tell about their field work with children often have what we have come to call a "St. George" theme: an adolescent rescues a child "victim" from indifferent or rejecting adults:

> *One of them was a kid whose parents more or less didn't like him and they told him this. They didn't think he was as good looking as he could have been So his father didn't love him. So he told him. And [the child] has very strange reactions.... He doesn't know the difference between loud and soft and he's yelling all the time.*

Students frequently attribute children's problems to a "lack of attention" from adults; the student quoted above saw this little boy as deprived of attention, which he proceeded to give him. He described how he calmed the boy and established a special relationship with him, which not only supplied what the parents withheld, but also drew the two of them away from the class group:

> *All he wants is attention from other people, 'cause his mother doesn't give him any.... And when you talk to him, and give him some attention, he'll go over and start drawing. Like I drew him a big house and he just laughed and he brought it home and he loved it and he called it his. And he wouldn't show it to the class.*

The student saw himself as exclusively aware of the child's needs and was pleased that the child, as a result, returned exclusive attention to him.

An Expression of Values about Children

Students' stories may be misinformed and represent a distorted view of a child's fragility or an adult's callousness. At the same time, they may also represent an accurate sensitivity to adult indifference and unjust use of power. The students' own concern with these issues make them sensitive to the world around them, and able to project into situations they observe.

The adolescents' sensitive yet distorted view of the adult could provide a special influence on the life of the child in the fieldsite. What the students like or reject in their own roles and in the teacher's expresses what they care about most in relationships between older and younger people--whether between parents and teachers, or between adolescents and young children.

Without assuming the four themes that follow describe the values of all adolescents, it is possible to say that

many of them share these simple concerns about how people should relate to children.

1. All children need warm, loyal attention from older people.

> *I have to go around and see everybody.*

> *"Spoiled" to me is the mother gives them anything they want; but [the child's] bratty like she maybe doesn't get enough attention.*

> *You can't just walk out on them.... You have to let them know you're leaving.... Yes, they'll get a guilty conscience that they did something wrong. If they really liked you, even if you didn't do anything, they're going to wonder why you left.*

2. We should find out how a child can best work rather than force our way or tell him or her how to do something.

> *Instead of telling them to "Do this, do that," we don't. We show them how to, or maybe tell them how to do it themselves.*

> *Marvin doesn't really want to work. (What's the best way you can help him?) Just the way I'm doing it, like getting him into the right mood. I talk about sports with him.... Yeah, like "What do you think of Carl Yastrzemski?"..."We can talk about this later, but let's get down to math right now." He's interested in talking about sports, so he wants to get done.*

3. It is important to talk to children and appeal to their ability to understand, rather than just to control them.

> *What you can't do with them is say, "Well, it's like this." You have to say it's like this and explain it and tell them* why *it's like this.*

> *I'm thinking that yelling isn't a good thing for kids.... If you just yell, and tell them not to do it then they don't know why in much detail. A lot of times it's better to have them quiet down slowly and know the reason they should quiet down.*

4. To help a child, it's important to know what his or her problem is and what the child is experiencing inside.

> *Like, I told you that S--- can't be a part of the group because he never had any friends so...how to do it would be getting him more into the group by sort of...pairing him with the kids.* But if you didn't know why, then you wouldn't know how.

The students' perception of the helper and teacher roles poses a double problem. On the one hand, students need to "break the set" of their expectations about teachers. They need to know more fully what the teacher's purposes are as he or she works with children, and what the effects of the teacher's decisions actually are on children. On the other hand, students also need to realize and preserve the basic concerns underlying their view. In summary, the problem is how to help the student both correct the distortion and nourish the values implicit in that view.

The Importance of Communication

If the adolescent's view of herself/himself and of the field teacher comes from a general state of conflict about relationships with adults, one might conclude that until those larger conflicts are resolved, the adolescent should not try to work with young children; but there are several reasons to reject this conclusion. First of all, despite their ambivalence, students are eager to volunteer for cross-age programs, and field teachers, for the most part, welcome them. More important, good communication with the fieldsite teacher can become the critical tool for helping students check and correct their perceptions of the teacher. It is by knowing what a teacher is doing

and why, that students can form more accurate images of the teacher with whom they work; and it is by expressing questions and doubts to the teacher that students can make their concerns and values felt in the fieldsite.

The basis for this kind of communication can be established in two ways. Course teachers in EXPLORING CHILDHOOD can understand the needs of field teachers working with and understanding teenagers, and course and field teachers can understand the needs of the adolescent. Here, for example, are recurring questions and problems experienced by field teachers who would like to help teenagers be more productive in their classrooms.

The Teacher: How Can I Find Time?

Teachers are sometimes anxious that the student coming in only every few days might easily misconstrue their actions:

> *Just to talk in one afternoon, you may see somebody being absolutely obnoxious to a child and you write that down as a lousy teacher, a lack of understanding. You really don't know the reasons behind it.*

Teachers state one main reason for their scarce contact with student helpers:

> *You don't have time to deal with the child and then talk to the students, saying, "The reason I did that was...."*

The scheduling of student work so that they come midway through a busy day or week seemed continually to prevent the teachers from giving the student the history of events, or a sense of the particular rhythm of that day. The course teacher can coordinate students' schedules to fit more closely with that of the fieldsite teacher.

The Teacher: What Are Adolescents Like?

While "time" was the most concrete problem, teachers suggested another that may be just as basic. Accustomed to working with very young children or with college or graduate student interns, some preschool teachers found they didn't know what to expect from high school students, how to interpret their needs, and *how* to communicate with them. One teacher found she overestimated what a student could do because of her mature size, and underestimated her extreme sensitivity and need for support:

> *I find it hard to remember that she's a high school student because she's a very mature-looking girl.... She was very sensitive to criticism, I think far more so than a student teacher would be who knows what [his or her] role is going to be.... So it was difficult to make suggestions at the beginning.*

She was surprised to discover that the student had so little confidence in her ability to catch and hold the attention of the children.

> *I thought it would be valuable for her to have a range of experience-- I had asked her to do a story with a small group of children, which she was very hesitant about and in fact didn't do eventually. She put it off and put it off, so I just let that go. Because I think if she's not happy doing something, then it's likely to be a catastrophe.*

Along with other teachers, she was sympathetic that perhaps the "hard part at that stage is that they're questioning, so that they haven't worked out things for themselves, so it's difficult sometimes to deal with the children."

One school director, delighted that a tenth-grade boy was going to teach the children a dance from his family's culture, was surprised and rueful when the student simply felt too self-conscious to go through with it. According to the teacher's view, the student started to be a "teacher" and suddenly lost confidence:

He said spontaneously that from his country they do a dance.... Now he became a teacher and he wasn't even aware.... Of course the kids wanted to know it.... He was so embarrassed, totally embarrassed that he never performed the dance. And I kept saying, "I'll get you some records." He said he couldn't find the record and I knew that wasn't true.... He never got into it, never got into it.

Many teachers discovered slowly that the students' special ability to be close to and perceptive about children is accompanied by their lack of conviction about their ability to initiate activities as a "teacher" might.

When one male kindergarten teacher brought his junior high student helpers together in a "seminar" group to discuss their experiences, he found himself awkward and uncertain of how to talk with them:

I guess that I just felt that from the beginning it was kind of something was wrong.... I don't know how it happened to be arranged at that time, *but I'm tired and I just got through working.... The first couple of times...I couldn't continue to get responses from them, and therefore I learned that* I had a lot to learn about how to work with this age child, *and I had so many other things I was doing.*

Typically this teacher first cites the "time of day" as the difficulty, but the stronger underlying problem seems to be an uneasy feeling about his own "teacher" competence, which arose when he tried to talk with the older students and discovered what they had seen in his classroom.

When teachers don't have an opportunity to explore the students' feelings of uncertainty, they may get a mistaken idea of the students' feelings of success with children. One teacher was grateful to a tenth-grade boy who had been able to establish a special one-to-one relationship with a handicapped child and bring new information and ideas about the child which the teachers had not been able to get. According to her view:

This child was able to express himself to P--- which gave [us] another kind of insight as to where he really was...because he would say different things and P--- would relate these things.

But P--- himself didn't even mention this child in a fairly long final interview. His general view of how really useful he had been was that:

I'm not any more patient than I was before. I know I...learned a little about myself. I learned first of all that I'm not the whizz with kids that I thought I was. I thought I could handle the kids 'cause I can handle my little brothers and sisters. But sometimes they were just too much for me.

The teacher had had little sense of how this student was experiencing his work with children in her school, and assumed he had as positive a feeling about his work as she did. Because the student and teacher voiced these comments only in interviews and never to each other, there was no opportunity for the teacher to learn more about the student or for the student to "correct" somewhat his sense of failure.

Course and field teacher can establish a program supportive to the adolescents if they realize the questions and problems they are likely to experience, and work to create a schedule where classroom ideas and discussions integrate well with fieldsite experiences.

The Student: Why Should the Teacher Listen?

From the teacher's point of view the major obstacles to communication with the adolescent are time and a lack of understanding of the problems the stu-

dents face. From the student's point of view there are further obstacles. Either extreme awe or rejection of the teacher are likely to keep the student from voicing questions and concerns. One student articulated a series of needs she felt for the children in the kindergarten where she was helping, but assumed it was inappropriate to voice them.

> *Because you know, I really...would like to tell her, well, it's really none of my business what she does with the class, but you know I'd really like to tell her that she really shouldn't have the same things every day, day in, day out. I'd really like to get her to help me with Y---, see what bothers him, if anything is bothering him that makes him do what he does.*

She has built up a host of frustrated reactions in her assumption that it is none of her business what happens in the fieldsite.

The Student: What Do I See and Think?

From the student's side, a sense of a teacher's openness to talk is not the only factor that makes communication of ideas possible. *It is very hard to talk about your doubts and ideas when you are not very sure of what they are.* Students may have a set of discrete, perceptive observations of an event, which never become organized in an overview. Observing a human situation in its multiple detail and integrating those separate aspects into a whole picture is a complex process which takes skills and practice. And "noticing" one's own reactions to a situation, whether they are sympathetic identification with one participant or confusion about the cause of someone's behavior, also takes skill and practice. It takes confidence that one's own reactions are worth paying attention to.

In one interview conversation two girls seemed blocked from asking questions or expressing doubts both because of their awe of the teachers and because of their own difficulty in drawing a full and detailed picture of the problem they describe. The two have worked as a pair in a nursery school and both have been struck by a troubled child; they noticed how the teachers handled the problem and the effect of their strategy. As they talk, one can hear a kind of "dissonance" between their adulation of the adults in the preschool and their half-formed, uneasy perceptions of how those adults have handled a child's problem:

> M: *They have, like, these problems. I don't know how they can do it. Like one little girl. She likes to have a different name each week. And we'll say like, "Eliah, come here." And she'll say, "No! My name is Dorothy." And gets very upset. And they told her not to do that any more and she still does it.*
>
> R: *Not very often.*
>
> M: *She's done it every time I've gone.*
>
> R: *No, but when Mrs. S--- is in class I don't think she does it. And like, when one of the mothers came in she couldn't help but wipe up the children's snack, and the children said, "Let me do it." The children are so independent.... Their teachers teach them to do all these really....*

They have noticed that simply telling the child to stop her troublesome behavior did not really help. But no doubts came to the surface in the girls' dialogue since the scattered observations are buried in their awe of what the teachers are doing and their assumption that the teacher's strategy must somehow have been valid.

In order for good communication to exist between field teacher and student, a great deal of time may not be needed so much as an understanding of what is needed. It may help to describe two events in a fieldsite which, though brief, did help correct a student's view

of the teacher and help the two exchange ideas.

One student described an instance in which the teacher, anticipating the student's confusion, gave a rationale for her action. As the student told the story, a child had great difficulty separating from his mother at the beginning of each day:

> *His mother...had to literally drag him in and he'd put his hands on the door and...he just wouldn't go in. But it was interesting to watch how the teacher would talk to him.... She talked to me a while afterward about it.... She said she had tried just treating him with love but she found that for him the best tactic was to be stern.... She started this new type of work with him just before I got there. So in about two or three weeks I could see how it was gradually easier and easier to get in the classroom for him. And he would really open up after a while and enjoy the children.*

In this case, a thoughtful teacher helped a child become integrated into the group, instead of treating the child as someone needing "rescue." The teacher did not offer the child escape into the private world of their relationship. In giving the student a context for her actions, the teacher made the student a colleague, or at least a sympathetic and informed observer.

In another instance of "good" communication a student successfully communicated her values to the teacher. The student in this case felt the teacher was violating the child's need for autonomy --and the teacher agreed and changed her way of working. The conflict arose over a crafts project:

> *Just one thing bothers me very much about the arts and crafts part. We're doing paper cutting and stuff. In the beginning of the year...the teacher was cutting out green Christmas trees for all of them and cutting out shapes and they were going to stick the shapes on Christmas trees. And that bugged the hell out of me.*

The student's plea that the children be able to create their own shapes is unusual in its assumption about the child's stage of development:

> *Because if the kids do not have the muscles in their hands to cut, all right. It's all right to* cut *for them, or* let them tear, *but* let them do it themselves. *And* don't dare cut that tree out for them.

Her comment is also unusual in that she ends by acknowledging that she is expressing her own needs and values, that she knows that what she is doing is asking for the child what she would want for herself. "It just really bothered me. 'Cause I'm sort of--into it."

What Do We Mean by "Good Communication"?

Implicit in these two anecdotes are several critical components of communication which have the power to meet the two needs stressed in this report: to help the students be able to "break their set" about teachers or adults and to help students and teachers to exchange ideas and values about working with children. The teacher in the first example *anticipated* that the student would value a gentle treatment of the child over a firmer one; she was *self-conscious* about her own strategies with children; and she *valued* the *student's support* and collaboration in her actions. As a result she shared her problem rather than leaving the student to conclude from the outside that the child needed rescuing from a harsh adult.

The student in the second example drew on at least four skills: she was able to *observe* the situation in detail; to *conceptualize* it as a situation which deprives a child of autonomy; to be self-conscious and *recognize* her own *reaction* and judgment of such a situation; and to *articulate* it to the person with the real power to change the

situation. The teacher in this anecdote, like the previous one, *valued* the student's views of adults and children; in this case she was able to see her own behavior from a new point of view and change it.

Such communication is challenging since it involves nourishing in the student a wide range of skills in observing and in integrating perceptions of child behavior. It also demands that the preschool teachers have an understanding of the needs and strengths of the students who work with them, and find "natural" ways and times for the teacher and students to share ideas and information in the busy ongoing life of the preschool.

Developers of EXPLORING CHILDHOOD have attempted to create materials which will help students become more skilled and knowledgable in their work with children. Materials will be helpful only if course and field teachers together establish the conditions which create the kind of communication described above. This involves the course teacher's taking the initiative to orient field teachers to the goals of the program and needs of participating adolescents, and maintaining close contact with the field teacher throughout the year. The field teachers should then orient the student helpers to the particular goals and philosophy of that site and to the ways children are encouraged to learn there, and create opportunities for contact with the students during the course of their work.

Only when these conditions are created can the final component of good communication be realized: a developing trust between field teacher and adolescent. Trust in this case means suspending judgment about what the other is doing and can do until they can explore it, and assuming, in spite of their real differences in style, knowledge, experience, and even values, they share a basic concern for the growth and happiness of the children they work with.

Teacher's Guide for
Working with Children

Developers:
Norma Arnow
Marjorie Jones
Emma Wood Rous, Coordinator

Special thanks are due to the following people for helping with sections of this guide: Marilyn Clayton Felt, for "Overview of the Program"; Peggy Lippitt, Project Director, Center for Research on Utilization of Scientific Knowledge, University of Michigan, for notes on "Helping Skills"; Lucy Lyons, for "Observing"; John Nove, for "Keeping a Journal"; and Judith P. Salzman, for film notes.

Editor:
Anne Glickman

EXPLORING CHILDHOOD PROGRAM

Director:
Marilyn Clayton Felt

Curriculum Coordinator:
Ruth N. MacDonald

Module Head:
Susan Christie Thomas

Project Manager:
Kathleen Maurer Horani

Senior Scholars:
Jerome Kagan, Professor of Human Development, Harvard University

James Jones, Assistant Professor of Social Psychology, Harvard University

Freda Rebelsky, Professor of Psychology, Boston University

Consultants:
Elaine A. Blechman, Assistant Professor of Psychology, Yale School of Medicine, Yale University

T. Berry Brazelton, Pediatrician and Clinical Assistant Professor, Harvard University

Urie Bronfenbrenner, Professor of Human Development and Family Studies, Cornell University

Jerome S. Bruner, Watts Professor of Psychology, Department of Experimental Psychology, Oxford University

Betty H. Bryant, Nursery School Director, Center for Child Care Research, Educational Testing Service, Princeton, New Jersey

Courtney Cazden, Professor of Education, Harvard University

Joan Goldsmith, Co-Director, The Institute of Open Education/Antioch Graduate Center

Patricia Marks Greenfield, Associate Professor of Psychology, University of California at Los Angeles

John Herzog, Associate Professor of Education, Northeastern University

David Kantor, Director of Research and Development, Boston Family Institute

Eli H. Newberger, Director, Family Development Study, The Children's Hospital Medical Center

Ed Tronick, Associate in Pediatrics, Harvard Medical School, Harvard University

Robert Selman, Clinical Psychologist, Judge Baker Child Guidance Center, Boston, Massachusetts

Beatrice Blyth Whiting, Professor of Education and Anthropology, Harvard University

Developers:
Norma Arnow
Wendy Johnson Barnes
Ellen Grant
Rogier Gregoire
Toby Grover
Patricia Hourihan
Margaret Janey
Peggy Lippitt
Ronald Lippitt
Karlen Lyons
Lucy Lyons
Pamela Matz
Jim McMahon
John Nove
Judith Salzman
Jeanette Stone
Ianthe Thomas
Juliet Vogel
Sandra Warren
Dennie Wolf

Filmmakers:
Henry Felt
John Friedman
Mark Harris
Lynn Smith
David Vogt

Film Staff:
David Barnett
David Berenson
Frank Cantor
Elvin Carini
Edward Joyce
Allegra May
David Nelson
Charles Scott
Dan Seeger
Charles White, Jr.

Editors:
Anne Cleaves
Anne Glickman
Marcia Mitchell
Marjorie Waters
Nancy Witting

Design:
Myra Lee Conway
Roz Gerstein
Diana Ritter
Michael Sand
Karen Shipley
Judy Spock
Alison Wampler

Production:
Patricia A. Jones
Scott Paris

Parent Education:
Louis Grant Bond
Naarah Thornell

Teacher Education:
Michael J. Cohen
Rita Dixon
Marjorie Jones
Edward Martin
Barbara S. Powell
Emma Wood Rous

Evaluation:
Geraldine Brookins
Martin Chong
Catherine Cobb
Karen C. Cohen
Joan Costley
Sherryl Graves
Aisha Jones
Eileen Peters
Toby Schneider
Caren von Hippel

Regional Evaluators:
John R. Brown
Karen M. Cohen
Judith McMurray
Mark Walker
Kaffie Weaver

Regional Field Coordinators:
Florence J. Cherry
Thomas A. Fitzgerald
Andrea J. Love
Annie Madison
T. David Wallsteadt
Dianne H. Willis

Support Staff:
Marylene Altiere
Florence Bruno
Genevra Caldon
Bushra Karaman
Judith Knapp
Ruth Kolodney
Pamela Ponce de Leon
Maria Rainho
Barbara Connolly Sweeney
Denise Weaver

Distribution Coordinator:
Steve Westlund

EDUCATION DEVELOPMENT CENTER/EDC SCHOOL AND SOCIETY PROGRAMS

Director:
Janet Whitla

Central Staff:
Marilyn Clayton Felt
Vivian Guilfoy
Cheryl Healer
Earle Lomon
Ruth N. MacDonald
Dennen Reilley
Susan Christie Thomas

EXPLORING CHILDHOOD has been developed by the School and Society Programs of Education Development Center under grants from the Office of Child Development and the National Institute of Mental Health, and with the support of the Office of Education.

Education Development Center, Inc. (EDC) is a publicly supported, nonprofit corporation engaged in educational research and development.