



Exploring Childhood

Education Development Center/School and Society Programs

Program
Overview
and Catalog of
Parenting/Child
Development
Materials



Exploring Childhood

Program
Overview
and Catalog of
Parenting/Child Development
Materials
1980-82

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

EDC School and Society Programs
55 Chapel Street
Newton, Massachusetts 02160

“Most of us still reach adulthood with little or no formal training for one of the most difficult roles we will ever assume—that of parent.”

—Coward and Kerckhoff
Home Economics, March 1978

A Letter from the Director	3
Overview: Exploring Childhood	4
Materials	7
Healthy Development	8
Infancy	11
Family and Society	12
Child Abuse Prevention and Treatment	16
Preschool	18
Single-Parent Families	20
Children with Special Needs	21
For Program Leaders and Teachers	22
Field Services	26
How to Order Materials	27
Order Form	31

A Letter from the Director

Dear Friend,

We would like to introduce you to **Exploring Childhood**, a parenting/child development program originally prepared for secondary school students that has proven successful in numerous community and adult education settings. The program has been funded by the Office of Child Development (now the Administration for Children, Youth and Families) and the National Institute of Mental Health, and supported by the Office of Education.

The School and Society Programs of Education Development Center, Inc., have developed materials to address a broad spectrum of school and community needs relative to Education for Parenthood. These materials can help students, their parents, and other adults become competent with children, understand how a child sees the world, gain a sense of the biological and social forces that influence the development of a child, and explore their own identity.

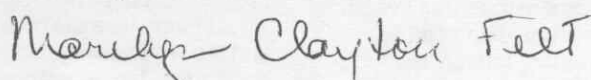
Exploring Childhood films and other materials are currently being used by Head Start programs, social service agencies, church groups, parenting centers, hospitals, voluntary agencies, mental health centers, adult education programs, and other community groups across the country. All program materials are available as separate items, so that individuals from a variety of fields and concerns can design their own courses. We have grouped materials around a range of issues of special interest to community groups. These include: children with special needs, single-parent families, infancy, the family, and child abuse prevention and treatment. Still other materials deal with such diverse topics as children's art, child rearing on a kibbutz, activities for preschool children, and healthy development. We have had numerous inquiries about the use of these materials with adults. The materials are currently being used by more than 1,200 community agencies across the country and overseas. We are pleased to make parenting/child development materials widely available.

Education Development Center is a nonprofit corporation involved in educational research and development. We distribute **Exploring Childhood** at cost. Through our network of Regional Coordinators and Field Associates we provide training and technical assistance to both school and non-school groups. You are invited to contact the Coordinator for your area. For additional information, refer to page 26.

We invite you to read through this catalog and select materials for your group or class. We are eager to know your reactions to **Exploring Childhood**.

Please let us hear from you.

Sincerely,



Marilyn Clayton Felt
Director, Exploring Childhood Program

Overview: Exploring Childhood

Exploring Childhood is a program that encourages the study and discussion of parenting and child growth, while providing a framework for understanding the forces that shape human development.

Three government agencies have joined in the support and funding of **Exploring Childhood**: the Office of Education, the National Institute of Mental Health, and—the major funding agency—the Office of Child Development. This last agency sees **Exploring Childhood** as a way to prepare young adults for parenthood, for careers involv-

ing children, or simply, for citizenship in a society where decisions affecting children are made daily.

Underlying Values

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.
2. To demonstrate that insight can be learned and can be an important influence on behavior.

3. To help adults, teenagers, and children develop confidence in their own identities.

4. To legitimize the view that anyone responsible for the care of a child has worthwhile experiences to share with others.

Our perspective can be simply stated:

Human development is a process of continual growth. From the moment of birth, an individual influences the people and the world around him or her, and is shaped by those

people and that world. This view might be defined as “mutuality,” “reciprocity,” or “interaction”; its message is that one is influenced—but not bound by—one’s past, one’s peers and elders, and one’s culture. Rather than promote any specific body of information or any particular skill, **Exploring Childhood** suggests an attitude toward development that stresses the capacity of the person—whether child, adolescent, or adult—to synthesize past experience and to continue to grow in relationships with others. We view the young child as an active being

“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

endowed from the start with resources for coping, for growth, and for human interaction.

Conceptual Framework

Exploring Childhood is concerned with the development of a sense of self and a sense of others, both in adults and teenagers and in the children with whom they work. This program hopes to help individuals in the program gain competence in working with children.

Our approach has been shaped by a desire to introduce perspectives, information, and concepts in ways that respect personal experience with children, both prior to and during participation in the program.

Materials

Booklets and other materials in this catalog have been grouped into eight topical areas that address issues of interest and concern to community agencies and adult educators.

“Healthy Development” focuses on the ways in which children differ from older people. The question “What do you believe brings about growth and change in a child?” is central to these materials. The views of several theorists are presented.

“Infancy” is designed to help people who work with babies learn about individuality as well as the universals of development in the earliest years of life.

“Family and Society” explores the social forces that influence a child’s life. A child’s interactions in the family, with the

world “beyond the front door,” and with the environment are the focus of attention, along with resources, beliefs, and values of society. The materials include multi-ethnic and multicultural studies.

“Special Needs Children” provides information about special needs children and their capabilities, and effective ways of helping them realize their potential.

“Child Abuse Prevention and Treatment” focuses on ways of managing conflict. Our contribution to this area is to help people look at stress in their lives and the way it affects family relationships.

“Preschool” introduces the ways in which adults and teenagers can promote a child’s development through activities and interactions. *Doing Things* provides games, songs, stories, recipes, art activities, and scientific experiments that are appealing to children aged three through seven.

“Single-Parent Families” helps parents and community leaders understand the special stresses and strengths of raising a family alone in a way that gives insight into methods of coping and the responsibilities of all parents.

“For Program Leaders and Teachers” provides a selection of resources for those charged with conducting parenting/child development sessions for others.

Learning Objectives

Exploring Childhood provides a framework for understanding the forces that shape human

development. At its most fundamental 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 is designed to help people learn about factors that shape human development. Concepts such as maturation, egocentrism, modeling, and reinforcement are considered to help explain caregiving and child behaviors that adults observe in themselves and in the children with whom they work.

An individual’s growth in working with others comes from course experience as an aide in field sites serving children, as well as from classroom work, which includes such activities as applying course information and concepts to personal experience. By role playing and analyzing incidents that involve helping children, program participants 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 participants’ ability to share experiences, information, and ideas with one another. This view of learning as a shared, integrated experience, in which people work cooperatively and learn to respect the experience and viewpoint 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 one to view the behavior of others and of oneself from several perspectives, to think through relationships with family members, to gain insight into one’s own behavior, to become more sensitive to the needs and viewpoints of others, and to recognize how one’s values and beliefs shape one’s actions.

What Is a Child?

"What is a child?" To make the answer that simple, we have to think about what a child does. What a child does, what a child lives, what a child believes, what a child wants, and finally, what he or she can become.

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

The young child likes to pretend.

The young child has wishes.

The young child feels conflicts.

The young child has natural fears.


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

The young child has a remarkable collection of

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

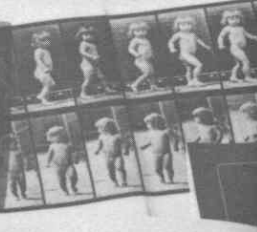

The Role of the Adolescent

Teacher Seminars and Selected Readings



holds strong beliefs.

What about DISCIPLINE?



to imagine what you might become



No Two Alike



Exploring Childhood: Working with Children

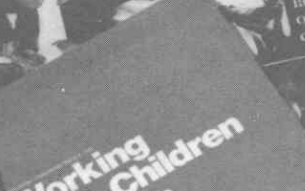
parents
guidance counselors
course teachers
students
fieldsite teachers
children
administrators
community resource

Organizing the Program

Exploring Childhood

Working With Children

Teacher's Guide



DOING THINGS

EXPLORING CHILDHOOD WORKING WITH CHILDREN



Societies Provide for Children

Childrearing





Materials

Multi-media materials offer abundant opportunities for learning in a variety of ways. Paperbound booklets, illustrated with photographs and drawings, contain readings, activity suggestions, and discussion questions. Posters stimulate discussion and support activities, and also make effective displays.

Films, filmstrips, and records bring people of many ages and backgrounds right into the classroom or meeting; these audio-visual resources give people a chance to observe children in many contexts, to see others like themselves working with children, and to hear discussions about issues related to the needs and care of young children.

Details about ordering appear in the section "How to Order Materials," beginning on page 27.

Healthy Development

BOOKLETS POSTERS
DATA PACKET

WHAT IS A CHILD?

Poster (2'x3')

This photo-essay draws adults into a child's world and is an excellent tool for discussion at the beginning of the year. Words and images evoke the feelings, needs, experiences, and abilities that make childhood a special time of being and becoming.



EDC



Edward T. Joyce



Eileen Friedenreich

LOOKING AT DEVELOPMENT

Booklet (16 pages)

Development is a continuous process of change for all human beings. Though each of us develops in a special, unique way, there are general, recognizable patterns to this development. This booklet helps the reader to examine development from infancy through adulthood, and introduces a variety of ways of learning about development through work with children.

DIRECTIONS IN DEVELOPMENT

Poster (4'x3')

With photos and text, this poster traces the growth of the child from infancy through primary school age in five areas of development: games; relating to other children; language; daily activities (eating, sleeping, toilet training, dressing); and body skills (control of body, control of arms and hands).

CHILDREN'S ART

Booklet (48 pages)

Colors, lines, gooey materials, and the absence of rules make drawing a very special experience for children. **Children's Art** will help adults learn about children from their drawings: to realize some of what children know; and to understand how children come to develop control over their hands, the materials, and ways of representing the world.

DRAWING SORT

Poster (2'x3')

This poster reproduces 15 children's drawings, which show the range and variety normal in children aged two to six. It is the necessary material for the "Drawing Sort" exercise in **Children's Art**, in which the observer may consider how levels of development are reflected in children's drawings.

CHILD'S EYE VIEW

Booklet (32 pages)

It is only with time that young children come to realize that other people have minds, perspectives, and needs of their own. Adults are asked to explore children's points of view, to think about children's conceptions of fairness, and finally to consider their own growth away from egocentrism.

CHILD'S PLAY

Booklet (32 pages)

Children work at play, and those who work with children need to understand play and its value. *Child's Play* presents some theories about children's play, some ways of learning about it, and some of the changes that take place in people's play as they grow up and grow older.

CHILDREN'S TRACKS

Data packet

Almost from birth, a child's existence is noted by society. This package of sample records — birth certificates, report cards, health forms, and so on — indicates what our society considers important, how people have interacted with their society, and how it has responded to them.

Jeannette G. Stone



Wayne Miller/Magnum



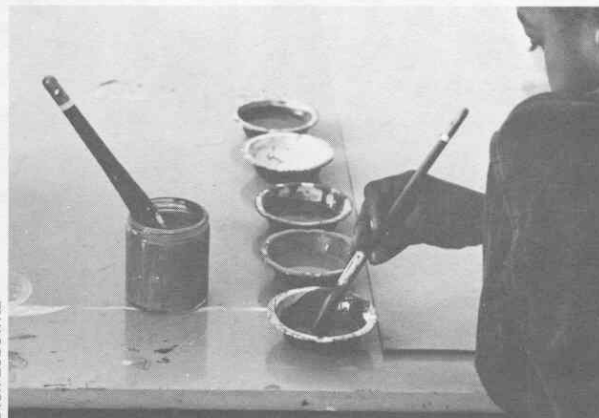
Ira Gavrin



Mark Harris



Dick Lebowitz



WHAT ABOUT DISCIPLINE?

Booklet (32 pages)

Questions about discipline are common and natural among people working with young children for the first time. This booklet includes examples of various disciplinary situations and illustrates ways of preventing problems. It examines some of the reasons for children's misbehavior, and suggests some practical and gentle responses to a child's cranky, disruptive, or withdrawn moments.

FEAR, ANGER, DEPENDENCE

Booklet (32 pages)

Some of the most vivid memories of childhood are painful ones: furious battles with brothers and sisters, being left alone, feeling excluded. This booklet helps people understand and respond to children's fear, anger, and dependence, and to understand the reaction that children's emotions evoke in others.

HOW THE WORLD WORKS

Booklet (16 pages)

Ask children what makes the rain come, or why the nights are dark, or where a baby comes from, and in their answers you will hear them figuring out the world, explaining it in terms of their own experiences. This booklet traces some of the ways in which children think about the world, and some of the things that influence those ideas.

MAKING CONNECTIONS

Booklet (24 pages)

This booklet is best used after adults have had a number of opportunities to observe children. It helps people bring together some of the ideas and information they have been gathering about development and to begin to formulate their own theories. Biographical sketches of Maria Montessori, Erik Erikson, and Jean Piaget illustrate some ways in which people have developed theories about children.

Healthy Development

FILMS

CLAY PLAY

Film (8 minutes; color)
Two 5½-year-old girls, friends from the same school, are working with the same materials but in different ways. Viewers can explore individual differences in style and needs in this film, and consider how each child might best be inspired and supported.

HALF A YEAR APART

Film (12 minutes; color)
Two young children six months apart in age play with water. Watching them, the viewer can compare their needs, capabilities, and style of play. Rachel, the two-year-old, is caught up in a giggly delight in the sensory world. Josh, at 2½, has developed an interest in what makes things work and in his role in affecting this watery world.



Racing Cars

Young Children on the Kibbutz

From My Point of View

RACING CARS

Film (7 minutes; color)
Five-year-old Enroue has drawn cars before— with pencils, crayons, or magic markers, and always working on a horizontal surface. Now he is working with an easel and paints for the first time. The film illustrates his ability to conceive and follow a plan and to improvise when the plan runs into problems.

AT THE DOCTOR'S

Film (10 minutes; black and white)
How is a child affected by situations that are somewhat formal in nature? This film shows a trip to the doctor for six-year-old Jill and her ten-year-old brother, Mark. Both children are exposed to the doctor's expectations and to the messages he gives them, and each responds in his or her own way.

YOUNG CHILDREN ON THE KIBBUTZ

Film (25 minutes; black and white)
This film explores child rearing practices of the Israeli kibbutz movement. In these communities, where members share work and resources, children live, sleep, and eat in a Children's House, spending late afternoons with their families. The film follows the rhythm of the children's day, morning through bedtime, allowing consideration of the values, goals, demands, and fulfillments of growing up on a kibbutz.

FROM MY POINT OF VIEW

Film (13 minutes; color)
By playing two games designed to study children's egocentrism, the adult in this film observes four children's capacities to take another person's point of view. This amusing film gives an example of the kind of informal research participants in the program can conduct at fieldsites, and gives them a chance to critique one person's study before starting their own.

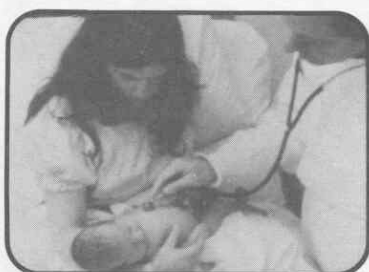
Infancy

CARD SET POSTER
BOOKLET FILMS

BABIES ARE BEGINNINGS

Card Set (24 cards)

These individualized activity cards give instruction in infant care while exploring the universals and individuality of development. Addressed to such varied activities as making baby food and studying a baby's growing mobility, the cards provide opportunities to participate in caregiving. People discover that babies are actively learning all the time, and just as actively influencing the lives of those around them.



At the Doctor's

Gabriel Is Two Days Old

Half a Year Apart

LOOKING AT DEVELOPMENT

Booklet (16 pages)

Development is a continuing process of change for all human beings. Though each of us develops in a special, unique way, there are general, recognizable patterns to this development. This booklet helps the reader to examine development from infancy through adulthood, and introduces a variety of ways of learning about development through work with children.

DIRECTIONS IN DEVELOPMENT

Poster (4'x3')

With photos and text, this poster traces the growth of the child from infancy through primary school age in five areas of development: games; relating to other children; language; daily activities (eating, sleeping, toilet training, dressing); and body skills (control of body, control of arms and hands).

GABRIEL IS TWO DAYS OLD

Film (15 minutes; black and white)

A film about infancy. A new mother talks with pediatrician T. Berry Brazelton about her two-day-old son. They discuss Gabriel's inborn strengths, his seeming helplessness, his reflexes, abilities, and sociability; and the woman's initial reaction to motherhood.

BILL AND SUZI: NEW PARENTS

Film (13 minutes; black and white)

How does becoming a parent for the first time affect a couple's life together? During their infant daughter Becky's checkup, Bill and Suzi discuss their feelings about Becky with pediatrician T. Berry Brazelton. They talk about the pleasures she brings and about coping with her when she is difficult.

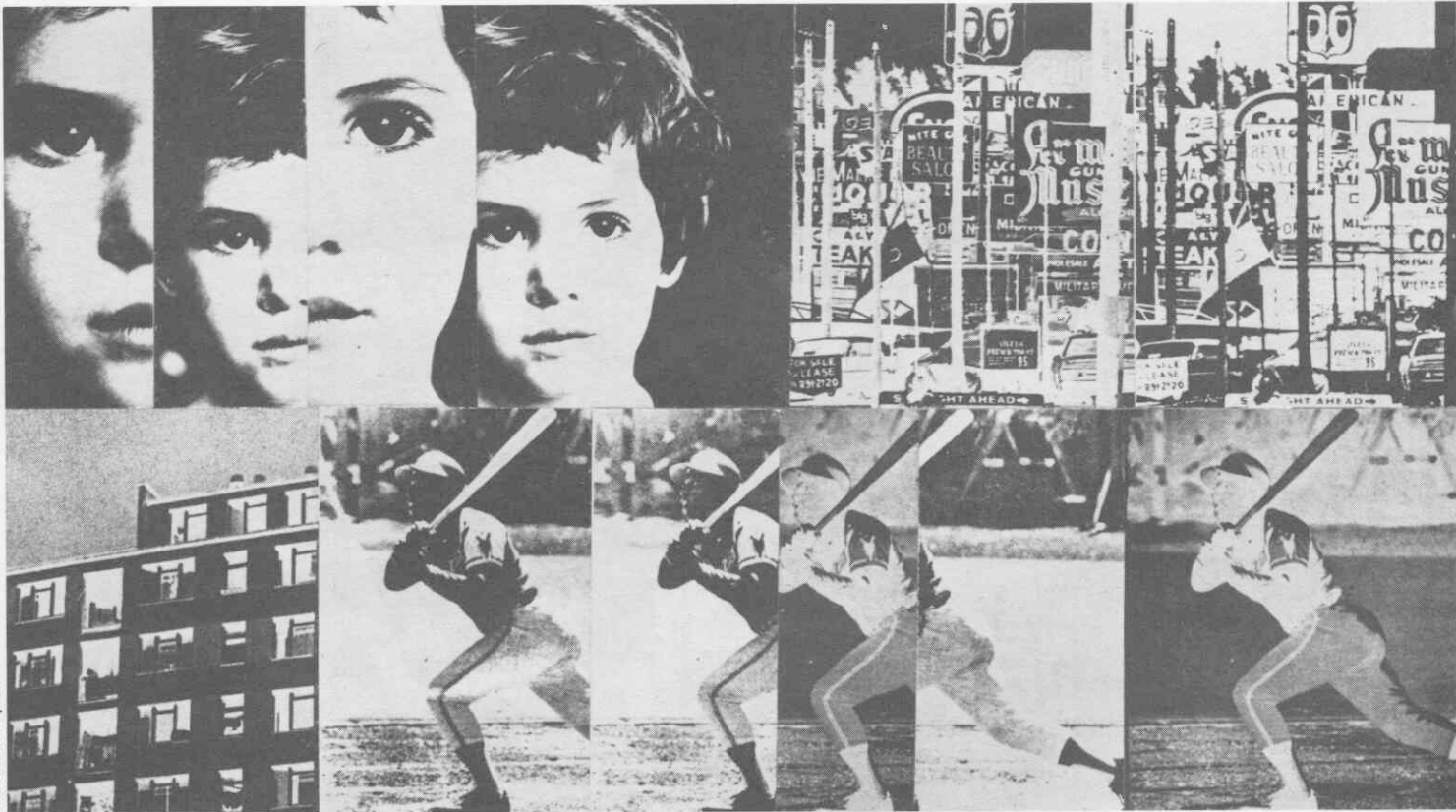
Family and Society

BOOKLETS PAMPHLETS
POSTER TABLOID
DATA PACKET RECORDS

WE ARE A FAMILY

Poster (42" x37")

It is difficult to imagine the family as anything other than the prevalent image: mother, father, 2.5 children, dog, cat, canary. In fact, most people do not come from this kind of family. This poster portrays a range of family structures in order to broaden one's concept of family.



Allison Wampler

THE INQUIRER

12-page tabloid
A handbook for research, *The Inquirer* provides guidelines for exploring how one's community and society provide for, influence, and respond to their young. The guidelines describe ways of collecting, organizing, and drawing conclusions from data; selecting a topic for investigation; and organizing a research project. Some topics and methods of investigation are suggested.

CHILDHOOD MEMORIES

8 pamphlets
Taken as a group, this collection of short autobiographies addresses some of the common issues of growing up in any society; individually, they present a rich diversity of cultural backgrounds and traditions. These straightforward, personal recollections of the years before age eight will give the reader a glimpse into how some adults have seen their early childhood.

CHILDREN'S TRACKS

Data packet
Almost from birth, a child's existence is noted by society. This package of sample records — birth certificates, report cards, health forms, and so on — indicates what our society considers important, how people have interacted with their society, and how it has responded to them.

MEMORIES OF ADOLESCENCE

Record

All of us meet with contradictory messages as we grow up. Sometimes these contradictions force us to evaluate, to accommodate, to challenge, to choose, and to learn more about who we want to be. This record contains excerpted selections from several of the autobiographies in *Childhood Memories*. These selections center on the theme of approaching maturity.

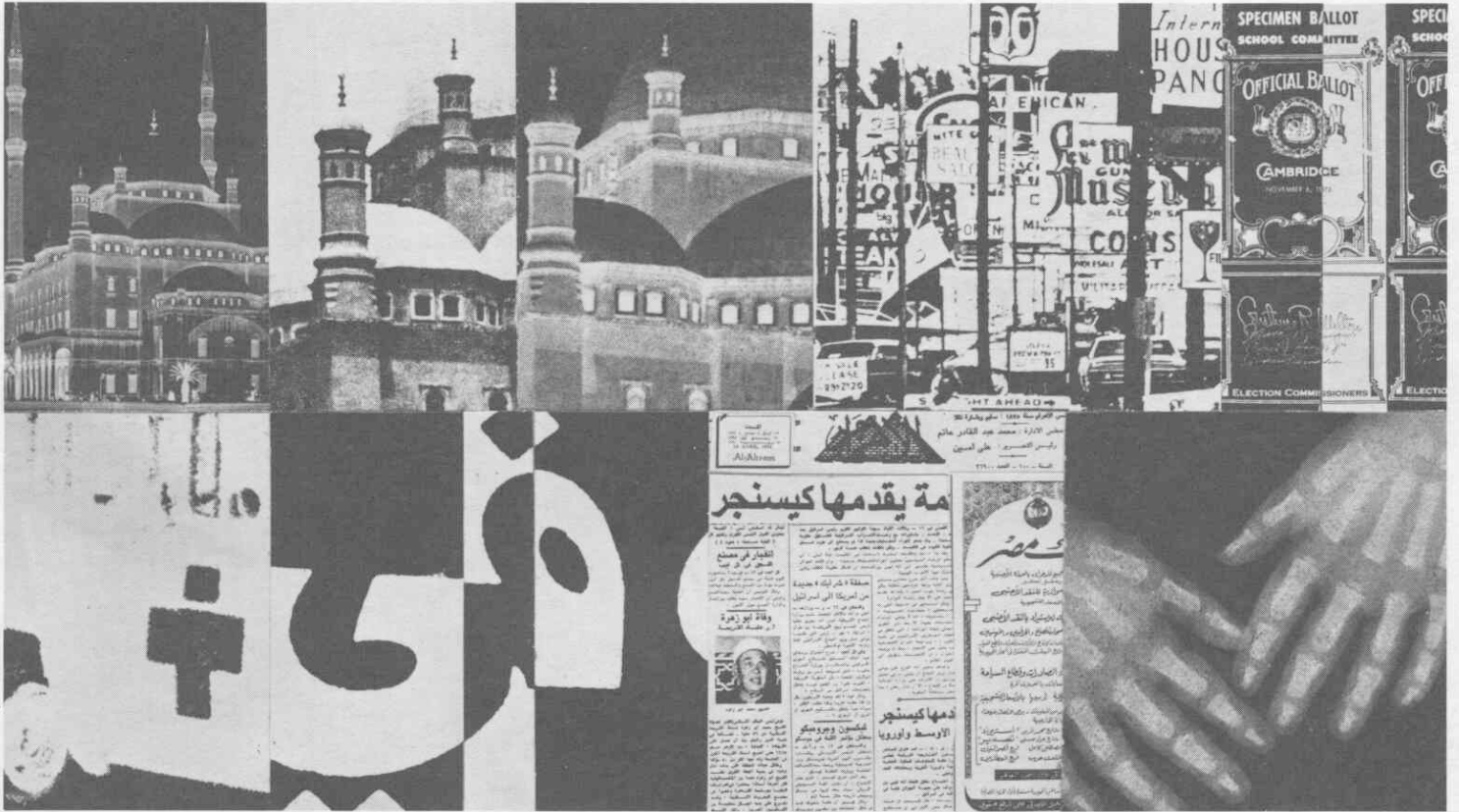
BEYOND THE FRONT DOOR

Booklet (32 pages)

How do children respond to and incorporate the messages they receive from people beyond the immediate family? How do they handle messages that conflict with the values and customs of their homes?

In children's early encounters with the world beyond their homes, they receive new and sometimes unsettling information about themselves. And what children learn on the

playground, in the street, or in the park will affect them deeply. *Beyond the Front Door* is written to help people understand children's early impressions of the social world outside their immediate family.



Alison Wampler

COMMENTARIES

Record

People from a range of backgrounds and perspectives discuss the Children at Home films (especially "Craig" and "Rachel"). Speakers include professionals in child care and the behavioral sciences, filmmakers, a teacher, and a student. Other comments include the views of a Mexican-American educator and some views about two studies relating to kibbutz child rearing.

CHILDREN IN SOCIETY

Booklet (24 pages)

In what ways does society affect how children are brought up, how they are cared for, educated, and prepared for adulthood? How does a society view and provide for the needs of children and their families?

It is often difficult to take a fresh look at one's own society. In order to help people do this, the materials focus on child rearing in two other cultures—

the Israeli kibbutz and the Ibo of West Africa. This booklet explores some social institutions concerned with children, and helps readers consider society's role in children's development.

Family and Society

FILMS

Each of the Children at Home films centers on a four-year-old at home, during mealtime. By viewing at least four of these films, people can begin to appreciate the diversity of values, customs, and caregiving styles to be found among American families. This perspective helps them to understand the diversity among children at their fieldsite, and also to gain insight into how their families influence their behavior.



Jeffrey at Home



Howie at Home



Oscar at Home

JEFFREY AT HOME

Film (11 minutes; black and white)

This is a midwestern white family. Jeffrey lives with his mother, who works, and his baby brother.

CRAIG AT HOME

Film (13 minutes; black and white)

Craig's is a suburban black family; his father is a school principal. Of the four children in his family, Craig is the youngest.

HOWIE AT HOME

Film (13 minutes; black and white)

Howie's is a black, working-class family living in a small northeastern city. He has one older sister.

RACHEL AT HOME

Film (11 minutes; black and white)

This is a white, urban, professional family. Rachel has a baby sister.

OSCAR AT HOME

Film (10 minutes; black and white)

Oscar's is a working-class, Mexican-American family living in Texas. He is the fourth of six children.

SEIKO AT HOME

Film (12 minutes; color)

This is a Japanese-American family. Seiko's father is a young architect; she has two younger sisters.

MICHELLE AT HOME (HI, DADDY!)

Film (10 minutes, color)

As a lobster fisherman, Daddy begins his day well before dawn, and has afternoons free. This film follows the family through one afternoon: mother, father, four-year-old Michelle, and her five-year-old brother.

YOUNG CHILDREN ON THE KIBBUTZ

Film (25 minutes; black and white)
 This film explores child rearing practices of the Israeli kibbutz movement. In these communities, where members share work and resources, children live, sleep, and eat in a Children's House, spending late afternoons with their families. The film follows the rhythm of the children's day, morning through bedtime, allowing students to consider the values, goals, demands, and fulfillments of growing up on a kibbutz.

GIRL OF MY PARENTS

Film (8 minutes; color)
 What is universal about the teenage years? How does growing up on a kibbutz affect adolescence? Hagit is a vibrant, mature seventeen-year-old who has been raised on the kibbutz. In this film she shares some of her thoughts and feelings about her values (responsibility, love, trust, marriage and home), and about herself, her friends, and her family.



In the Children at School films, the same four-year-olds are shown learning to interact with their classmates. By viewing the same children at home and at school, viewers can compare and contrast two sets of socializing influences.



Howie at School

Rachel at School

Oscar at School

FAMILIES REVISITED: JENNY IS FOUR; RACHEL IS SEVEN

Film (18 minutes; black and white)
 Rachel was four when we first filmed her family breakfast. Three years later we again filmed breakfast at Rachel's house, to see in what ways she had grown and how she was the same. Jenny, a baby in the earlier film, is now four—the age at which we first saw Rachel. Comparing the two girls at age four can trigger interesting discussion about differences between first and second children.

RACHEL AT SCHOOL

Film (11 minutes; black and white)
 Rachel and two of her friends, Jessie and Kara, are engaged in a mild clash over who is to be included in their small group. With little adult intervention, the three finally resolve their difficulties.

SEIKO AT SCHOOL

Film (7 minutes; color)
 Seiko is seen during finger-painting, and while playing with friends on the school playground.

OSCAR AT SCHOOL

Film (6 minutes; black and white)
 Oscar is seen on the playground and in class, where his teacher takes a strong, directive role. His Mexican-American teacher alternates between speaking Spanish and English.

HOWIE AT SCHOOL

Film (7 minutes; black and white)
 At the playground, Howie is moving very quickly from group to group and activity to activity, helping others and receiving help. Outside and in class, he both gives and receives messages through activities and games.

Child Abuse Prevention and Treatment

BOOKLETS FILMS
RECORD POSTER

UNDER STRESS: KEEPING CHILDREN SAFE

Booklet (24 pages)
Parents are sometimes under stress; sometimes they are unhappy, pressured, and their needs go unmet. How do these pressures affect their relationships with their children? What makes a distressed adult abuse a child? These materials will help people think about their own stresses, and think about ways for teenagers and adults to deal with their problems in ways that do not jeopardize themselves or those around them.



Jim Armstrong

A CASE STUDY OF FAMILY STRESS

Record

In this conversation with her doctor and social worker, a woman who in the past was unable to control her feelings and abused her child reflects on her own upbringing, on the pressures of her life, on her feelings about her child, and on some of the ways in which she is beginning to gain control over her life.

BROKEN EGGS

Film (10 minutes; color)

This film captures an unhappy incident at a preschool. When the children flout the authority of the student, Cal, and crush some special eggs she has brought from her science teacher to show them, Cal is so upset that she runs from the room. This film provides an opportunity to examine and discuss Cal's reaction, and the events leading up to it.

LITTLE BLOCKS

Film (8 minutes; color)

After working at a fieldsite for three months, Bobby, a teenager, runs into difficulty trying to help a shy young boy. Students can see both sides of the situation, and discuss why they think Bobby had a hard time helping the child. Later in the film, Bobby discusses the situation with his classmates, who offer their perspectives on what went wrong and why.

WHAT ABOUT DISCIPLINE?

Booklet (32 pages)

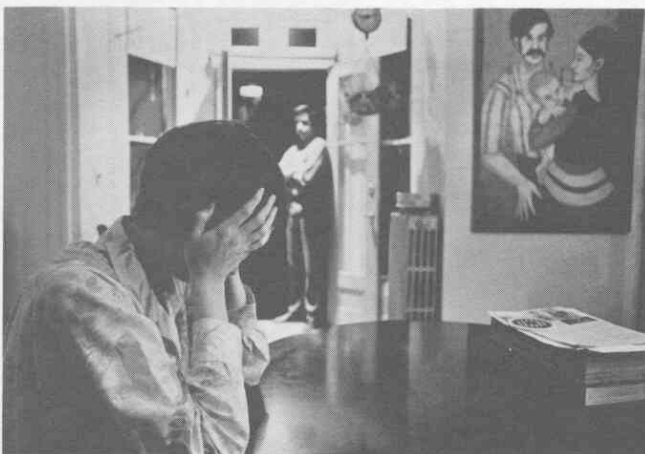
Questions about discipline are common and natural among people working with young children for the first time; this booklet includes examples of various disciplinary situations and illustrates ways of preventing problems. It examines some of the reasons for children's misbehavior, and suggests some practical and gentle responses to a child's cranky, disruptive, or withdrawn moments.



Josef Bohmer



Josef Bohmer



Rogier Gregoire

CHILD'S EYE VIEW

Booklet (32 pages)

It is only with time that young children come to realize that other people have minds, perspectives, and needs of their own. Adults are asked to explore children's conceptions of fairness, and finally to consider their own growth away from egocentrism.

DIRECTIONS IN DEVELOPMENT

Poster (4'x3')

With photos and text, this poster traces the growth of the child from infancy through primary school age in five areas of development: games; relating to other children; language; daily activities (eating, sleeping, toilet training, dressing); and body skills (control of body, control of arms and hands).

FEAR, ANGER, DEPENDENCE

Booklet (32 pages)

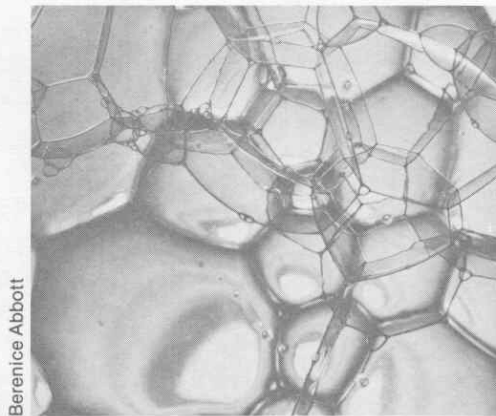
Some of the most vivid memories of childhood are the painful ones: furious battles with brothers and sisters, being left alone, feeling excluded. This booklet helps people understand and respond to children's fear, anger, and dependence, and to understand the reaction that children's emotions evoke in others.

Preschool

BOOKLETS
CASSETTE/RECORD
FILMS FILMSTRIP

WHAT IS A PRESCHOOL LIKE?

Booklet (20 pages)
In view of the fact that no two preschools are alike, this booklet introduces adults to the variety of preschools they might encounter and then also presents the elements common to most sites. Consideration is given to the influence that environment, activities, and pacing have on a child's experience.



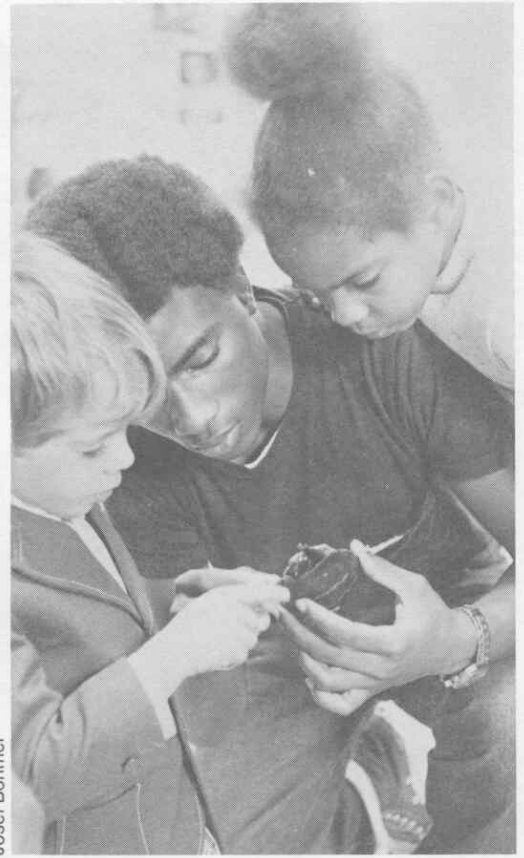
Berenice Abbott



Betsy Cole



Wendi Lombardi



Joset Bohmer

DOING THINGS

Booklet (48 pages)
This collection of games, songs, stories, recipes, art activities, and scientific experiments was created to give adults specific suggestions for appealing and enjoyable things to do with children aged three through seven. For each activity, there are suggestions on how to begin, what materials to use or make, and how much guidance the children will want or need.

GETTING INVOLVED

Booklet (64 pages)
Getting Involved is designed to prepare people for work in preschools by reacquainting them with the spaces and places of childhood, helping them practice ways of learning about children and recording what they see, and helping them consider and plan some of the ways they may interact with children. Activities, questions, and readings give individuals a chance to think about why children behave as they do, what they need and how they see things, and how to help.

WATER TRICKS

Film (13 minutes; color)
Paul, a student, plans and carries out an activity at a water table. He makes use of the children's interest to show them some tricks with siphons and pumps, and then evaluates the activity in a discussion with his class. The film gives students a chance to look at ways they can help each other and children.

WHAT ABOUT DISCIPLINE?

Booklet (32 pages)

Questions about discipline are common and natural among people working with young children for the first time; this booklet includes examples of various disciplinary situations and illustrates ways of preventing problems. It examines some of the reasons for children's misbehavior, and suggests some practical and gentle responses to a child's cranky, disruptive, or withdrawn moments.

HELPING SKILLS

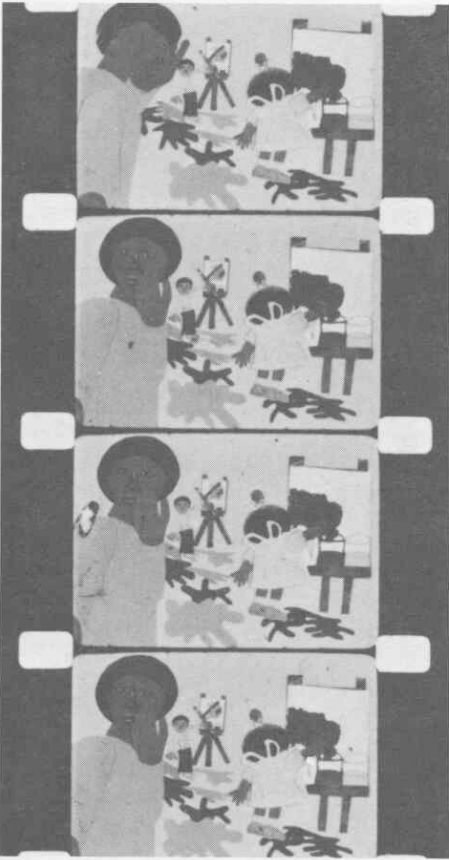
Cassette/Record

When a child needs help, there is rarely time for debating the best response. This record presents some common situations for students to explore together, considering all the possible responses, and debating their pros and cons. They can practice helping before they begin working with children. Developed for this course by Peggy and Ron Lippett of the University of Michigan.

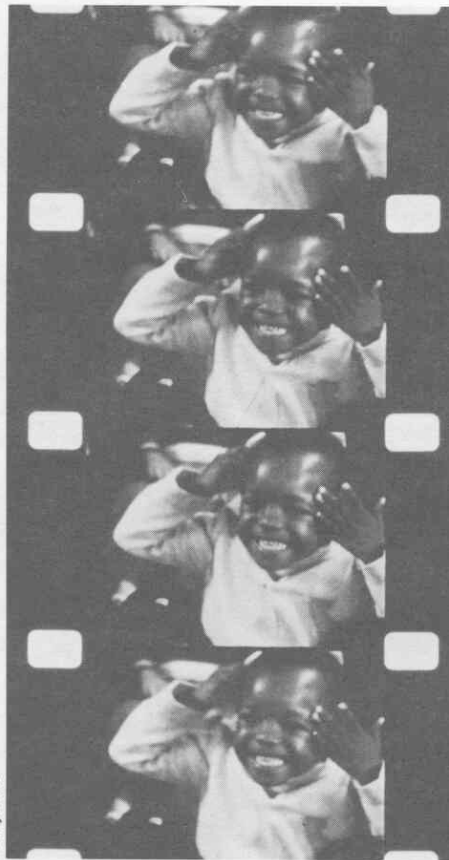
BEING THERE

Sound Filmstrip (14 minutes; black and white)

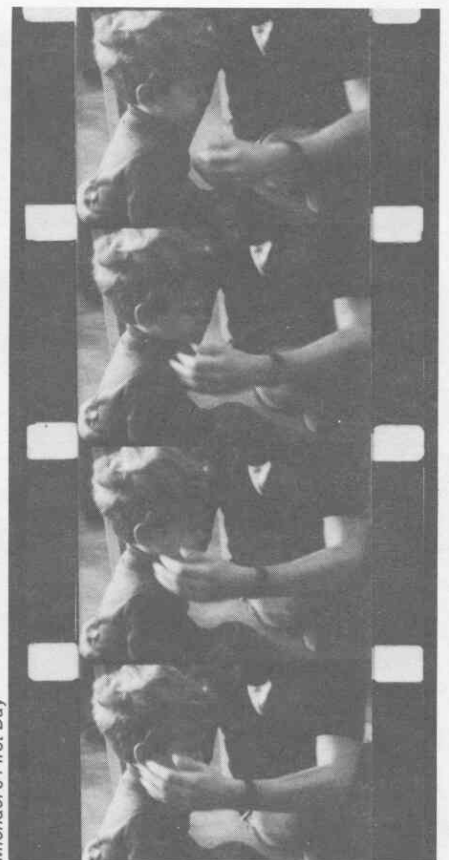
Preschools vary greatly in terms of approach, equipment, children, and staff. In this film, teenagers talk about their experiences in different preschools.



Teacher, Lester Bit Me!



Storytime



Michael's First Day

TEACHER, LESTER BIT ME!

Film (9 minutes; color)

An animated film of a preschool day when everything goes wrong. By exaggerating and thereby making manageable some of the students' worst fears, this film provides an opportunity for students to discuss some common difficulties, and how they might be responded to.

STORYTIME

Film (5 minutes; color)

Like *Water Tricks*, this film shows a student carrying out an activity she has planned ahead of time. Annie is reading a story to the children; they are all obviously enjoying themselves. The film lends itself to thinking about the roles helpers play in this setting, about the importance of quiet time, and about the particular interaction that takes place during storytime.

MICHAEL'S FIRST DAY

Film (6 minutes; black and white)

It is the first day at school for both four-year-old Michael and his student helper. The film follows the student's efforts to understand Michael's feelings when he becomes unhappy. Class discussions focus on the different ways in which children and older people approach and handle unfamiliar situations.

Single-Parent Families

BOOKLET
CASSETTE/RECORD
POSTER FILMS

RAISING A FAMILY ALONE

Booklet (64 pages)
This in-depth exploration of single-parent families expands on the concept of family structures. Adults and children describe the problems, stresses, and strengths they experience as members of single-parent families. The booklet also lists community resources and suggests coping mechanisms for strengthening the single-parent family.

WE ARE A FAMILY

Poster (42"x37")
It is difficult to imagine the family as anything other than the prevalent image: mother, father, 2.5 children, dog, cat, canary. But in fact, most people do not come from this kind of family. This poster portrays a range of family structures in order to present a broader concept of family to the community.



Jill Arnow



Jill Arnow



Betsy Cole



Betsy Cole

CASE STUDIES IN RAISING A FAMILY ALONE

Cassette/Record

A variety of people discuss their experiences with single parenthood: a single mother talks about day care, work and living arrangements for herself and her six-year-old son; a widower describes how he helped his daughter to adjust to her mother's death; a divorced woman who supports herself and her two sons discusses how she found work and moved to a home she could afford; and a rabbi tells how he counsels families and refers them to community support services.

RAISING MICHAEL ALONE

Film (17 minutes; color)
Michael, age 11, lives with his mother in a large city. His mother talks about her personal life, her job, and the responsibilities involved in raising Michael alone.

RAISING A FAMILY ALONE (DANIEL)

Film (9 minutes; color)
Daniel is a Puerto Rican who lives with his five sons in a northeastern city. A supportive community network helps the family to build on and maintain its strengths.

JEFFREY AT HOME

Film (11 minutes; black and white)
This is a midwestern white family. Jeffrey lives with his mother, who works, and his baby brother.

Children with Special Needs

BOOKLET FILMSTRIP
POSTER FILM



Rogier Gregoire



Henry Felt



Rogier Gregoire

NO TWO ALIKE: HELPING CHILDREN WITH SPECIAL NEEDS

Booklet (128 pages)

This booklet focuses on children who have special developmental needs. It is designed to help readers understand how these children feel, how to support their development, and how to gain insight into their own responses.

SARA HAS DOWN'S SYNDROME

Film (16 minutes; color)
Six-year-old Sara lives with her parents; her three sisters, aged 8, 11, and 18; and her 16-year-old brother. Sara has severe handicaps but, thanks to the perseverance and support of her family, she has learned to do many things for herself. In the film, the older children discuss their feelings about their young sister.

CHILDREN WITH SPECIAL NEEDS GO TO SCHOOL

Sound Filmstrip (10 minutes; color)

This filmstrip provides a brief introduction to some of the problems associated with physical disability, and to some of the ways that young helpers have found for working with children who have these problems.

DIRECTIONS IN DEVELOPMENT

Poster (4'x3')

With photos and text, this poster traces the growth of the child from infancy through primary school age in five areas of development: games; relating to other children; language; daily activities (eating, sleeping, toilet training, dressing); and body skills (control of body, control of arms and hands).

For Program Leaders and Teachers

BOOKLETS
CASSETTES/RECORDS
FILMSTRIP

ORGANIZING THE PROGRAM

Booklet (36 pages)
This handbook provides guidance to those who are setting up and coordinating **Exploring Childhood** programs. It includes information about the roles of the people involved; the skills they need to bring to the program; and information about the logistics of scheduling, transportation, and legal requirements.

FIELDSITE TEACHER'S MANUAL

Booklet (48 pages)
This manual, intended for the fieldsite teachers, introduces the materials of the course, explains some of the issues that the students will be thinking about, and helps teachers who specialize in early childhood education to look at the needs and capabilities of the adolescents they will be working with.



Dawn Anderson



Dawn Anderson



EDC



Dawn Anderson

EFP EXCHANGE

A newsletter for Education For Parenthood sites is prepared twice each year and mailed to all sites implementing **Exploring Childhood**. The *EFP Exchange* was initiated by the Office of Child Development in 1973 and publication was taken over by EDC the following year. The newsletter focuses on current research and practice in the field, exemplary programs, new materials and other items of interest. It is sent free of charge to all **Exploring Childhood** users and a select list of individuals and groups interested in EFP.

SOURCES: A RESOURCE GUIDE TO FUNDING ASSISTANCE FOR EXPLORING CHILDHOOD

Booklet (30 pages)
A guide to a range of federal sources to which local and state educational agencies, higher education institutions, and community organizations can turn for assistance in implementing the **Exploring Childhood** program. Since programs vary from state to state, the booklet focuses on generally relevant information about legislative authorization, program purpose, and applicant eligibility.

WORKSHOP FOR TEACHERS LEADER'S MANUAL

Looseleaf Booklet (180 pages)
The primary materials for the workshops are seminar booklets, which provide agendas, suggested readings, films, activities, and discussion questions. Designed for workshop leaders, they can also be useful to teachers who are unable to attend workshops, by helping them to think through key issues, approaches, and activities.

The seminars parallel the student material and include some of the following issues:

- introducing the **Exploring Childhood** program.

- understanding the role of the adolescent and preparing students for working with children.
- providing a framework for learning concepts about development by examining children's art and play.
- helping students to make connections between their own experiences with children and the views about child development generated by theorists.
- using films as a way of examining influences on the child, both in and outside of the home.
- helping to understand stress in families and how it influences the care that children receive.

TEACHING AND EVALUATION STRATEGIES

Booklet (110 pages)

Several of the teaching techniques called for in **Exploring Childhood** may be unfamiliar to some teachers; Part One of this booklet provides concise and concrete methods for using techniques such as brainstorming, role playing, leading a discussion, small-group activities, observation, journal writing, and film viewing.

Part Two contains a number of strategies that enable teachers and students to assess the learning that is taking place in **Exploring Childhood**. These strategies provide ways to measure students' general understanding of specific concepts and issues about development, as well as their ability to work with children. The evaluation strategies are intended to be integrated into regular classroom work.

ROLE PLAYING AND BRAINSTORMING

Cassettes/Records

Two records to accompany *Teaching and Evaluation Strategies* give examples of these strategies and suggest ways to use them in class.



Dawn Anderson



Rogier Gregoire

Dawn Anderson



SEMINARS FOR PARENTS: LEADER'S GUIDE

Booklet (132 pages)

Participants in the *Seminars for Parents* have included parents of **Exploring Childhood** adolescents and preschool students, teachers and community participants of other programs such as Head Start and Title I, and community agencies that have used **Exploring Childhood** materials. Feedback has been highly positive and enthusiastic. Participants have found that the seminars helped them to understand the **Exploring Childhood** program and the experiences of **Exploring**

Childhood students, to learn more about child development, and to gain perspectives on parenting. This leader's guide contains nine seminar agenda plans built around major concepts, ideas, and activities in the **Exploring Childhood** course materials, and provides strategies that leaders can use in conducting parent seminars. It is most effective as a training aid for parent seminar leaders when used in conjunction with the tape *A Parent Seminar* and the filmstrip *Seminars for Parents*.

A PARENT SEMINAR

Cassette (25 minutes)

This edited tape of a parent seminar on *What About Discipline?* provides an example of the kinds of issues raised by parents participating in a seminar, and of how seminar leaders facilitate productive discussion of parent concerns and ideas. The tape effectively captures an **Exploring Childhood** parent seminar experience and can be used to help new parents and teacher leaders understand leadership skills and establish their own.

SEMINARS FOR PARENTS

Sound filmstrip (25 minutes; color)

This material presents examples of how parent and teacher teams called Community Based Leaders have initiated parent seminar programs in various local communities. The filmstrip serves as an orientation to the parent seminar concepts, shows the program's benefits to parents and teachers, and presents some concrete leadership suggestions for getting a seminar program started.

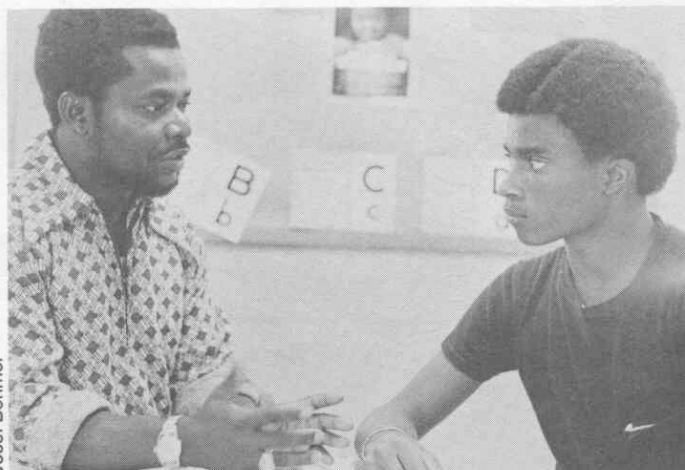
For Program Leaders and Teachers

BOOKLETS FILMS
CASSETTES/RECORDS (cont.)

TEACHER WORKSHOPS

A minimum of 20 hours of teacher education workshops is recommended to help leaders understand the course concepts and pedagogy. The workshops also provide leaders with an opportunity to build support groups among themselves by sharing experiences, planning lessons, practicing teaching techniques, sharing perspectives on various child develop-

ment theories, engaging in group problem-solving; and they provide opportunities, in general, for professional growth. Administrators are encouraged to arrange for these workshops, which are conducted on a per diem basis (plus travel and expenses) by Field Coordinators or by community-based Field Associates. See page 26 of this catalog.



Josef Bohmer



Dawn Anderson



Dennen Reilley

SUMMARY OF EVALUATION FINDINGS: YEAR ONE

Booklet (48 pages)
This booklet presents feedback from the first year of **Exploring Childhood's** national field test. It briefly describes the design of the study (test sites, student population, methodology), students' assessment of the program (learning about children, learning about

themselves), and program implementation (the student program, the teacher education program). The information was derived from a series of questionnaires sent to 4,140 students and 234 teachers in 100 sites during the 1973-74 school year, and from interviews and observations that were conducted in five sites in different regions of the country.

SUMMARY OF EVALUATION FINDINGS: YEAR TWO

Booklet (64 pages)
This summary integrates evaluation findings from the 1973-74 and 1974-75 national field tests. Its primary focus, however, is on Year Two, in which emphasis was placed on assessing the impact of **Exploring Childhood** on student learning in the three areas of conceptual understanding, attitudinal growth, and practical skills in working

with children. The information in the *Summary* was drawn from a criterion-referenced test of conceptual understanding and from attitude scales, both of which were administered to a sample of 60 **Exploring Childhood** classes, and from rating scales of students' practical skills, which were supplied by 225 fieldsite teachers. Findings related to teacher implementation and teacher education are also discussed.

TEACHER'S GUIDES

Exploring Childhood appeals to program leaders from many fields, and asks them to take on many roles, some of which will be new: relating issues raised by course materials to personal concerns; helping to integrate course work and personal experience; building a supportive classroom environment, in which individuals can discuss their failures as well as their successes, their anxieties as well as their competencies.

To help leaders in these endeavors, guides have been prepared to accompany each booklet and film. These guides are listed on pages 28-29 of this catalog. The guides suggest activities and address related issues and concerns. Leaders are encouraged to purchase and use these guides. Background information, ways of presenting and facilitating activities, goals for specific activities, and alternative exercises are presented. Leaders are encouraged to try out their own ideas and

methods, but specific suggestions are also given; these may be particularly valuable when the course is being taught for the first time.



Dawn Anderson



Dawn Anderson



Dennen Reilly

TOWARD A NEW RELATIONSHIP: A SCHOOL AND A COMMUNITY CHOOSE A CURRICULUM

Film (19 minutes; color)
Leaders from Casa-de-Amigos, a community center in a Mexican-American community in Houston, Texas, assessed their needs and strengths and found a way to work with the school through **Exploring Childhood** for more effective education of children. The film shows:

- the environment of the community, and the services provided by the Casa Community Center,
- how various community leaders see the community's needs,
- an **Exploring Childhood** class in Casa's Head Start Program,
- a meeting between community leaders and the Houston School Board.

The film conveys the message that through mutual understanding both school and community can be empowered to educate and serve more effectively.

PREVIEW FILM

(13 minutes; black and white)
The Preview Film is designed to provide the viewer with a broad philosophical and pedagogical overview of **Exploring Childhood**. Composed of film clips from course activities and materials, the film includes such topics as teenagers working with children, classroom discussion, play at the fieldsite, and family interactions at home.

CLASSROOM EXPERIENCES

Cassettes/Records
Three records present **Exploring Childhood** classrooms in which teachers are applying various teaching strategies to course materials and activities. Each record deals with one module and can be purchased separately. The records are designed to stimulate new teaching ideas and to give teachers examples of how to use the teaching strategies in their classrooms.

Field Services

It is difficult to appreciate the scope and value of **Exploring Childhood** until you have seen the materials and have talked to someone who can answer questions about the program. The Field Coordinators are available to provide information about the program to potential users, and teacher education services and technical assistance to current users. In addition, several persons who have **Exploring Childhood** experience and who have attended special training sessions have been designated as Field Associates. Field Associates assist the Field Coordinators in disseminating information about the program and in providing support services to those getting started with **Exploring Childhood**. In the state of Texas and in Australia, **Exploring Childhood** is made available through licensed distributors. You are invited to contact the Field Coordinator or Distributor for your area directly.

EDC

Dennen Reilley
Director of Field Services
EDC School and Society
Programs
55 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100

East

Suzanne Gabriel
EDC School and Society
Programs
55 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100
(Maine, New Hampshire,
Vermont, Massachusetts,
Connecticut, Rhode Island,
New York, New Jersey,
Pennsylvania, Delaware,
Maryland, D.C., Virginia,
North and South Carolina,
Georgia, Florida, Puerto
Rico, Virgin Islands, Ohio,
Michigan, Indiana, Wisconsin,
Illinois, West Virginia,
Tennessee, Kentucky,
Alabama, Mississippi)

Field Associates

Elizabeth Carta-Connecticut
Florence Cherry-New York
Joanne Foulk-New Hampshire
Virginia Holmes-Wisconsin
Ruth Kaufman-Connecticut
Judy Knapp-New Hampshire
Kathleen LaChance-
Massachusetts
Rhoda Linton-New York
Susan Scott-New York
Pamela Kirkland Simon-
Kentucky
Susan Thompson-
Massachusetts
T. David Wallsteadt-Indiana
Kathleen West-Illinois
Dianne H. Willis-Georgia

West

Thomas A. Fitzgerald
Colorado Academy, Box 1177
Englewood, Colorado 80150
(303) 986-1501
(Iowa, Missouri, Louisiana,
Arkansas, Kansas, Nebraska,
Minnesota, North and South
Dakota, Colorado, Utah,
Arizona, Texas, Oklahoma,
New Mexico, Nevada, Wyoming,
Montana, Idaho, California,
Oregon, Washington, Alaska,
Hawaii)

Field Associates

Mary Bath-Minnesota
Betty Coates-California
Sandra Fink-Washington
Susan Hallonquist-Minnesota
Lorraine Hinds-Minnesota
Linda Holmes-Utah
Phyllis Hudler-Minnesota
Lynn Jessen-Minnesota
Toni Martorelli-New Mexico
Sheila Matteson-Minnesota
Alma Nelson-North Dakota
Mary Nolan-California
Pamela Raeder-Minnesota
Robert Rockwell-Illinois
Delores Sandbeck-Minnesota
Linda Siebrasse-South Dakota
Rose Wallin-Minnesota
Caryl Wogensen-Minnesota

Distributors

Australia
EMA Australia
237 Clarendon Street
South Melbourne, Australia 3205
699-7144

Texas

Foight Education Systems
P.O. Box 9037
Austin, Texas 78766
(512) 345-4812

EXPLORING CHILDHOOD PROGRAM

Director:
Marilyn Clayton Felt

Curriculum Coordinator:
Ruth N. MacDonald

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 Reblsky, 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

Ronald Lippitt, Professor Emeritus, University of Michigan

Eli H. Newberger, Director, Family Development Study, The Children's Hospital Medical Center

Robert Selman, Clinical Psychologist, Judge Baker Child Guidance Center, Boston, Massachusetts

Ed Tronick, Associate in Pediatrics, Harvard Medical School, Harvard University

Beatrice Blyth Whiting, Professor of Education and Anthropology, Harvard University

Developers:
Norma Arnow
Wendy Johnson Barnes
Priscilla Claman
Ellen Grant
Rogier Gregoire
Toby Grover
Patricia Hourihan
Margaret Janey
Peggy Lippitt
Karlen Lyons
Lucy Lyons
Pamela Matz
Jim McMahan
John Nove
Judith Salzman
Jeanette Stone
Janthe Thomas
Susan Christie 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 Gluckman
Marcia Mitchell
Marjorie Waters
Nancy Witting

Design:
Myra Lee Conway
Roz Gerstein
Diana Ritter
Michael Sand
Karen Shipley
Judith Spock
Alison Wampler

Production:
Patricia A. Jones
Scott Paris
Ann Schwartz

Parent Education:
Louis Grant Bond
Naarah Thornell

Teacher Education:
Michael J. Cohen
Rita Dixon
Marjorie Jones
Edward Martin
Barbara S. Powell
Emma Wood Rous
Shanti Winslow

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

Field Service Staff:
Thomas Fitzgerald
Suzanne Gabriel
Phyllis Gentile
Kathleen Horani
Judith Knapp
Meg Westlund
Steve Westlund

Regional Field Coordinators:
Florence J. Cherry
Thomas A. Fitzgerald
Andrea J. Love
Annie Madison
Jan Rayder
Susan Thompson
T. David Wallsteadt
Dianne H. Willis

EDUCATION DEVELOPMENT CENTER/EDC SCHOOL AND SOCIETY PROGRAMS

Director:
Janet Whitla

Central Staff:
Marilyn Clayton Felt
Cheryl Healer
Ruth N. MacDonald
Dennen Reilley
Jacquelyn Sowers
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.