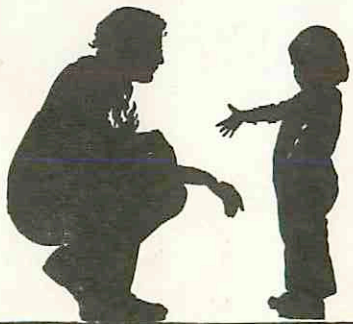
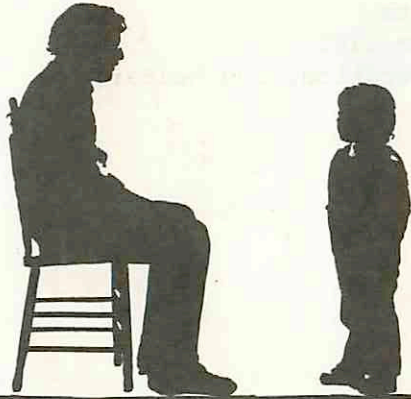
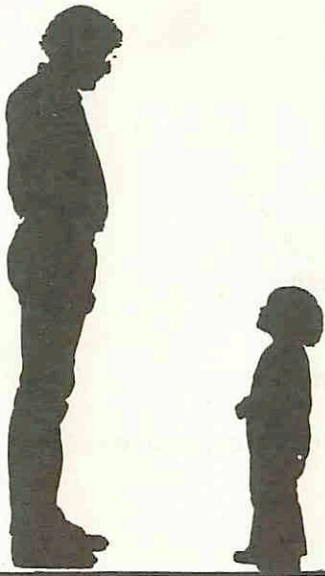


Exploring Childhood

A description of the EXPLORING
CHILDHOOD Program including a
sampler of course materials



**Preview
Package**

Credits

EXPLORING CHILDHOOD, pilot edition, has been developed by the Social Studies Program of Education Development Center, through the support of the Office of Child Development and the National Institute of Mental Health.

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Social Studies Program

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A program designed to give adolescents new and responsible roles working with young children, the skills to perform these roles, and preparation for adult responsibilities involving the care and welfare of the young.

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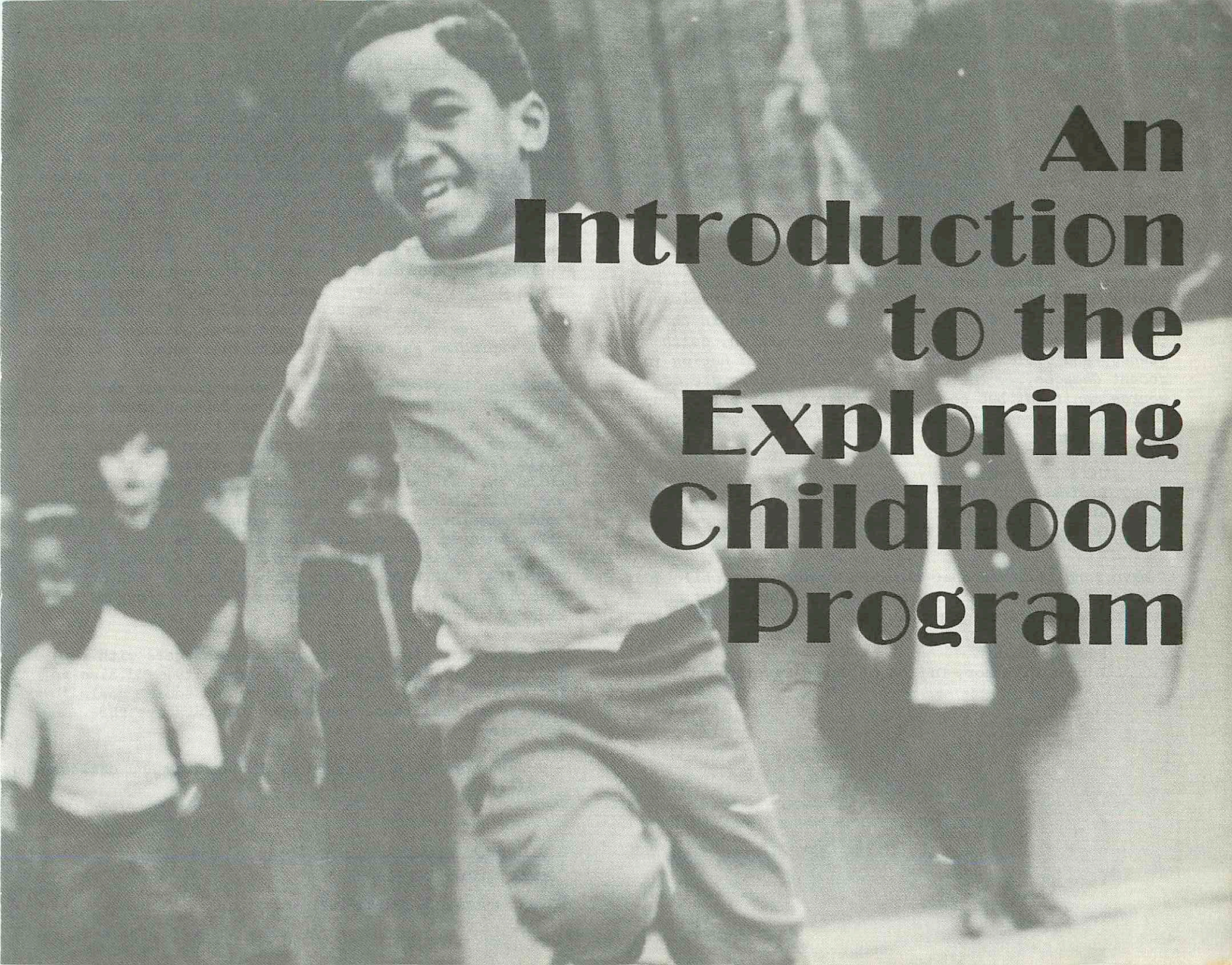
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**An
Introduction
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Exploring
Childhood
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The Purpose of the Program

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 of Human Development and Family Studies,
and of Psychology
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
Former Director, Office of Child Development

EXPLORING CHILDHOOD is a program in which adolescents work with young children while learning about child development.¹ It is sponsored by the Office of Child Development,² the National Institute of Mental Health, and the Office of Education as a program to give adolescents new and responsible roles working with young children, the skills and competencies to perform these roles, and preparation for parenting and other careers involving the care and welfare of young children. EXPLORING CHILDHOOD is a program that can bring together many segments of the community: families; schools; preschool work sites, such as nursery schools, Head Start centers, day care centers; kindergartens; and other agencies which see such a program as compatible with their aims.

Education Development Center's assignment for the EXPLORING CHILDHOOD program was to develop materials for a year-long secondary school course that would allow students to bring together concepts from the field of child development, experience from working with young children, and reflections on their own growing up. It was clear, however, that young adults other than students could also benefit from such a program and that agencies other than schools might also sponsor the program. The purpose of this booklet, therefore, is to describe the EXPLORING CHILDHOOD program to both schools and other agencies interested in teenage work-study programs in child development.

The program is intended to provide teenagers with new roles in the field site and the community, and also to help them achieve certain learning and social goals. Briefly stated, these goals for teenagers are the following:

- To see work with children as a rewarding and challenging role.

¹ Grant Number OCD-CB-33

² Grant Number 5-R01-Mh-19214-02

- To gain basic information about child development, human interactions, and the effect of the larger society on the conditions of child rearing.
- To learn to be reflective about interactions with children.
- To gain a sense of how a child experiences the world.
- To acquire the skills needed for effective caretaking.
- To gain understanding and respect for the diversity of caretaking patterns represented in our pluralistic society.
- To become prepared for adult responsibilities involving the care of the young.

The design of this course reflects two assumptions about the importance of personal experience with children:

- That for the development of a good self-concept, teenagers need experience doing something interesting and useful: a task in which they can sense their own growth of competence, and one in which they are likely to have some success.
- That learning results from a dynamic tension between experience, knowledge and reflection; and that experience must be the kind that raises questions a teenager finds reason to pursue. For many teenagers, work with young children is a source of this kind of experience.

Implementing the Program

The basic resources for the implementation of the EXPLORING CHILDHOOD program in schools are: a class of students who elect to take the program and can be scheduled for work with children and class study; a course teacher with time allotted for visiting students at their work; a field site where students can work with young children; and a field site teacher with faith in students and enough time to give them support in working out responsible roles with children. Non-school agencies

as well as schools are currently administering child care programs. For such agencies the basic resources needed for an EXPLORING CHILDHOOD program are similar to those for the school, with the exception that agency programs may not be able to devote the same amount of time to classwork, and may therefore elect to use only some materials from the year's course of study. Ways to implement an EXPLORING CHILDHOOD program are discussed more fully later in the section, "Setting Up the EXPLORING CHILDHOOD Program."

The Course: Providing a Framework for Work Experience

The learning situation for a student involves opportunity to build on what he already knows. Students form questions that focus observation, they practice skills that develop initial competence, they use readings and discussions to focus and structure daily experience, and they gain ability to measure their own progress. EXPLORING CHILDHOOD materials are designed to help them make the link between experience and reflection in an "enactive" mode of learning: one in which they get involved in questions, exercises and activities requiring a high level of initiative on their part. Materials support the message that adolescents are colleagues with their own teachers, the parents of children with whom they work, and other adults in an educational enterprise: the care of young children.

Multi-media Format

Students will deal with many kinds of materials: the first-hand data of observing and working with children; booklets that provide readings, resource information and suggestions for observations, planning activities, and research projects; and film and cassettes that provide data that can be repeatedly examined by a class as a shared experience; and observations in a variety of child care settings.

Intellectual Perspective

Understanding the way a child experiences the world will be a major theme of the course and will be approached through materials that build a working sense of the way a child's age, family and culture shape his world. Child development is a particularly open-ended field. The theoretical approach of EXPLORING CHILDHOOD reflects the contribution of a variety of scholars and practitioners in a way that makes clear the young and changing nature of the field. Particular theories, when presented, are treated as part of the continuing search for understanding of human development, with emphasis on the process by which people have observed and asked questions about childhood.

Jerome Kagan describes the basic controversies of the field:

There are two important dimensions that child developmental theorists differ on and these describe the major prejudices people have about what the child is and where he is going.

Is the child active or passive?

The first dimension has to do with whether one sees a child as psychological active, trying to make sense of experience, or as passive and malleable to the rewards and punishments visited upon him. John Locke implied that the child is shaped primarily by experience and this view has been elaborated by John Watson, Neal Miller, B. F. Skinner and Albert Bandura, who conceive of a child as being a piece of clay easily molded into the form its creator intends. The creators are those who have the power to administer rewards and punishments and are the models the child will imitate. The active child concept places the child in greater control of his own development, and Jean Piaget promotes this view. There are limits to the environment's power to change the child. The child carries with him at all times the essential mental competence to understand the new in some terms and to make a personal contribution to each new encounter.

Learning theory views the growing child as vulnerable to the moods, attitudes and reactions of the people who block, praise or punish him; and learning theory resists giving the child any compass of his own.

Is there a goal to development?

The second dimension concerns whether a child is growing toward some ideal goal; some psychologists assume that there is an ideal end-point toward which all children move a little each day. By contrast, others assume that the child is not traveling in any special direction. Both Sigmund Freud and Jean Piaget assumed ideal goals in development, Skinner does not. For Freud the mature adult was free of anxiety surrounding sexuality, free of serious conflicts learned in childhood, and able to establish a gratifying love relationship. For Piaget, maturity was the ability to deduce conclusions and to think logically about abstract ideas. The scientist and mathematician are the ideal mature types in Piagetian theory. By contrast, psychologists committed to learning theory do not assume the child is traveling in any special direction, even though his behavior changes every day. Rather than assume that all children in the world are moving toward the same goal it is useful to play with the notion that each child is trying to adapt to the demands of his specific psychological environment. The goal of his development will depend on where he lives. An Eskimo child must learn to inhibit all displays of temper and aggression if he is to remain on good terms with his family and friends. The ideally mature adult, therefore, is self-controlled and rarely angry. An urban American child must learn to defend himself against attack from peers and the ideally mature adult, it is believed, should be capable of reacting with appropriate anger and aggression if attacked or threatened. Neither control nor expression of anger should be regarded as the more mature way to live. Each is appropriate to the setting in which the child and adult lives.

It follows that our task is to help teenagers see the implications of a variety of theoretical approaches. It is important for a teenager to see that there is no complete answer to the major questions about development, and no one way of doing things with a child. A teenager will have the opportunity to gain understanding of what a child is experiencing and of what his own implicit values are; also, a teenager may develop readiness to think about the effect of the interactions with a child.

EXPLORING CHILDHOOD, however, involves not only thinking about children, but actually working with them. Interactions with children, like all human interactions, are based on implicit values and beliefs. While maintaining an open position toward theory, it behooves us to make explicit our values and beliefs for working with children.

The perspective we espouse can be simply stated: human development is a process of continual growth and potential in which the individual, from the moment of birth, both influences and shapes other people and the world around him, and is shaped by those people and that world. This view might be defined as mutuality, reciprocity, or interaction. However defined, the message is that one is influenced by one's past, by one's peers and elders, and by one's culture; but that one is bound by none of these. More than promoting any specific body of information or any particular skill, the goal of the program is to suggest an *attitude* toward development that stresses the capacity of the person--whether child, teenager or adult--to synthesize his past and continue to grow in relationship with others.

We view the young child as an active being endowed from the start with his own resources for coping, for growth and for human interaction. It follows that we see the teenager's role as supporting and extending a young child's normal daily experience rather than, for example, redirecting a child's activity for narrowly defined cognitive and/or affective learning goals.

A Course Sampler

The following pages present samples of the various program components, in order to indicate with concrete examples the scope and approach of the EXPLORING CHILDHOOD program. Course materials for students will be presented first, followed by materials for teachers and administrators.





**Sample
Materials
for
Students**

Introduction to Working with Children

Materials for this section help students make explicit the expectations they have for working with children. In working with these materials, the class will discuss experiences the students have already had with children. A sensitive teacher can make good use of this early period to learn about the resources, concepts and attitudes the students bring to the program. The unit is divided into three sections:

What Happens in a Preschool?

Looking at Children

What Can You Do?

These sections look at the environment of the child, the child himself, and the roles a student might take in working with children. Observation forms, case studies, workbooks, and films make up these sections.

OUTLINE

I. What Happens in a Preschool?

- A. Preschool Observation Form*
- B. Elementary Observation Form
- C. What Is a Preschool Like?*
- D. No Two Preschools Are Alike
- E. Looking At a Preschool Classroom
- F. A Preschool Day

II. Looking at Children

A. Classroom Scenes: eleven storyboards

1. Preschool Scenes

Peter's Goodbye

Playing Alone or Together*

Being Left Out

Building a Toy Village: Planning and Doing*

Clean-up Time

Making Noise

"You Be The Baby!"

2. Elementary Scenes

Poetry Writing Project

"Can I Play Dominoes?"

Puppet Show

Reading Together*

III. What Can You Do?

A. Practice in Observing

Michael and David--film clip

B. Pictures from a Preschool

Water Restaurant*

*Indicates that samples from these materials are included on the following pages.

What Happens in a Preschool?

PRESCHOOL OBSERVATION FORM

(Be sure to speak with the preschool teacher when you arrive at the school. The teacher will help you decide where to sit so that you can see things; and will let you know who can help you if a problem arises.)

Name of Observer _____

Date _____

Name of School _____

Name of Teacher _____

Number of adults in the preschool classroom _____

Number of children _____

Approximate age group of children _____

Time of observation _____ o'clock to _____ o'clock

In the first five minutes of your observation sketch a floor plan of the classroom:

List five things you see children playing with. Show on the floor plan where those things are. Show where the children are. Make X's for the girls, and make O's for the boys.

Close your eyes for two minutes. What are the sounds you hear most often?

List some activities started by the children:

List some activities started by the adults:

What did you like best about this preschool classroom?

Was there anything you didn't like about this classroom?

What did you see that you didn't expect to see?

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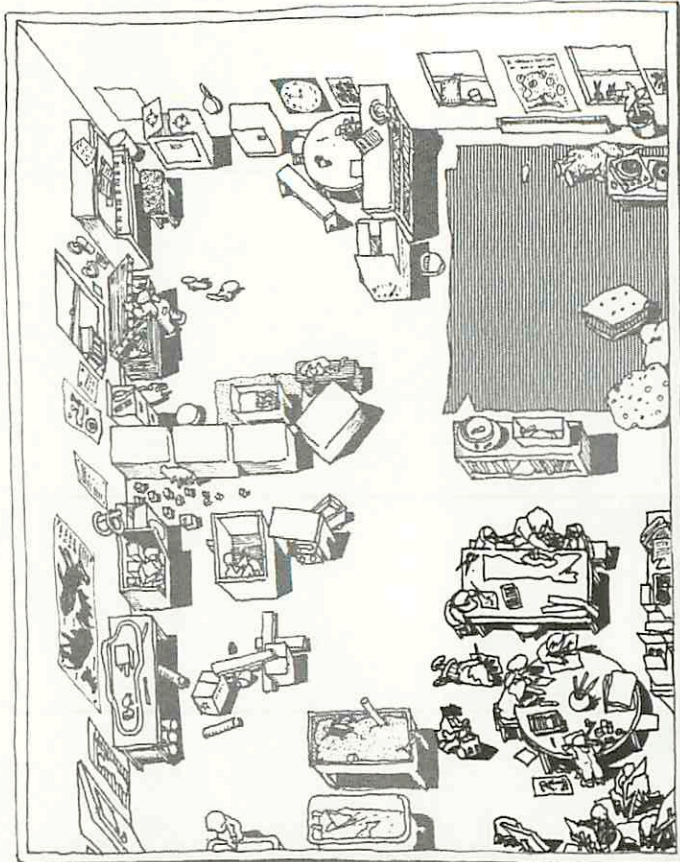
Observation Forms

Purposes:

To familiarize students with the preschool setting.

To help students begin to see that the preschool follows a routine based on children's needs.

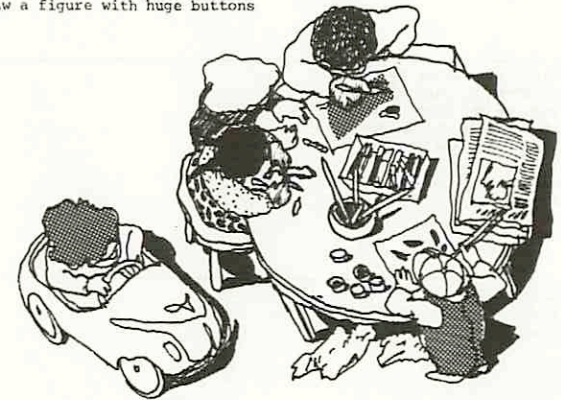
To begin observation with a simple, specific exercise.



Some Preschools Have an Art Activity Corner . . .

All kinds of art activities, such as painting, modeling with clay, and making collages, take place in the art corner. Nearby are shelves where paper, scissors, crayons and other art materials are within the children's reach, and easels are provided in this area. The teacher will probably set up an activity in the art corner at the beginning of the day, and the children usually go there when they first come to school.

Art activities can help children express their feelings and thoughts. Younger children enjoy just fooling around with the materials, and they are often more interested in making a beautiful mess than in drawing a picture of something. When he reaches the age of four, a child's drawings start to look more lifelike, and he usually draws and makes things that interest him or worry him. For example, a child who is having trouble learning to button his clothes may draw a figure with huge buttons on its clothes.



What Is a Preschool Like?

Describes some of the materials and activities found in preschools. Helps students gain awareness of the variations among field sites.

Classroom Scenes

These stories should help familiarize students with some of the incidents that occur frequently with children in group care settings, and with some of the ways teenagers can respond. When students begin their own field work, it may be difficult for them to isolate specific incidents from the general flow of the day; these stories should help them think specifically about the events of the day.

The stories can also serve as a diagnostic tool for both teacher and students. Through discussing the stories, students articulate their own assumptions about children and the roles they think high school students can take at the field site.

Each story focuses on one or two central issues, but in each there are other implicit issues which a class may wish to discuss. Questions about the storyboards should evoke alternative hypotheses about meanings of children's behaviors and the effects of adult interaction. As students discuss and share their ideas, they should begin to see that the behavior of children is a complex phenomenon.

Playing Alone or Together

Paula, a high school student; Roger, Maria, Jennifer, and John, three-to four-year-old children



Roger said, "Jennifer, I'm the Daddy. Maria is the Mommy. You be the baby." He giggled.



Roger and Maria went back to their game. John walked away slowly.

Questions

1. Why do you think Jennifer stayed at the fish tank?
2. Is it all right for Paula to leave Jennifer alone?
3. Why did John grab the clothes and try to sit on Maria's lap?
4. What could Paula do to help John?
5. Jennifer is alone. John is alone. What is the difference?



Jennifer said, "No, I'm going to feed the fish." She stayed at the fish tank.

Maria said, "Aw, come on." Jennifer ignored her.



John had been watching. Suddenly he ran over to Maria and grabbed the clothes. "I'll be the baby," he said.

He tried to sit on Maria's lap.

Roger said, "No! Not that way! Go away."



Paula arrived to work at the nursery school.



She stood quietly for a few moments, trying to decide what she could do.

The children were playing in various parts of the room.

Playing Alone or Together

This sequence is intended to help students appreciate the legitimacy of solitary play, and develop some criteria for evaluating situations at the field site when children wish to play alone.

Building a Toy Village

Planning and Doing

Don, a high school student; Jimmy, Sara, Arthur, and Doreen; three- to four-year-old children



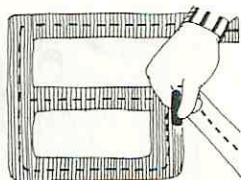
One day Don decided to plan a project for the children he was working with.

Don thought the children might like to build a toy village on a table.



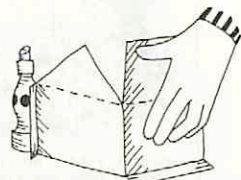
The next day he brought colored paper, paste, scissors and cardboard to the school.

6



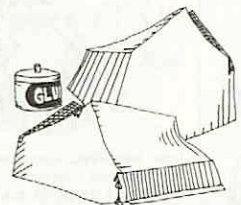
First he covered the table with brown paper. Then he drew the main streets with a crayon.

Jimmy, Sarah, Arthur and Doreen joined in.



Don drew houses on the colored paper.

Then he asked the children to cut them out, fold the corners, and paste them together.



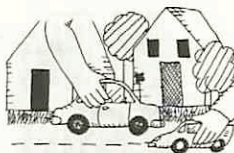
But some of the children couldn't cut well and the houses cut out by Doreen and Arthur looked like this.



So Don cut out and pasted their houses.



Then the children painted their houses and put them on the table.



Sara and Jimmy brought some toy cars, and the village looked fine!

Don left the children playing with the village.



Five minutes later he heard a lot of noise.

He went back to the village and found...



A MESS! The children had flattened the houses by driving the cars all over them.

Don asked Jimmy why the children had destroyed the houses.

Jimmy said, "It was fun!"

Questions

1. Why did the children flatten the village?
2. Should Don have taken over the cutting and pasting?
3. Was the project a success or a failure? Why? from Don's viewpoint? from the children's?

Building a Toy Village: Planning and Doing

This sequence 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; and evaluating and learning from the activity.



Water Restaurant

David is standing at the play sink scooping water into a baby bottle. (The play sink is a basin with water in it--today the water is colored pink.)



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



David stands at the table pouring water from one jar into another. Joshua looks around, and sees Judy standing in the main room.

2



Joshua picks up the toy telephone from a shelf. He says, "Hello." There's no answer.



Joshua calls to Judy, louder, "You can come over now." Then he picks up the phone again and says "Hello. Hel-lo?"

David turns around and yells to Judy, "Come over now!"

Judy calls to Joshua, "Hello. Is this the restaurant?"

Joshua talks into the telephone. "No," he says.

"well, is this where you come to eat?", Judy asks.

Joshua tells her, "This is the place where we have water."

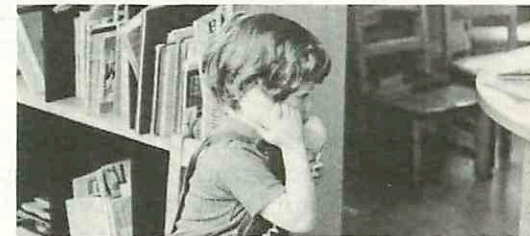
"But do you have anything to eat?", Judy asks.

Joshua says, "No, we don't have anything to eat."

Judy says, "OK, I'll come another day."

Joshua holds on to the phone, not sure what to say next. David calls out, "We're not closed today. The bathroom's closed today."

Joshua says into the telephone, "Hello? The restaurant is open."



3

Water Restaurant

This booklet describes, with photographs and text, a play situation involving a student, Judy, and two four-year-old boys, David and Joshua. David and Joshua are playing in the housekeeping corner. Judy joins them, and the three together pretend that the boys run a restaurant and Judy is their customer.

Frequently, students will work at their field sites without specific plans or assignments. At these times, their role may be similar to the one Judy takes in this situation--joining children in their play. Water Restaurant raises the issue of the value of this kind of responsive, non-directive interaction.

Child Development and Socialization

These units are designed to help students build a sense of the way a young child experiences his world, and an understanding of the psychological and social processes that shape that world.

First, students are introduced to the process of observation, the concept of development, basic information about development from infancy through early childhood, and the notion of theory. Next, through observing and doing activities with children, students see how competence grows, how a child sees himself and others, and how he sees and explains the physical world.

Once students have built an understanding of the way a child experiences the world, film and further observations are used to examine the daily interactions of which the child is a part. Finally, students will explore how the social and cultural conditions surrounding a child's family affect his development.

Our educational philosophy is basically one of moving from concrete to conceptual, setting up conditions for students to become actively involved with children and then helping them develop concepts for understanding that experience.

The units on child development use as basic material student's work with children. The units on human interaction and social structure use film as a way of bringing to a class the daily lives of other families and the child rearing practices of other societies. Films of scenes from the daily lives of a variety of families will be used to help students gain an understanding and

respect for the diversity of caretaking patterns represented in our own pluralistic society.

OUTLINE OF UNITS

Unit One:

What is a Child Like?

Introduction to Development
Learning How to Observe*
The Concept of Development
An Approach to Theory

Children's Art: Change and Growth*

A Young Child's Understanding of Others

A Young Child's Understanding of the Physical and Biological World

Summary on Development

Unit Two:

Interactions in the Child's Immediate World: Home, Family, Preschool*

Unit Three:

Social Organization, Culture, and the Conditions of Child Rearing*

*Indicates that samples from these materials are included on the following pages.

Unit One: What Is a Child Like?

Learning How to Observe

In this introductory unit on child development, students learn about observing. Observing is the primary way in which all people who work with children find out about child development, and it is a technique students can also use to better understand children. As students develop into skilled observers, they will find out many things about children and how to work with them, raising questions about their own childhoods and general issues of how children grow into adulthood.

Checklist

Check off the points that you feel would be helpful for you to consider when investigating your topic. Also add others that you think would be helpful but are not included.

ARE YOU INTERESTED IN:	
watching several children	
watching one child or a pair of children	
watching children of the same age	
all boys	
all girls	
ARE YOU INTERESTED IN:	
what the child does	
what the child says	
facial expressions	
direct quotes	
whom the child talks to	
how the child talks: i.e., baby talk, three-word sentences, noises.	
ARE YOU INTERESTED IN:	
how the child deals with materials	
how long the child works with certain material	
what materials the child is able to work with	
how many children deal with a particular piece of material	
ARE YOU INTERESTED IN:	
Will it matter what time of day it is?	
Do you need a partner to observe with you?	
Do you think you will need several observing sessions to get enough data to draw conclusions?	

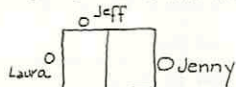
A page which helps students focus their observations in the real life situations of a preschool.

Exercise

After reading the brief description following, fill in examples of fact, inferences you could draw from them, and value judgments working on your perceptions of what is going on.

Characters: Jenny 3 yrs.
 Jeff 3 yrs.
 Laura 3 1/2 yrs.

Time: 10:20



The children are sitting at the paint table painting with tempera brushes. All three have been working for about 15 minutes, when Laura asks Jenny for the green paint. She gets up to bring the paint to Laura. As she approaches Jeff's chair he trips her and the paint spills all over. Jenny hits him with her brush, getting green paint on his shirt. Laura picks up the nearly empty container and continues her painting while the other two children continue their struggle.

Fact-Inference Examples

Fact: exactly what you see	Inference: what you suppose is/are the reasons for the behavior	Value Judgment: how you value the behavior whether it is good or bad

Ongoing Activities

For the Teacher

PULLING DATA TOGETHER

In discussing with the students the importance of observation and collecting good data you might mention that the data will be compiled and collected around specific topics as the course progresses.

A grid such as the following could be filled in and added to from time to time. Conclusions could be drawn and checked out with various sources such as the age cards, readings, or discussions with experts, or further observations.

Grid A: Data can be grouped according to the age of the children observed. For example, all students who have data about children 0 to 18 months (1 1/2 to 3 years, 3 to 5 years, etc.) would group together to pool data, and fill in the following grid. Headings are suggestions only.

	Sharing	Dressing	Favorite Activities	Play With Others	Eating	Physical Abilities
0-18 mos.						
1 1/2-3						
3-5						
5-7						

An interesting substitute procedure or follow-up activity would be to give each age group a roll of white shelf paper and dark colored markers and have them fill the information in on the shelf paper with large print. This could then be placed in chronological order, one under the other on a bulletin board or some such display area and used as a reference for future work. Room should be left for additions.

Areas in which you get little or no information, or disagreements, could serve as basis for future research.

Sample pages from Learning How to Observe, which helps students separate facts from inferences.

A sample page of teacher notes from the Introductory Unit.



Unit One: What Is a Child Like?

Children's Art: Change and Growth

This is the first unit in which students learn about development through actual observation and activities with young children. From the first-hand data of children's drawings and paintings, and from working with children who are painting, students are helped to understand the development of competence.

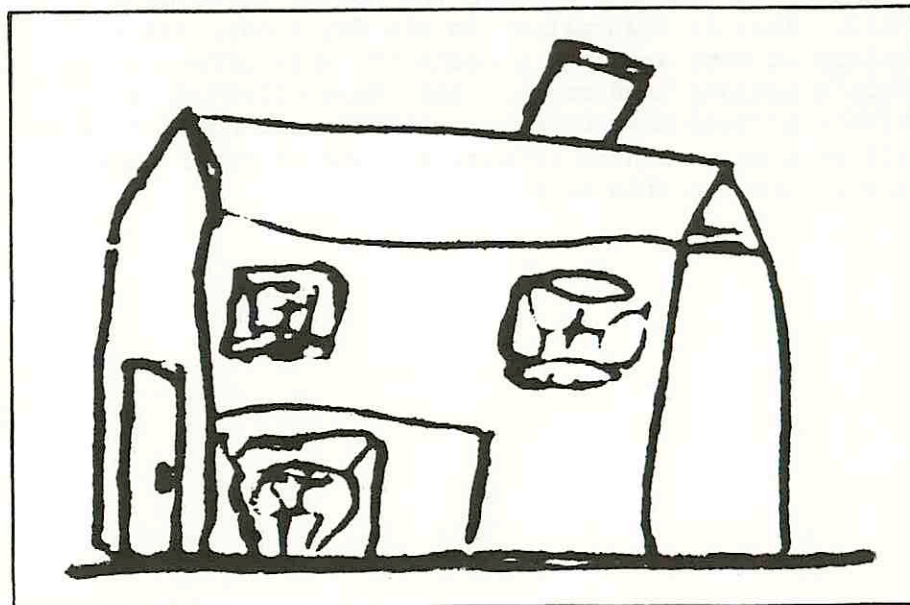
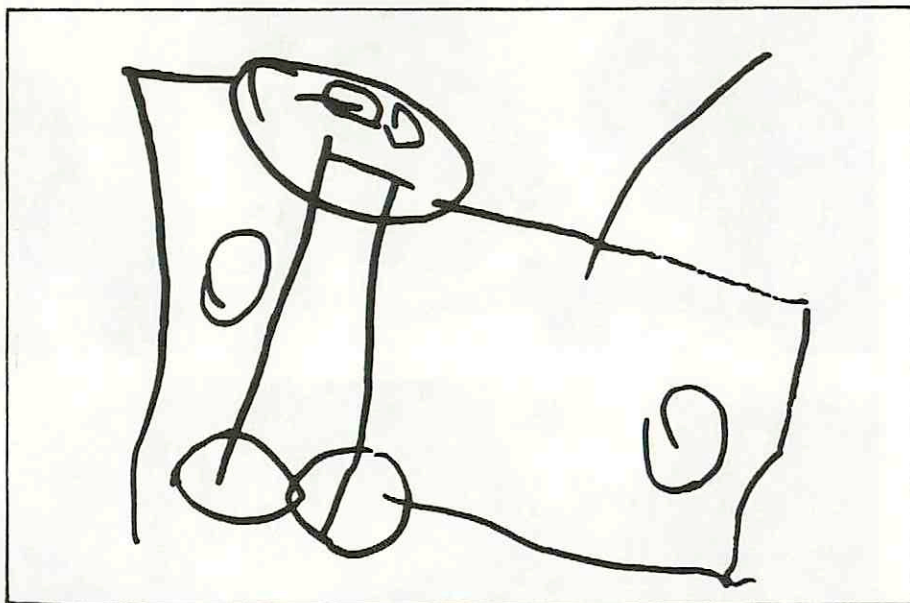
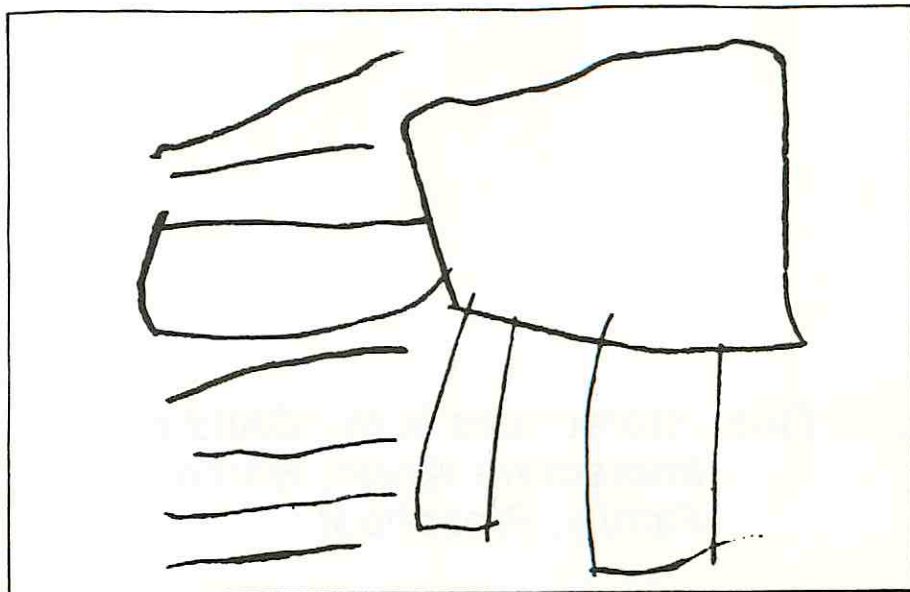
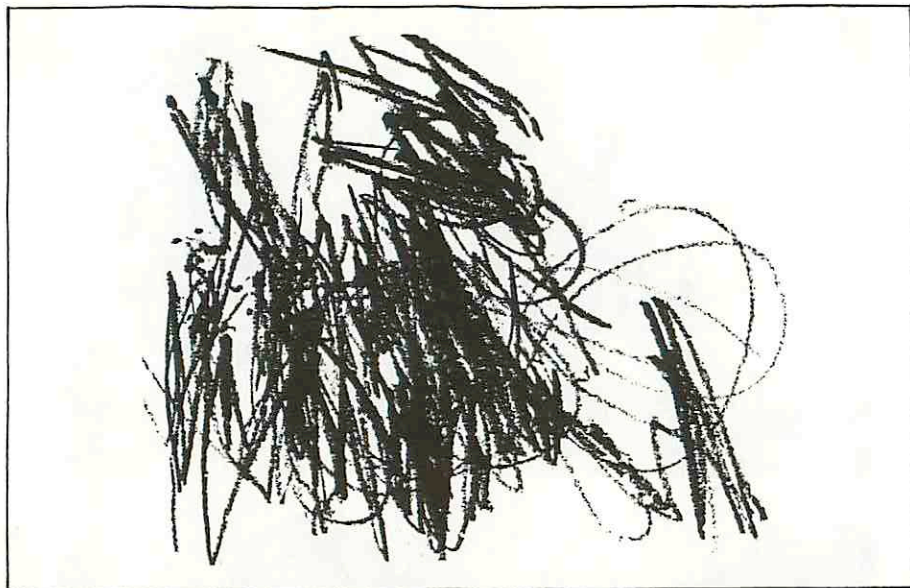
Class 1

In speaking of children adults often talk not just of a child's becoming older, but of his becoming more talkative, becoming more responsible, becoming more of a reader, becoming more aware or capable. In conversations everywhere people talk of childhood as a process of becoming, or beginning at one point and finishing at another. A question for you to consider is "What is the nature of change during childhood?" More than likely, you have thought about this before but here is an opportunity to explore the idea. In this envelope are twenty-five drawings by children 2 to 6. Examine them all. Sort drawings into groups which seem to be similar. Then order your groups so that they form a sequence from "early" to "later" drawings. Spend the first one-third of the class building your sequence. The remaining time should be spent sharing ideas about how you made your choices.

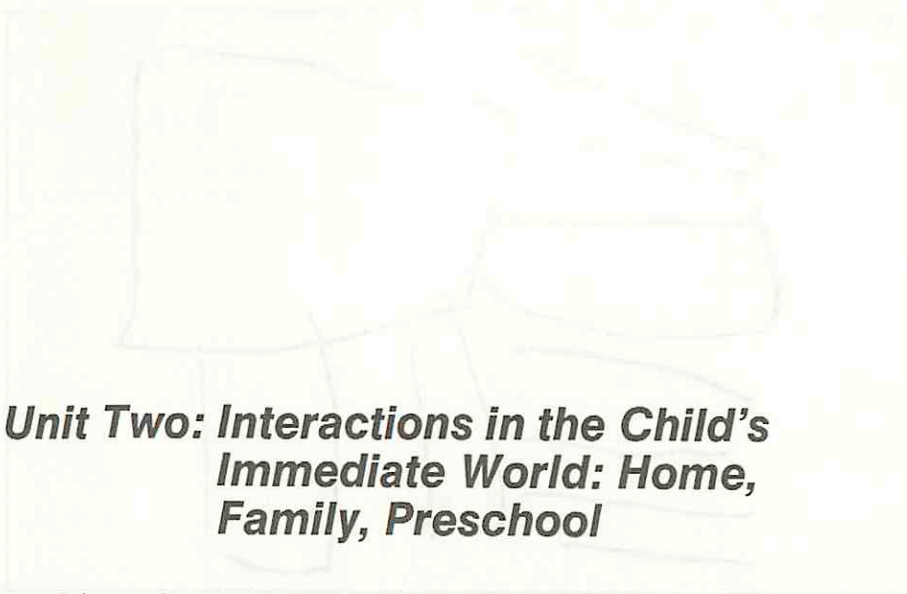
Questions to aid or follow the discussion of the sorting task:

- Were you able to separate the drawings into groups? What made this possible?
- What seems to define the earliest group? Each of the successive groups?
- Are the groups of drawings merely different from one another or can you discover "growth" in the sequence?
- Is there any growth of physical control? Can you actually point to examples in the drawings?
- Is there growth in the ability to use lines for a specific purpose? Do the drawings offer any evidence?
- Are shapes always present? If not, how do they emerge-- suddenly, gradually, by what steps?
- Do shapes come to be used for a variety of purposes?
- In what ways does a child's ability to express himself through drawing alter?
- From looking at these drawings, how does the way in which a child uses the surface of the paper change?
- Does the amount of planning seem different in different drawings?
- What does the fact that the drawings seem to fall into groups seem to suggest about development in drawing? Do you think that what is true of development in drawing might also be true of other kinds of development?

A sample page of student materials from Children's Art: Change and Growth.

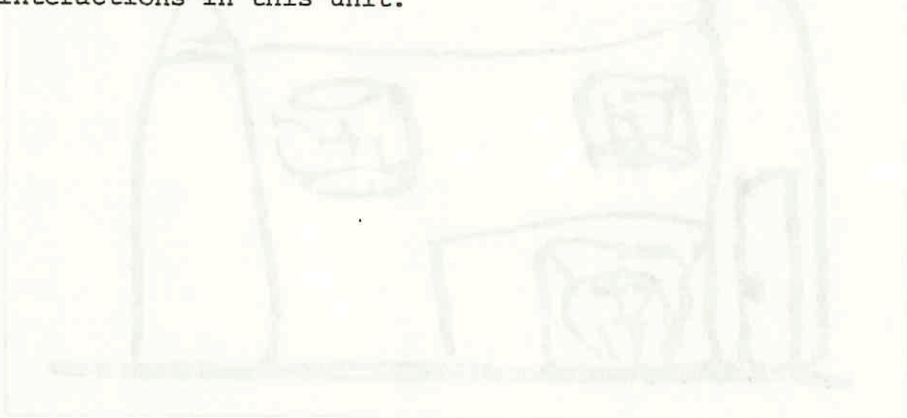


Drawings done by young children.



Unit Two: Interactions in the Child's Immediate World: Home, Family, Preschool

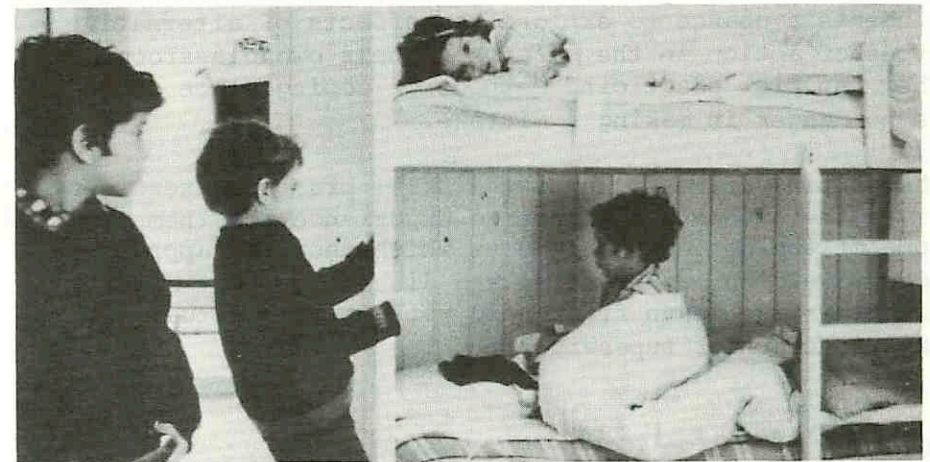
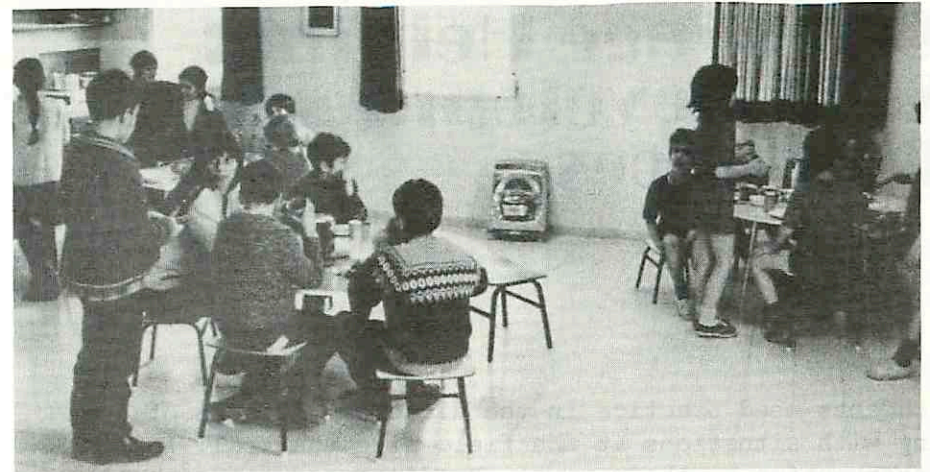
In this unit students explore the social world of a child. What is transmitted in the day-to-day interactions at home and in a preschool? What effect do an adult's actions have on a child? What effect do a child's actions have on other children and adults? Film will be a major source of data for the study of family interactions in this unit.



Picture stills from some Family and Preschool films.

Unit Three: Social Organization; Culture and the Conditions of Child Rearing

Finally, students begin to consider the effect of social organization and culture on child rearing. For perspective on this question, materials present data from other societies, and here film is used to give students a visual sense of the child's world in other societies.



Picture stills from a Kibbutz film.

Cross-age Helping: Skill Development Resources

Students need practice in the different methods of dealing with situations at the field site that call for intervention on their part. Readings and exercises give students a chance to explore the effects of alternative types of action in the safety of their own classroom. They can risk practicing methods of coping since there is no danger in making a mistake.

The participative focus of the skill practice exercises gives the students a chance to experience for themselves some of the concepts and ideas which they may appreciate cognitively through reading and discussion, but might not otherwise learn first-hand without much actual experience under supervision.

OUTLINE

Session I*

Things to do when small children need help. A look at the various ways people respond to small children's problems.

Session II*

Getting into the thoughts and feelings of small children. How we can understand children rather than judge them? What do they need to learn in order to cope better?

Session III

What it takes to be a good helper. Skill practice in helping children meet their emotional needs.

Session IV

Skill sharing. Practice in using each other as resources for learning help-giving techniques.

Session V

How to ask adults for help. How to give adults help. Intergenerational strategies.

Session VI

Contract building: with teachers we are helping; with ourselves as helping each other; with small children.

Session VII

Meeting the teachers: team building

Session VIII

Different types of intervention depending on whether the problem is theirs, ours, or between them and us.

Session IX

Preventing difficulties. Increasing opportunities.

Session X

How to find and use resources. Getting help from experts, books and our shared experiences.

*Indicates the samples from these materials are included on the following pages.

Skill Practice

Suggested Flow Sheet of Activities for Skill Practice Sequence Option I, Session I,
Things To Do at Times Small Children Need Help

TIME	ACTIVITY	PERSON RESPONSIBLE	SPACE ARRANGEMENTS AND MATERIALS NEEDED
Before Class	Place the four pictures or printed captions for the four episodes around the room.	Teacher	Pictures or written captions in different areas of the room.
9:00-9:05	Introduce idea of listening to four episodes in which small children need help give directions: (1) Listen to episodes; (2) Choose one you want to work on; (3) Go to place in the room where this one is designated; (4) Form trios or quartets of students who want to work on the same episode; (5) Brainstorm all the ways possible to handle this situation.	Teacher	
9:05-9:10	Play four episodes; pausing after each so as to make each distinct.	Teacher	Cassette of seven episodes of children needing help in the preschool setting
9:10-9:25	Students go to designated place; form trios or quartets. Teacher gives them script for all the episodes and rules of brainstorming and further directions as follows: After listing all possible ideas--good and not as good--Check one you think is good. Indicate those you don't think are good and why. Pick a representative to roleplay your suggestion, with teacher as small child.	Teacher & Students	Script for all episodes--Rules of Brainstorming (where they are most easily given out)
9:25-9:45	Roleplay ideas. As students watch roleplaying, they can ask themselves the questions to decide if the intervention is effective.	Students & Teacher	Questions to ask in looking at an intervention in order to decide if it is a good one.
9:45	Summarize need to know more about children's feelings to make wise intervention. Will learn more tomorrow about how to understand them better.	Teacher	

Teacher Materials

CROSS-AGE HELPING: SKILL DEVELOPMENT RESOURCES

Teacher Materials

Session I: Things To Do At Times When Small Children Need Help

Purposes of the Session

This is a cassette tape of seven episodes of typical situations in which preschool children need various types of help.

It provides a way teen-agers can experience what it is like to be confronted with situations in which small children need helpful interventions from older looking after them.

It brings home to the teen-agers the need to learn to cope with typical situations like these, and of finding how to determine what are the best methods of doing it.

A Suggested Skill Practice Sequence

One way these taped episodes may be used as a skill practice opportunity for the students is to have students brainstorm all the ways they can think of for coping with each situation and practice trying one way through role playing it. The teacher takes the part of the small child in the role playing. (Until the older student helpers know more about children, they are very apt to stereotype them.)

Samples of teacher materials from Session I.

Session 1/Introduction

CROSS-AGE HELPING: SKILL DEVELOPMENT RESOURCES

STUDENT MATERIAL EXERCISES - SESSION I

Introduction

You older students are a special kind of resource for the young children you help. Because you have lived longer and have had more experience, you can help them to find ways to solve problems. Because you aren't yet adult, it is easier for little children to identify with you than with "grownups." You are nearer their age and speak their language better than adults can. They think of you as a friend. They want to grow up to be like you. If, for some reason, a child has trouble relating to grownups, you are sometimes able to reach them when adults can't, and help them re-connect to adults.

Your help will mean a lot to the teacher of these children, too. You can provide the individual attention teachers would like to give to all their children, but haven't time to give when there are so many of them in one class. You will have time to relate to them individually.

Sometimes the meaning of the phrase "relate to" becomes confused with the idea of "controlling," or "managing." The purpose of these skill practice exercises is not to "control" or "manage" others. Who likes to be controlled or managed! These skill practice exercises are to give you techniques of giving help and friendship. They are ways to help small children gain competence in learning what they want to learn. This includes skills of using their bodies well, of learning to think, of understanding their feelings and how to deal with them, of growing surer of themselves, of gaining self-esteem and the ability to relate to others effectively.

Session 1/Cassette

STUDENT RESOURCE SHEET, NUMBER 2

SESSION I: CROSS-AGE HELPING: SKILL DEVELOPMENT RESOURCES

RULES OF BRAINSTORMING

1. List every idea, no matter how far out it seems to be.
2. Don't evaluate it (that is say what you think of it, that it's good or not so good).
3. Don't discuss the ideas while they are being listed.
4. It's all right to repeat an idea or to add to one already listed.
5. The goal is to list as many ideas as possible.
6. There should be someone in each group who writes a list of all ideas that group can think of.
7. When you seem to be all out of ideas, don't assume you are through. Some more will come.

STUDENT RESOURCE SHEET, NUMBER 3

SESSION I: CROSS-AGE HELPING: SKILL DEVELOPMENT RESOURCES

QUESTIONS TO CONSIDER WHEN LOOKING AT A WAY TO COPE WITH A SMALL CHILD'S NEED FOR HELP

1. What is the purpose of the method being used?
 2. How does it make the child feel?
 3. What does he learn from it?
 4. Will it help him solve the problem the next time?
- Suppose you are his/her friend, how do you want him/her to feel?
1. About himself?
 2. About the situation?
 3. About problems in general?
- What do you want him to learn?

Samples of student materials from Session I.



Research and Action

Research and Action is a unit designed to allow students to work independently and in depth in an area of child development which especially interests them. The range of possibilities for field work is deliberately broad, offering varying degrees of sophistication and challenge for students who may or may not have done prior independent work. The emphasis of most projects in the unit is on active engagement in researching an issue--on *doing* rather than on simply reading. Students are encouraged to examine some aspect of child development at close range, through observation and interview, community involvement, apprenticeships, film-making and other recording techniques. Literature is available as a supplementary source of information, but it should not replace the students' own investigations in the field.

OUTLINE

- I. Notes to students and teachers about how to use the guide
- II. List of suggested general topics for field work:

The Arts
Health Issues*
Play and Entertainment*
Politics
Psychological Issues
Schools/Learning
Styles of Child Rearing

*Indicates that samples from these materials are included on the following pages.

Play and Entertainment

Suggested Topics:

1) Toys:

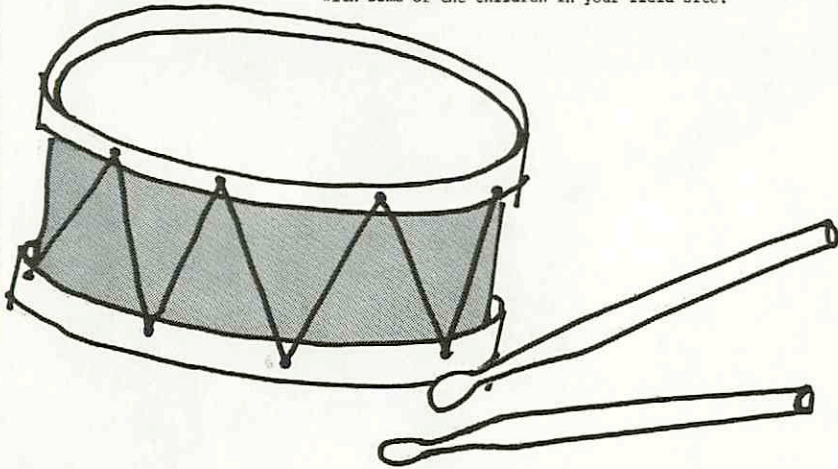
Look at children's toys from a variety of angles. Visit a toy store, and look carefully through the stock of toys in a preschool classroom. Can you categorize toys according to the age groups they were designed for? For boys or for girls? What are some of the functions toys may have for a child? What part do they play in his learning about the world?

If you had to learn about and describe our own society simply by looking at the kinds of playthings given to children, what would you be able to tell?

Look for comparison at the kinds of toys given to children in other cultures. What are the similarities? Differences?

DESIGN A TOY

Many toys sold for young children are neither especially safe nor useful for encouraging healthy and creative play. Make a list of toys you have seen which seem inappropriate or downright dangerous to you. What is wrong with them, in your opinion? Can you design a better one? Try your hand at finding or creating a safe, sturdy plaything for a four-year-old, then test it out with some of the children in your field site.

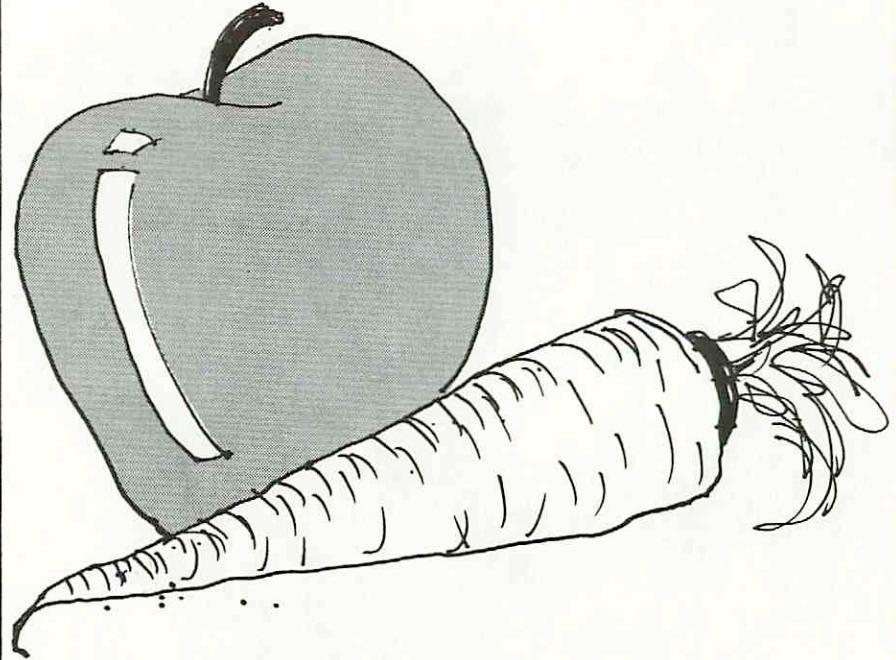


Health Issues

2) Nutrition:

Do some eating, smelling, tasting, cooking experiments with children to explore new possibilities in food. Perhaps you might want to schedule a few lunch parties at your field site, in which you introduced the children to foods from various countries. Or you might make an all green lunch, or an all crunchy lunch, or one that consisted only of hot things, or cold things.

Talk to a dietitian at your school about balanced meals for children. Is it possible for a family with a very low income to provide such meals for their children? Make up some menus which attempt to do this. Or go to a market and see whether you can buy an entire day's worth of nourishing food for less than a dollar. Is it possible?



A sample topic from the Play and Entertainment section.

A sample topic from the Health Issues section.



A black and white photograph of a young girl with dark hair, wearing a light-colored, short-sleeved dress with ruffled shoulders. She is sitting on a dark-colored tricycle. The tricycle has a large front wheel and two smaller rear wheels. The handlebars are visible on the right side. The background is a plain, light-colored surface, possibly a sidewalk or pavement. The overall image has a grainy, halftone texture.

Sample Materials for Teachers and Administrators

Teacher Education

The success of any curriculum depends not only on the quality of the materials, but also on the teacher's understanding of its content, concepts and pedagogical strategies. With this in mind, EXPLORING CHILDHOOD will contain an extensive teacher education component. The central purpose of this component will be to engage teachers in the course in such a way that they understand its intent and feel a sense of control over how course materials and pedagogy can be used.

Teacher Education Seminars will be the heart of preparation for the course. This is the component that will allow groups of teachers to work together on some of the most critical aspects of EXPLORING CHILDHOOD. The objectives of these seminars will be:

- Communication among teachers, and between teachers and Education Development Center. We make the assumption that teachers working with child care programs have not only a great deal of practical knowledge, but also considerable wisdom that can be well shared between colleagues.
- Communication of the central aims and objectives of the course, and a time for teachers to work through these in terms of their own feelings and values about child care.
- Discussion of intellectual and pedagogical issues that teachers will need to understand in order to teach the course most effectively. For example, two of these issues deal with cross-age relationships (between adult and child, adolescent and child, adult and adolescent) and comparative development (child, adolescent, adult).

MATERIALS

- Guides to materials in the course.
- A collection of readings for high school and field site teachers to expand their knowledge of childhood and adolescence.*
- Films that will allow teachers and their students to focus on some of the central issues raised by the course.
- Suggested plans for a series of teacher education seminars at which teachers using the course can get together.*

*Indicates that samples from these materials are included on the following pages.

TEACHER SEMINAR TOPICS

Goals and Perspectives of the Course

Focuses on objectives, framework and introductory unit of the program.

Developing Cross-age Helping Skills

Introduces specific techniques and activities including observation and role playing exercise to help students gain skills in working with children.

The Adolescent's Perception

Focuses on the high school students views about his role with young children.

Children's Art: Change and Growth

Focuses on learning about development and the growth of competence through children's artwork.

What is a Person Like at Different Life Stages?

Focuses on comparative development and salient issues during the periods of childhood, adolescence and adulthood.

What Makes a Difference?

Raises the issues of the effect of home and family and the larger culture in the development of a child.

Teacher Seminar

AGENDA FOR TEACHER SEMINAR

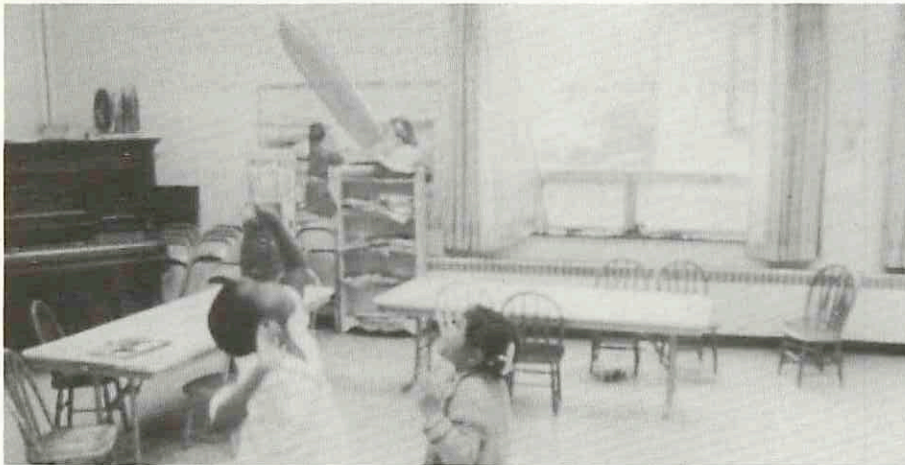
MEMO TO: Exploring Childhood Collaborating Teachers

FROM: Exploring Childhood Teacher Education Staff

RE: Teacher Seminar on The Adolescent's View of His Role With Children

9:00-9:30 a.m.:	Coffee and introduction of new participants.
9:30-11:00 a.m.	Film showing: <u>Debbie</u> (a junior high student working in a day care center) Small group discussion: "What would you do to help Debbie?" Two mixed groups including high school teachers and preschool teachers. Film showing: "Interview with Debbie about her work." Discussion: Given Debbie's perceptions, what would you do differently?
11:00 a.m.-12:00 noon:	"The Adolescent's Perception of His Role in the Preschool." As teachers, what are your reactions to the paper? How do your own experiences compare? How does Debbie's case relate to the general way adolescents are described in the paper?
12:00 noon-1:00 p.m.	Lunch
1:00-2:00 p.m.	Presentations of materials Orientation Reading and discussion of <u>Peter's Goodbye</u> (one of the classroom scenes in Introduction to Working With Children) General question: How would having used this material have helped Debbie work in the preschool?

This is an agenda for a seminar for teachers held at Education Development Center during the first year of program development. The topic of the seminar was The Adolescent's View of His Role with Children.



The Adolescent's Perception

This paper explores the adolescent's perception of his role in the preschool by discussing:

How the adolescent perceives his helper role,

The sources of his role perception,

How his view of his role both distorts reality and expresses positive values, and

How communication helps to correct distorted perception and helps student and teacher to be more aware of each other's values.

The paper concludes with a number of recommendations for the program.

The Adolescent's Perception of His "Helper" Role

When teachers label the adolescent's role in the preschool they use a variety of words: tutor, Big Brother or Sister, teacher's aide, teacher's assistant. The last two particularly focus on the student's relationship to the preschool teacher and emphasize the student's function as helper to the teacher. Students themselves, in contrast, are much less likely to use the word "teacher" in defining their role; they most often call themselves "helpers" and mean helper to the child.

A "helper," the interviews suggest, responds to the child's immediate needs, is close to him physically, and has an emotional rapport with the child. As students recall their experiences in working with children they often remember talking with and touching the child, or moving to his physical level by stooping or sitting down. Describing how she began to get acquainted with a particular little girl, a ninth grade student described a typical combination of verbal and physical contact between herself and the child:

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.

A sample page from The Adolescent's Perception of His Role in the Preschool, a research report based on interviews with high school students.

left: Stills from film "Debbie"

Teacher Discussion

On Film "Debbie"

A teacher: Personally, I would do everything I could do to protect my kids from getting thrown into a situation like this, where they know so little and are so ill-equipped to handle large groups.

Exploring Childhood Staff: If we showed the film do you think that the interview part that we saw last would lead to a useful discussion?

A teacher: Well, I doubt it. I don't see this film being used in the beginning of the course. I think after a certain amount of learning, it could be used and then it could sharpen up some other things. But not in the beginning, to show a kid so over her head.

Another teacher: It would help the students to be in a working situation long enough so that they could identify with some of Debbie's feelings.

A teacher: I would like to use parts of it--never the whole film at once. There are bits of it that could be very usable at the beginning of the course. The balloon sequence would be extremely good because it could be a jumping off place for the whole business of what kinds of activities are appropriate and how do you do it.

Exploring Childhood Staff: I have a question for other people who deal with high school kids. Let's say a group of kids watch a film and then comment on it. I wonder if anybody here has had this kind of class session and if so, what the result has been. It seems to me that a lot of kids are reluctant to criticize or pass judgement on what another kid does because they don't want criticism themselves. If a teacher gives it, it seems all right; but it's hard for a student to criticize anyone his own age.

A teacher: I've found that the more ways I can structure something with forms or sheets or something that they can work out on paper first, the better.

Another teacher: The kids are all pretty aware of the negative things. I would like to try this--show a lot of films over a period of time and only talk about the good things the kids see in them.

Another teacher: I find that there are techniques you can use--like I asked a student to talk about what he had done, and everybody perceived that he felt terrible about it, but what I did was to ask him what he thought the kids learned from him and he said "Nothing." Then after he had given a description of what had happened, I went around to the rest of the class and said, "What do you think the kids learned?" They came up with some pretty good ideas, and I think the student felt a little better about it. So this is a little different from the criticism but it's along the same lines.

Another teacher: There are several issues here. One is, How do you get kids to talk about what they did, positively or negatively? Sometimes they will talk about it in positive terms when they feel wretched. And then secondly, How do you get kids to listen to what the other kids are talking about? Usually, the kids talk and the teacher listens. The third thing is, How do you get the kids who are listening to then be able to respond to what is being said? I do seem to get better at it the longer I teach, so maybe it's just teacher experience that counts.

Teacher Discussion

Exploring Childhood Staff: Do you find that talking about your own teaching experience helps? It might be helpful to have kids read a few five-page essays by other kids just talking about the normal experiences in their field sites.

A teacher: This reminds me of when I was in teacher training. One of the first sessions was geared to be just this sort of situation, in which we were supposedly going to talk about how uncomfortable we felt as student teachers. I had taught before but a lot of people in the group hadn't, and it was a very intense experience. There was so much resistance to doing that, and no one wanted to talk about it. All kinds of resentment and hostility towards the woman who was setting up the course just came right out and we never dealt with the issues--that everybody felt scared and insecure. And I think it is even harder for adolescents to do that than for adults.

Another teacher: The other thing I keep thinking about is whether there is a way to introduce some sort of humor. When we look back I notice that people in that class were smiling, and people do go through mistakes in student teaching and it's not such a great horrendous thing that you have to sit and agonize over it.

Exploring Childhood Staff: One thing we're talking about doing, is to do an animation of a teacher's worst day. Another thing would be for the kids to make a comic strip of a teen-ager's worst day.

A teacher: I think it would be really threatening to do something like that, but it might be interesting to tie together their first traumatic experience in the preschool.

Another teacher: We did something similar after one semester last year. Each student talked about his own teaching style and wrote a description of himself as the teacher. But by that point they had a backlog of experiences and they were beginning to ease into their role and they were able to see the humor. It worked with those students, I thought.

Evaluation of Exploring Childhood

Next year we plan to study the EXPLORING CHILDHOOD program systematically in two hundred sites across the country. This evaluation will determine the effectiveness of the program in meeting its goals for students, teachers and parents in a wide range of communities. The findings from this study will be available in report form to schools and other interested groups.

EVALUATION STRATEGIES FOR STUDENTS AND TEACHERS

EXPLORING CHILDHOOD's evaluation staff is currently preparing evaluation tools for students and teachers to use in assessing what is being learned through EXPLORING CHILDHOOD. These tools will include interview forms, group discussion guides, pre-program and post-program exercises, and observation booklets.

Playing With Children

WHY DID IT HAPPEN THAT WAY?

What are some things to consider in explaining how the children responded during the activity?

What do you think the children might have learned from the activity? Why?

What ideas does the preschool teacher have about the children's behavior during the activity? What suggestions can the teacher offer you? (The teacher can write a comment here or you can summarize your conversation together.)

If you were to do this activity again (with the same or different children), how might you do it differently? What would you watch and listen for in the children?

Does this give you some ideas about what you might have learned about children from doing this activity with them?

A sample page from the self-evaluation workbook Playing with Children. This booklet gives the student a way to record and describe activities he carries out with children, and helps him note progress in his ability to observe and respond to children.

Setting Up An EXPLORING CHILDHOOD Program

The following material has been excerpted from the manual designed to help teachers and administrators set up EXPLORING CHILDHOOD as a secondary school course. Excerpted here is the basic information relevant to any agency interested in EXPLORING CHILDHOOD. In the manual, high school administrators would also find suggestions for student selection, and for scheduling of both field work and classroom components.

OUTLINE

- I. Introduction
- II. Choosing the Field Site
 - A. General Criteria
 - B. Possibilities for Field Sites
- III. Organizing Field Work and Course Work
 - A. Communication
 - B. Scheduling Field Work
 - C. Supervision
 - D. Transportation
- IV. Parent Participation
 - A. Parents' Concerns
 - B. Parents as Resources
- V. The Law
 - A. Protecting the Young Children's Health
 - B. Medical Checkups for Teenagers
 - C. Legal Responsibilities for Teenagers While Traveling and Working
 - D. Minimum Age Regulations for Working with Young Children
- VI. Finances
 - A. Expenses
 - B. Sources of Funds

Choosing the Field Site

General Criteria

A field site should be a place where teenagers have a regular opportunity to work with young children individually and in groups, and to observe children in a variety of situations. The young children can range anywhere from about three years old through about seven (first or second grade). Teenagers themselves may have valuable suggestions for nursery schools, day care centers, primary grade classrooms, and the like, where they could work.*

There must be a commitment from a capable child care worker at the potential site (the "field site teacher") to oversee teenagers as they work, to meet regularly with teenagers and to confer at least once a week with the course teacher, by telephone or in person.

In some programs, teenagers visit various sites and then decide which one they would like to work in. In other programs, teenagers are assigned to a site by the teacher. In either case, matching a teenager with a site should reflect consideration of these concerns:

- Teenagers have a variety of talents and inclinations for helping children. If more than one site is available to a particular teenager perhaps he should work at the site that can give him the best chance to use his special skills. For example, a teenager with a special musical skill might find a place in a preschool that stressed music; a photography buff might find an audience among first or second graders.

- A teenager probably should not work at a field site at which he feels uncomfortable with the methods and values, the personnel, or the children. There are great possibilities for learning, of course, when teenagers come into contact with ideas and people that are new to them. But if the contrast is too sharp, the teenager may hesitate to get involved. For example, in one child development program two teenagers had been working very successfully in a Head Start center. The course teacher decided it would be a good learning experience for them to work in a long-established nursery school. When the teenagers began working there, they felt overwhelmed by the elaborate equipment and the verbal facility of the children. They felt they were not needed at the site and that they could be of no help to the children.

*It would be unsuitable for teenagers to work at a child care center or classroom where they would be assigned *only* to custodial tasks, such as washing the blackboard and straightening up the room.

Possibilities for Field Sites

Types of sites

A *nursery school* has a variety of group and individual activities and materials aimed at the educational, social, emotional, and physical development of young children (ages 3-6). Nursery schools are usually in session for two to three hours a day and meet three to five days a week, in the morning or in the afternoon.

A *day care center* extends nursery school services to a full-day program, which includes time for rest, meals and play. Children may spend all or part of the day there. Some centers provide a wide variety of services for children and their families (health clinics, counseling, etc.).

An *in-school day care center* establishes a child development laboratory teaching station within the secondary school setting, thus eliminating transportation, separate staffing and housing requirements, and affording greater administrative coordination of the total program. In addition to its instructional advantages, and the service it provides for infants, toddlers, and other young children enrolled, this arrangement encourages school-age parents to remain in school and complete their educational program by removing a major cause of drop-out resulting from adolescent pregnancy; the inability of the young parent to secure satisfactory child care services.

A *home day care (or family day care) center* provides child care in a family setting. In a typical arrange-

ment, a qualified person may care for a few children (infancy through primary-grade) in his own home.

An *after school care center* provides care for children (ages 6-14) at the close of regular classes in an elementary school.

A *kindergarten* is the first step in an elementary school (age 5). While having most of the characteristics of a nursery school, it focuses its educational program more specifically on preparing children for first grade curricula. Most kindergartens have a morning and an afternoon session with different children at each.

A *primary grade classroom* (grades 1 and 2) introduces children (ages 6-7) to the fundamentals of math, language, social studies, and the arts.

In starting an EXPLORING CHILDHOOD program, teachers and administrators should survey the possible field sites in their area. In addition to existing preschool and elementary sites, there may be new child care centers being set up by community groups, churches, unions and other organizations. Any setting can serve as a field site as long as teenagers can play an active role with children and receive adequate supervision.

Teachers and administrators considering setting up a site should contact early childhood professionals in the community and the school system for advice. Local officials administering building and health codes should also be consulted.

Teenagers can take a variety of roles at various field sites. They can work with groups of children and with individual children. They can help children with activities and plan activities themselves. They can become special friends to children, forming a relationship which falls somewhere between teacher and peer. And they can help field site teachers with a variety of housekeeping tasks.

Teenagers working in primary grade field sites have, in addition, worked in areas of special concern to the primary grade teacher. These teachers often begin by assigning students to work with a small group of children on a special project (for example, a reading group or an art activity). Since children of 6 and 7 are studying actual subject matter, teenagers who are interested in tutoring may be more comfortable working in a primary grade than in a preschool setting where activities are less structured. In a primary grade, teenagers have an opportunity to help in an area in which they are especially interested. Teenagers can tutor math to a child, do a special photography project, or take children on trips.

Classrooms and child care centers used as field sites will probably be quite diverse in terms of layout, materials, routine, and the focus and style of instruction. High school students can play a role in many types of sites; their success with children will probably depend more on good communication with the teacher than on the specific educational approach at the site.

If teenagers are to be involved in reading or math

instruction requiring special knowledge, field site and course teachers must plan in advance how teenagers are to acquire the specific knowledge they will need. EXPLORING CHILDHOOD materials are not designed to train teenagers for work in specific subject matter areas.

Setting up a field site especially for the program

Some child development programs have set up their own field site. For example, in one high school child development teenagers and woodworking teenagers joined to design, build, and equip a child care center near the school. In a junior high school, a classroom was set up so that it could be easily converted to a nursery school twice a week. Neighborhood parents left their youngsters at the site and child development students helped take care of them.

Organizing Field Work and Course Work

Communication

It is particularly important that the course teacher and the field site teacher regularly discuss their goals and values in the program and jointly supervise teenagers in their work. The teachers should confer at least once a week either in person or by telephone. Conferences early in the program will tend to focus on organizational matters; later, when teenagers have completed orientation materials and begun working, discussions will probably tend to focus on immediate issues arising in teenagers' work with children.

Scheduling Field Work

Teenagers should spend at least two hours a week working with children, in order to be significantly involved with them. When considering arrangements for teenagers' work time, it is helpful to keep in mind the personal needs of the teenagers and the children, and the scheduling needs of the field site and the high school.

Teenagers should be at the field site at times when the children are active. One class was scheduled to work with children at a time when the children were taking a nap. This is an example to be avoided.

Supervision

Responsibilities of course teacher

The first three to six weeks of the program can be set aside for Unit I, entitled "Introduction to Working with Children." During this orientation period, teenagers will have a combination of class discussion, short exercises and readings, and observation visits to the field site, aimed at preparing them for their work.

When the orientation period ends and field work begins, the course teacher and the teenagers can spend at least 2-1/2 hours each week discussing the substance of child development and how it relates to the field experience. The course teacher should set aside about one-half hour each week, either all in one block or a few minutes at the beginning of each class period, for discussion of field work. Teenagers often have specific experiences with a child or immediate problems they want to talk about in class. They may need advice for dealing with a child the next day, or they may have insights to share. The chance to discuss issues as they arise must be programmed into the schedule.

Throughout the year teenagers will be using their field experience as a resource in learning about child development. All materials of EXPLORING CHILDHOOD are designed to be used in conjunction with actual field experience.

Course teachers should visit each field site once every two or three weeks while teenagers are working there. This gives the teacher a chance to become familiar with the experience teenagers are having and to observe how individual teenagers are working with children. Course teachers should make sure that teenagers receive adequate direction as they work and that they have an opportunity to talk to the field site teacher. During these visits, the course teacher may observe, take notes, suggest activities for teenagers to do with children, or point up relationships between child development issues raised in class and examples at the field site.

Finally, the course teacher should plan to schedule individual conferences for teenagers who have particular problems which are not dealt with in class discussion.

Responsibilities of field site teacher

During the orientation period, the field site teacher should discuss with the teenagers the values and methods used at the field site and the expectations for teenagers when they come to work with the children. The discussion may take place either at the field site or in the high school classroom.

Once field work begins the field site teacher should help supervise teenagers, offering advice when necessary while they work, and meeting regularly to discuss immediate concerns. In some programs teenagers have participated in regular staff meetings with field site personnel. At times conferences with individual teenagers may be needed. Periodically throughout the year, the field site teacher should visit the classroom.

Transportation

There will be three kinds of transportation needs for the EXPLORING CHILDHOOD program:

- Visits by teenagers to observe a variety of field sites during orientation.
- Regular transportation to work at field sites beyond walking distance.
- Field trips by teenagers to child care agencies, or field trips by students and children to factories, parks, markets, etc.

Parent Participation

Parents' Concerns

Parents of the young children at the field site are very much interested in the impact of high school students working with their children. They are concerned that teenagers receive adequate training and supervision, and that teenagers might have access to personal information about them and their children.

To allay these concerns and to help insure an effective program, children's parents should be involved in the program from the start. The type of involvement will depend partly on the current relationship the parents have to the field site. For example, a day care center with a parent advisory board should certainly schedule parent discussion of the introduction of the teenagers into the field site.

Whatever their current involvement, parents should have a chance to learn about the type of supervision and preparation teenagers will have for working with the children. They might meet with the course teacher, look over materials, discuss program structure, and so on.

Parents should also be involved in decisions that are made about the teenagers' access to children's family information. Regular field site staff often talk with parents about family problems and make entries in children's records. Parents may rightly feel that this information, whether written or unwritten, ought to be out of bounds for high schoolers. The field site teacher should take responsibility for discussing the matter of privacy with parents. The teacher may want to point out

that teenager attendance at staff meetings may be part of the program, and that children's backgrounds may be discussed there.

Parents of the high school students, on their part, are concerned about the safety of the teenagers as they travel to and from the field site, and on field trips. The course teacher should be responsible for obtaining parental permission for travel.

Parents as Resources

Parents of both the younger children and the high school students can serve as valuable resources for the EXPLORING CHILDHOOD program. In considering the following suggestions for parent participation once the program is underway, teachers should be sensitive to the fact that some teenagers may not be comfortable while their own parents are present. But it is often exciting for teenagers to see their parents and parents of their friends as professional resources to the program.

- Parents who are specialists in the field of child care (teachers, pediatricians, nurses, therapists), school or day care center administrators, can come to talk to teenagers about their special interests or about a particular child development issue.
- Parents who work with government or private agencies serving children and families (AFDC, health and safety agencies and organizations, etc.) could talk with the class or organize field trips to their place of work.

- Parents with personal experience with a particular crisis or problem affecting their children (retardation, learning problems, divorce, death of a parent, constant travel, etc.) could come and talk about the problem and how it was handled.
- Parents who work with community action or political groups could discuss their views on the effects of social conditions (poverty, educational inequality, lack of enforcement of housing and health codes, etc.) on children.
- Parents with experience in a special discipline (anthropology, sociology, etc.) could talk about child rearing issues as viewed by their field.

Protecting the Young Children's Health: Medical Checkups for High School Students

Course and field site teachers in the EXPLORING CHILDHOOD program must make sure that the teenagers under their supervision are free of diseases that might be transmitted to the young children with whom they will be working.

There are state and federal regulations which require that teenagers working with children have medical checkups and obtain certificates of various types; these regulations are outlined below. Medical checkups before field work starts are essential. The course teacher and the field site teacher must be alert to symptoms of contagious illness among the teenagers. Teenagers themselves should be informed of important symptoms.

State regulations

State regulations governing child care centers and elementary schools usually require that persons working with young children be examined and certified free of contagious diseases prior to working with children; and that when persons become ill they take proper steps to insure that children are not exposed to their illness; and, in some states, that they produce a physician's letter approving their return to work. All persons must be tested for TB as a prerequisite to working with children.

Here is an example of a state's handling of the health issue (from Law Providing for the Licensing of Day Care

Centers for Children and Rules and Regulations Pertaining Thereto published by the Department of Health and Welfare, State of Maine):

"There must be a medical form prior to employment in a day care center from a duly licensed physician for each member of the staff, certifying that the staff member is free from communicable and contagious diseases, including tuberculosis and venereal disease, and is not known to be a typhoid carrier. This must include an annual negative mantoux, tine or heaf skin test, or in the case of a positive skin test the staff member is required to have an annual X-ray of the chest. A staff member after returning from a communicable or contagious illness must provide a written statement from a duly licensed physician concerning his ability to return to work."

Federal regulations

On the federal level, the Federal Interagency Day Care Requirements states:

"Staff of the facility and volunteers must have periodic assessments of their physical and mental competence to care for children...."

"Tuberculin tests or chest X-rays should ensure that all persons having contact with the children are free of tuberculosis...."

These requirements apply to child care facilities supported directly or indirectly by federal funds.

Legal Responsibility for Students While Traveling and Working

A host of legal questions arise when teenagers leave the school premises to travel to field sites and work with children. For example:

- What happens if a teenager is involved in an accident on his way to the field site? Does his school insurance cover the injury?
- Are teenagers allowed to drive other teenagers to the field site? Can teachers drive them?
- What if a teenager injures a small child at the site? Who is legally responsible? Does the field site's liability insurance cover the actions of employees? Can teenagers be sued?
- Do existing permission slips for field work adequately protect the school's conduction of this program?

The answers to these legal questions may vary from state to state and may depend on the terms of insurance arrangements made by schools and field sites.

It is recommended that:

- Legal counsel advising the school system and the field site meet to define the legal situation and to determine whether existing insurance arrangements are adequate.
- Program developers contact existing work-study programs which may have relevant experience in dealing with the state's laws.

Minimum Age Regulations for Working with Children

State regulations

Many states have regulations (usually set by the state agency which licenses child care centers) setting a minimum age for working in any official capacity with children. Teachers and administrators of EXPLORING CHILDHOOD should become familiar with the laws in their state, since high school and junior high school students often fall below the minimum age.

The exact regulations differ from state to state; some have 16 as the minimum age, others 18. Some states have regulations covering day care but not nursery schools or

public school kindergartens. There may even be conflicts between state-sponsored training programs--such as home economics programs in child care which set 14 as minimum age--and state minimum age requirements for child care work.

And a number of questions may arise in the interpretation of state regulations. Do the regulations covering "day care" apply to small "family day care" centers? May teenagers work in a child care center even though they are under the minimum age, as long as they do not replace trained adult staff members? Should teenagers being paid for their work (for example, by the Neighborhood Youth Corps) be treated differently from teenage volunteers in applying minimum age rules?

In Massachusetts, the 1963 Rules and Regulations Governing Day Care Centers states:

"Any other persons employed as non-professional staff aides shall work under the supervision and direction of a senior staff member. Paid or volunteer aides must be at least 16 years of age."

But the Massachusetts Day Care Advisory Council has indicated that in child care centers where good day care is the practice, under-16 aides may serve if they do not replace trained staff. The Council stresses the need for effective supervision of high school students working with children. It is interesting to note that the Guidelines for Home Economics Courses in Child Care and Early Childhood Education published by the state Division of Occupational Education specifies a minimum age of 14

for entering their programs (which includes work with children).

As high school programs in child development grow in number and as state officials become familiar with them, it is hoped that the place of teenagers in child care will gain increasing acceptance.

Federal regulations

The Federal Interagency Day Care Requirements (1967) published by the Federal Panel on Early Childhood and applicable to a variety of early childhood centers receiving federal funds (either directly or indirectly) says:

"Volunteers may be used to assist paid staff responsible for a group (of children). They may include teenagers... who are often very successful working with young children when under adequate supervision."

The general tone of the federal standards is clear; teenagers are not only permitted to assist in child care, they are encouraged to do so.

Finances

Expenses

An EXPLORING CHILDHOOD program can be set up without spending a great deal of money. However, here are some areas where expenses may be incurred:

- *Salary for field site teacher.* In many programs, teenagers will be working at existing child care sites where the teacher already receives a salary. However, if a new field site is being constructed for the program, the salary of the field site teacher may have to be included as a program cost.

In addition, the field site teacher in any program (there may be several field site teachers if there are several sites) will be devoting extra time and energy to his duties in supervising high school students. Added compensation for these duties may be appropriate.

- *Transportation.* Teenagers traveling to a field site on public transportation, rented buses, or taxis will need funds for transportation.
- *Wages for students' work time.* In most cases EXPLORING CHILDHOOD programs will be offered as electives with teenagers getting course credit for their work with children. Some child development programs, however, such as Neighborhood Youth Corps tutoring programs or vocational education work-study programs in child care, have paid teenagers an hourly wage for their work with children. Receiving pay can help students see their work as a valuable contribution.

- *Costs of setting up a field site.* If program personnel are involved in setting up a field site rather than using an existing child care site, they will have to consider how to pay for construction (if a new structure is needed), materials (those that can't be supplied by students and parents), and perhaps consultant advice (where free advice is unavailable).

Sources of Funds

Child development programs typically draw on one or more of the sources listed below.

- *School boards* have provided teacher salaries, transportation money and, in some cases, money for setting up a field site in or near the high school.
 - *State vocational education offices* have established child development programs using funds from the federal Vocational Education Act. Such funds usually go to high school home economics departments for programs whose general aim is to introduce teenagers to careers in child care or to prepare teenagers to be effective parents.
- Vocational education funds have paid for teacher salaries, transportation, and setting up a field site, including some construction costs. In addition, vocational education funds available for "cooperative" programs have been used to pay students for their field work. EXPLORING CHILDHOOD program coordinators should contact their state vocational education office for details.

- *Neighborhood Youth Corps* funds (under the federal Department of Labor) have been used to pay some teenagers for tutoring children in specific subjects. Developers should contact regional and local Youth Corps officials for advice.
- *Title I of the Elementary and Secondary Education Act* allocates funds for educational programs for young children in communities having a high concentration of low income families. Some child development programs have used these funds to help pay the costs of setting up a field site. These funds have been used for the field site teacher's salary, materials for the young children, and transportation for the young children to the site. Local public educational agencies apply for these funds through their State Department of Education.
- *Local businesses, charitable organizations, and private groups* have been successfully approached to help defray some or all of the costs of a child development program.

In general, child development programs have combined a variety of funding resources, and EXPLORING CHILDHOOD programs will be no exception.

For example, one child development program paid the costs of setting up a nursery school near the high school partly from vocational education funds and partly from a school board grant. Another locality conducted a summer program in child development in which the course teacher was paid from a special fund created by local

businessmen. Teenagers received hourly wages for their field work. Some teenagers were paid from a Neighborhood Youth Corps grant, others were paid from the businessmen's grant.