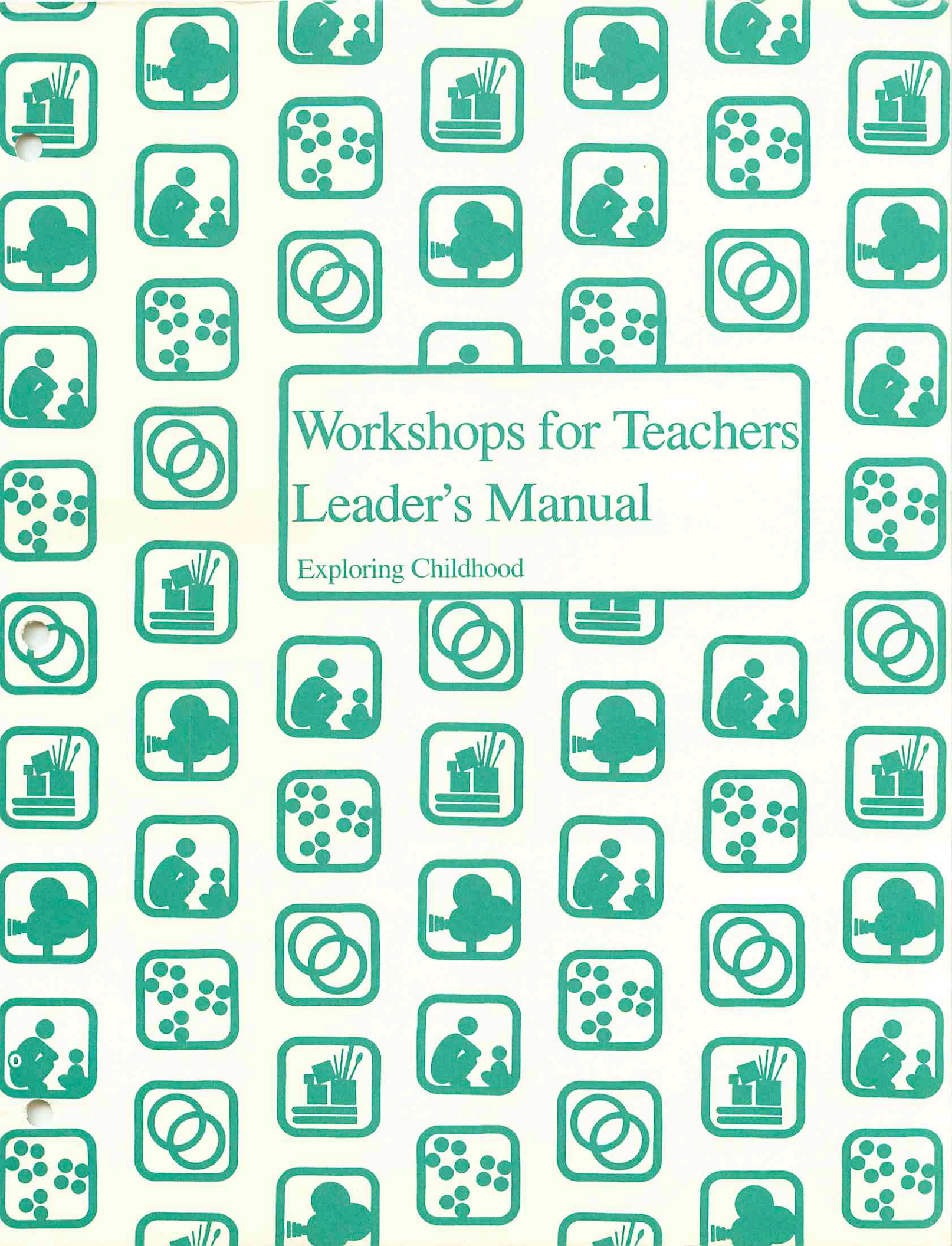

Workshops for Teachers Leader's Manual

Exploring Childhood

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Workshops for Teachers
Leader's Manual

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My best workshops are those where the goals are clear, and the activities are right for the teachers and their students. When participants talk out problems together and get a chance to practice classroom teaching techniques, then I know I've provided a rich learning experience.

--Workshop Leader

Preface

Part one of this book, "Guide to Leaders," presents the goals of the EXPLORING CHILDHOOD teacher education program and suggests ways of organizing, implementing, and evaluating workshop activities. It includes general leadership tips that are generic to any workshop program.

Part two, "Workshop Agendas," provides specific goals and agendas for each of the eleven workshops. Each session is planned to last approximately two and one-half hours, and includes the following phases:

- Review of Agenda and Workshop Objectives
- Sharing Experiences
- Activity, Discussion, and Application
- Summary and Feedback

In general, workshops move from exploration of materials and activities to conceptualization of that experience (discussion, reflection), to application of the experience to classroom use. In this way they attempt to bring teachers from actual experience to analysis to application with students. While not every student material and activity in the course can be covered, those selected for workshop use serve as models that can help teachers develop skill and confidence for dealing with the course as a whole. Workshops are also an opportunity for course teachers, fieldsite teachers, administrators, students, and parents to work together on course issues and activities.

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Guide to Leaders

Rogier Gregoire, EDC

Introduction

GOALS

Workshop participants learn most from interacting with each other and from engaging in and reflecting on workshop activities. In order for such interaction and activities to be effective, it is important for the leader and participants to have a clear sense of their goals. For this reason, the purposes of each activity are specified in the workshop agendas. The goals of the workshop program in general are outlined below.

To help workshop leaders develop support groups by helping course and fieldsite teachers to:

- increase communication among themselves.
- engage in group problem solving.
- draw on their experiences to gain insight into issues of human development presented by the course.
- understand how their own development affects their ability to work with students.

To help teachers understand the course concepts and pedagogy by:

- doing some of the key activities in the student materials.
- practicing and critiquing such teaching techniques as observing, role playing, brainstorming, film viewing, discussion leading, and journal keeping.

- planning and sharing lessons for classroom use.

- discussing child development theories and adolescent growth.

- integrating theories with their own experiences.

To help teachers apply their knowledge of the course concepts and pedagogy to their own classroom practices by:

- creating support groups within the classroom.

- helping students integrate experiences from the field-sites, their personal lives, and the course materials.

- helping students develop competence in working with children.

- helping students become aware of their own assumptions about development.

- helping students to understand theories about child development.

- helping students learn from participating in such varied learning modes as viewing documentary films, observation, role playing, brainstorming, journal keeping, and group discussions.

To help teachers develop strategies for integrating evaluation techniques with teaching activities by:

- discussing focused questions about the effectiveness of activities. This approach is integrated into each workshop and recommended for classroom use.

- helping to set the goals for each workshop and providing opportunities for students to set goals for class work.

- discussing and sharing methods of evaluating teaching and learning strategies.

- using appropriate mechanisms to evaluate each workshop or classroom session as a whole; sharing what explicitly was learned with each other and with their students.

To help participants adapt course materials to their local school and community needs. This might include training a

parent leader to use the EXPLORING CHILDHOOD student and parent materials to implement seminars for parents.

LEADERSHIP TIPS

Applying Workshop Activities to Classroom Use

In 1973-74, EXPLORING CHILDHOOD was evaluated in a national field test that involved the yearlong participation of 234 classrooms and 43 teacher workshop groups. Evaluation showed that while workshop participants did engage in student activities, they did not consider how to use these activities in their own classes. Neglecting this critical phase of linking what is learned in the workshop to classroom use means that teachers' actual classroom behavior may remain unaffected.

The evaluation results also indicated that course teachers wanted the workshops to focus more on specific course pedagogical techniques such as:

- helping students learn about children from their experience of children's activities and behavior.
- providing activities that help students experience the child's world.
- bringing individual pieces of material together.
- helping students articulate their feelings about roles (helper, friend, teacher) they might assume in the fieldsite.
- helping students gather and interpret information about young children.
- helping students acquire observational skills.

In addition, evaluation results showed that teachers had trouble helping students:

- articulate fieldsite experiences by developing their memories as resources.
- interweave fieldsite observations and information gathered from written materials and films.
- listen and respond to each other's experiences and opinions.

- engage in an exchange of information and ideas that goes beyond short, factual responses solicited from one student at a time to discussion that involves many participants.

All of these issues relate to the process of linking experiences and reflection, workshop and classroom application. To help teachers make connections on their own, it is important that leaders model the process of making connections by summarizing workshop discussions explicitly and by relating workshop activities to classroom use.

Time Priorities

A major goal of the workshops is to help teachers carry out activities in the classroom. Thus, if you are forced by time constraints to choose between relating a workshop activity to classroom use and starting another activity, you should probably drop the second activity and concentrate instead on classroom applications of the first activity. If teachers increase their repertoire of skills with one activity, they can then brainstorm ways of applying what they have learned to other activities. They should not need to preview the entire course.

Helping Teachers with Organizational Roles

Course teachers have responsibilities beyond the classroom, and these should be addressed in workshops. For the field work component, for instance, course teachers must decide what type of sites (preschool, day care, elementary school classrooms) and how many of each they would like to use. If fieldsite programs or personnel have not yet been located, this decision entails exploratory work, including background reading, field investigations, and communication with school administrators and fieldsite administrators. Once sites are selected, decisions must be made regarding student placement. Sometimes parental and/or school permission must be sought and very often student transportation must be arranged. After the field work program is underway, contact between the classroom and fieldsites must be maintained. All course teachers must decide how and when to supervise student field work, to communicate course goals and requirements to fieldsite teachers, and to be responsive to the needs and concerns of the fieldsite teachers. In making these organizational decisions, teachers assume the roles of administrator, facilitator, and sometimes arbitrator. *Organizing the*

Program, the *Fieldsite Teacher's Manual*, and the Working with Children "Classroom Experiences" record (side 2, bands 3 and 4) are resources for helping teachers in these roles.

Group Problem Solving of Organizational Issues

To help teachers think through organizational needs, you might propose one or two specific problems for group problem solving during the "Sharing Experiences" portion of each workshop. If the workshop group is large, several small groups can be formed, each of which might focus on a different problem. One person from each group should be appointed to take notes and report to the large group afterward about the small group's findings. If any participants have worked through particular problems of management, the workshop leader might ask them to share their experiences. And any information you have on ways others have solved administrative problems should be discussed.

Be careful that the problem sharing and problem solving do not consume the entire workshop. Setting a time limit at the beginning of the discussion is recommended.

Local Adaptation: Choosing and Sequencing Materials

Another major task for workshop leaders is to help teachers select materials that meet the needs of their students and communities. Materials are provided, and recommendations on sequence and proper emphasis appear in the accompanying teacher's guides. But teachers must accommodate course goals and strategies to their own objectives as well as to their students' interests and needs. In adapting the EXPLORING CHILDHOOD program, teachers may supplement the course with other materials, or they may find that they have too many materials for their purposes. (The latter may be especially true for teachers using the materials in half-year programs.) Regardless of the number of EXPLORING CHILDHOOD booklets and films used, workshop leaders should help teachers decide what to emphasize and which teaching strategies and supplementary activities they should incorporate into their program.

Community and Parent Resources

Remind teachers frequently of the resources in their communities that can help them implement the EXPLORING CHILDHOOD

program. The EXPLORING CHILDHOOD parent seminar program is one such asset. Teachers should be encouraged to recruit a parent to lead the parent seminars. Initially, teachers will need to spend a lot of time familiarizing parent leaders with student and parent materials, but this will taper off as the year progresses. Many teachers have found the time investment worthwhile because parents, students, and teachers themselves have found the parent seminar program very rewarding.

You might ask a few teachers to invite their parent leaders to attend one or more of the teacher workshops. This can help the parent leader get to know the program and learn how to lead the parent seminars. And having a few parent leaders in the workshop can expand teachers' understanding of parents' concerns about the program.

Workshop Preparation

DETERMINING GOALS

It is important that you outline clearly the objectives of the workshop and the roles of both the leader and the participants ahead of time:

- What will I do (organize, facilitate, etc.)?
- Will my role vary throughout the workshop?
- What resources--materials, people--can complement my role?
- How will I balance planned activities to promote active participation?
- Who is the audience (e.g., course teachers, fieldsite teachers, administrators, parents, students, community members, professionals from related fields)? How might the presence of a school administrator or a parent change the focus of the agenda in order to utilize their expertise?
- Can any participants serve as resources in planning?
- What do participants need to do to prepare for this workshop (e.g., read specific material before the

workshop, bring material to workshop, lead a specific classroom activity prior to workshop)?

MECHANICS

Some plans should be made a few weeks before the workshop; other plans should be made closer to the actual workshop.

At least two weeks prior to the workshop:

- Choose a convenient time and place and determine the subject of the workshop.
- Be familiar with all the materials relevant to the workshop (written materials, films, tapes, records).
- Be clear about the goals and objectives of the workshop.
- Ask the teacher in the community where the workshop will be held to act as host for the workshop and provide a room, refreshments, and audio-visual equipment.
- Make sure participants receive notification about the time, place, and subject of the workshop. Duplicate and send to participants the objectives and agenda (provided on separate sheets with each workshop).
- If you want parents, students, or other community members to attend, invite them ahead of time.
- Check with course teachers to be sure that fieldsite teachers have been invited, or compile an address list and notify them of each meeting yourself; include them in as many workshops as possible.
- Know something about your participants, such as where they teach, and whether they are first- or second-year course teachers, fieldsite teachers, school principals, guidance personnel.

Directly before the workshop:

- Let the host teacher know how many participants to expect.
- If needed, arrange for a projector, screen, or white wall, and a room that can be darkened for film viewing.

- Arrive ahead of time, check out seating arrangements, refreshments, audio-visual equipment (see "Setting the Tone," p. 17).

- If you are co-leading the workshop, or using another person as a resource, clarify what each of you will do.

COMBINING WORKSHOPS

EXPLORING CHILDHOOD workshops have been held in two-hour meetings after school, daylong meetings, and two-day overnight meetings. While short, frequent meetings have the advantage of building a close support group concerned with day-to-day teaching concerns and local community issues, two-day fly-in meetings enable teachers to meet colleagues from a wide geographical area. Workshop agendas in this booklet are designed in two-and-one-half-hour units, and can be combined or reordered to meet each group's needs. The following suggested combinations may be helpful.

For eleven 2-1/2-hour meetings	For six daylong meetings	For three two-day meetings
1. Introduction to EXPLORING CHILDHOOD	Sessions 1 and 2	Sessions 1, 2, 3, and 4 (Working with Children Module)
2. Observing and Discussing		
3. Role of the Adolescent	Sessions 3 and 4	
4. Children with Special Needs		
5. Art and Development	Sessions 5 and 6	Sessions 5, 6, and 7 (Seeing Development Module)
6. Child's Play		
7. Making Connections		
8. Children at Home	Sessions 8 and 9	Sessions 8, 9, 10, and 11 (Family and Society Module)
9. Beyond the Front Door		
10. Children in Society	Sessions 10 and 11	
11. Under Stress		

While the optimum condition is for teachers to participate in the entire series of workshops, individual workshops may be conducted for teachers who are using only one or two pieces of the EXPLORING CHILDHOOD materials.

All workshops except "Child's Play" and "Children in Society" have been designed around materials in the full-year course package. The "Child's Play" and "Children in Society" workshops are especially relevant for those who are teaching these additional units.

CHANGING THE AGENDAS

The workshops were developed in close relationship with teachers who were teaching the course, and the suggested agendas grew out of needs expressed by those teachers. While changes may be made according to the needs of your group, you should be certain that what you substitute meets the objectives and follows the format (e.g., activity, discussion, application) of the suggested activities. If you wish to adapt the agenda, you should consult the agenda ahead of time. Consider the duration of the workshop, any combinations of workshop topics that you are planning, the audience, and any adaptation you wish to make. (For example, if your group includes Mexican-Americans, you might substitute the film "Oscar at Home" in the "Children at Home" workshop.)

When revising the agendas, try as much as possible to use examples of film, written materials, posters, and records so that teachers are able to practice using and seeing relationships among the various course resources. There should also be an opportunity to use materials that have been created in the classroom or at the fieldsite.

CONSIDERING THE AUDIENCE

While every effort can be made to meet the varied needs of workshop participants, it might be difficult to meet a whole variety of needs within one workshop. When there is a conflict, the first priority of the workshop should be first-year EXPLORING CHILDHOOD course teachers, then course teachers who have used the course previously, then fieldsite teachers and other participants.

Course Teachers

The workshops are designed primarily to support teachers'

work in the classroom by giving them opportunities to share experiences, practice teaching techniques and strategies, engage in problem-solving activities, critique each other's work, and model ways of creating similar support groups among students.

At a workshop involving only course teachers, the leader might expect the primary concerns to be:

- student problems that have arisen through course work or fieldsite experiences.
- teacher concerns that relate to the teaching of the course.
- administrative concerns about establishing and managing the program.

At times, first-year and second-year course teachers have different needs. For example, first-year teachers want to learn how to set up the program and be familiar with materials, while second-year teachers are often ready to deal in depth with substantive issues raised by the course.

Fieldsite Teachers

When fieldsite teachers attend a workshop they are able to discuss with course teachers the growth of the adolescents in the fieldsite and the relationships among adolescents, children, children's parents, and fieldsite teachers. This can promote a closer relationship between the classroom and the fieldsite teachers. Course teachers can use the information to help students prepare for their field work.

Students

Some workshops (e.g., "The Role of the Adolescent") rely on the perspective of the adolescent and students should be encouraged to participate.

Nonteaching Personnel

Nonteaching school personnel are usually concerned with broader curricular concerns than teaching techniques or building support groups. An effective way to acquaint such personnel with the program and still place primary emphasis

on teaching concerns is to involve them in course-related activities along with the teachers. Parent seminar leaders will benefit both from observing and participating in activities.

WORKSHOP LEADERSHIP

EXPLORING CHILDHOOD workshops have been conducted by regional field coordinators (located in the East, South, Midwest, West, and Far West), and community-based leaders (experienced teachers teamed with parents of EXPLORING CHILDHOOD children and adolescents), and by the EXPLORING CHILDHOOD teacher education staff at EDC. In addition, it is possible for groups of teachers to organize themselves and conduct self-led workshops using the suggestions and agendas in this book.

Sharing Leadership

To the extent that everyone participates in setting goals, choosing agenda activities, acting as resources, and evaluating the workshop process, workshop leadership is shared by everyone; the designated leader of such a group facilitates participation in this process. As participants assume more and more responsibility for the direction of their workshops, this facilitator role may also be shared.

You should work at building support among group members and becoming familiar with individual skills and interests before inviting participants to share leadership responsibilities. By the end of the first or second seminar, participants should know the goals of the workshop program and understand the different roles and experiences it offers. At this point you might ask volunteers to prepare to lead one activity. Each subsequent meeting might have a different participant as co-leader. Leaders should be chosen from participants who attend workshops regularly, for they will know how leadership responsibilities have been handled as well as the needs and interests of other participants.

Fieldsite teachers may want to help lead workshops that deal specifically with issues of early childhood development. Participants with special skills (e.g., art) may want to lead workshops in which their skills are featured.

You might ask a parent to help lead a workshop or plan a workshop with other parents in order to highlight their

specific concerns. The host teacher might invite parents from the local school community to attend.

Planning Together

As you begin to share leadership responsibilities, plan the agenda in advance with the co-leader, and outline clearly the roles and activities to take place in the workshop. Each of you should have clearly defined tasks and a common understanding about goals and procedures. At times both of you might execute specific activities together, such as leading small-group discussions or feedback sessions and welcoming participants.

At the Workshop

SETTING THE TONE

Arranging the Room

The tone of a workshop is affected by the atmosphere you create before participants arrive and by your own personal style. Some suggestions for creating a friendly supportive environment are:

- Arrange the seats to show how you want to start. One effective arrangement is a circle so that participants can face each other and conversation will flow more easily. Or chairs may be in rows; after you start you can ask participants to turn and face each other in pairs, trios, or foursomes. The seating arrangement should reflect the purpose of the meeting. It is discouraging to walk into a room that conveys a sense that the leader has not prepared for the meeting.

- Be sure the room is clean; display materials, posters, agendas, and equipment in an easily visible and accessible way around the room.

- Arrange coffee, tea, other refreshments, and name tags ahead of time.

- Set up audio-visual equipment and test it in advance to avoid malfunction in the midst of an activity. If possible, hold the meeting in a room that has good

acoustics (e.g., carpeting, stuffed chairs) and can be darkened for film viewing. You may want to arrange for someone else to run equipment for you.

Personal Style

Each leader has an individual style. Some people prefer to be directive, others are more nondirective. Some leaders are interested mainly in content and discussion of substantive issues, others are particularly good at leading discussions of personal concerns. Your own style, combined with the interests and needs of participants, has implications for the way you lead a workshop. Try to be aware of your personal style, how you come across to others, as well as your group's style of responding. Try to vary your style and the techniques you use in order to involve a range of group members.

To understand your own style, think about your concept of leadership, and make a list of the behaviors you think a good workshop leader should have. In considering these behaviors, remember that a workshop leader is modeling behaviors teachers will in turn apply to classroom teaching. Ask yourself:

- What kind of structure do I like in a workshop (e.g., a strict schedule or playing it by ear)? What kind of balance between activities and discussion?
- What is the nature of the audience? What are their feelings and expectations?
- What makes me most anxious? Equipment breaking down? Tardiness? Large or small audience? Mixed audience (old/new teachers, social studies/home economics teachers/potential users of the course)?
- What kinds of things do I do best or enjoy most in running a workshop? (It is always a good idea to start by doing something that you like and are familiar with.)

WORKSHOP FORMAT

Each workshop lasts two and one-half hours (except "Child's Play," which lasts three hours) and includes four phases of activity:

- Review of Agenda and Workshop Objectives
- Sharing Experiences
- Activity, Discussion, Application (cycle repeated for each activity)
- Summary and Feedback

Review

Each workshop includes time at the beginning to review the agenda and workshop goals with participants. This time should be used to determine where participants are in the course, and what problems they are experiencing. If appropriate, adjust the agenda to address these problems or to meet any agenda revisions suggested by the group. Advise the group that you will conclude the meeting with a review of how successfully the goals of the workshop have been met.

Sharing Experiences

Since a major purpose of the workshops is to give people an opportunity to learn from each other, we have scheduled time for sharing experiences. By exchanging anecdotes about successful lessons and ways materials were adapted to the needs of particular students, participants can gain concrete classroom ideas from each other. The experience of *being* in a supportive group will help teachers learn the steps of *creating* such groups in their own classrooms.

"Sharing Experiences" can serve as a warm-up exercise, to deal with immediate concerns and to communicate where everyone is in teaching the course, or as a summary activity. (In the agendas it always appears at the beginning, so it is up to you to decide if it would be more useful later.) At each session you must decide whether to have each participant make a short contribution, or to focus on one person's particular problem. You might brainstorm solutions, or work in pairs or small groups to consider a problem in greater depth.

Themes that are good to share throughout the year include:

- problems with logistics and mechanics of the program.

- experiments with new teaching techniques, such as getting quiet students to contribute to discussions.

- specific needs teachers would like addressed at that particular workshop.

- lessons that were successful.

- hints in journal writing.

- connections between students' class and field work.

- where everyone is in teaching the course.

- ways previous workshop experiences were or were not useful in class.

You might begin by asking questions such as:

- What parts of the unit did your students find the most engaging? Why? What parts did they find the most problematic? Why? What was your most successful class? Why?

- In what ways have you or a student made a successful connection between the issues explored in class and the field work with children?

Each workshop agenda suggests topics for sharing that relate to that specific workshop. In the introductory workshop, for example, participants are asked to fill out a self-inventory sheet and, working in pairs, to share backgrounds and personal goals for the course. In the workshop on observing, participants share observations they have done at fieldsites.

You should watch the time during the "sharing" period and not allow one or two members to monopolize the group. You can help make transitions to other speakers by asking others to comment or ask how they handled the same issue.

Sometimes teachers try to compete in painting rosy pictures of their classrooms. You can steer the group away from this by asking them to focus on specific problems, such as maintaining journals, and by sharing problems you yourself have experienced. As the group comes to feel more comfortable, participants will begin to share failures and teaching problems with each other.

If sharing turns into a "gripe session," you can make the discussion productive by asking the group to suggest solutions to the problems raised.

Activity

In every workshop, participants will have the opportunity to use student materials and do activities from EXPLORING CHILDHOOD. Participation is the best way to understand:

- what can be learned from the activity.
- how students will experience the activity.
- what problems might arise when leading the activity with students.

Your responsibility is to make sure the goal of each activity is *explicit*. To this end, we have listed general goals for each workshop and specific goals for each activity.

Some people may be reluctant to do an activity. Make clear at the beginning of the workshop that participants will be engaging in activities and *why*. Invariably, when people begin a play, art, or other activity, the skeptics join in eventually.

Discussion

After each activity, discuss what has been experienced. The discussion serves at least two purposes:

- You as leader can model discussion techniques, steps in drawing out and connecting ideas.
- Participants can reflect on their experience, making explicit to themselves what they have gone through.

Thus, after teachers have done the eyedropper experiment (using eyedroppers on wet paper towels), they have a chance to discuss their feelings about dealing with new material and the process of experimentation.

The following points for encouraging interaction among participants and avoiding a question-answer session are adapted from *Teaching and Evaluation Strategies*.

If participants direct their comments or questions to you, direct them to other group members. Ask, "What's your reaction to that?," to get participants talking to each other and not simply to you. It is important not to allow yourself to be cast in the role of a directive leader. Other strategies to keep in mind:

- Look at other people in the group, not just the speaker --this gesture signals that other listeners besides yourself are included in the conversation.

- Wait for others to respond, even when it seems to take some time.

- Participate sometimes in group activities, not as a leader but as another learner. Keep your own journal, for example, and share your own responses and feelings (being careful not do dominate or make participants feel that your opinions are the only ones that count or the conversation may freeze).

- Avoid filling in when there is silence. Intervene only when you think it is absolutely necessary to

  clarify or request clarification. (You can train group members to do this, too. "Did you understand that? Well, ask Jim to explain it, then.")

  point out alternatives that the group has not yet considered.

  add your own ideas.

  suggest (or ask a participant to suggest) ways of using the information.

  point out inconsistencies or contradictions in views expressed, but with sensitivity and good timing; do not stop the flow with a niggling point of information.

- Keep track of how the discussion is going. Encourage group members to focus on the task at hand, to take responsibility for moving things along, to react to points made by other members, and to elicit comments from "quiet" participants.

- You might summarize (or ask others to) the points raised in the discussion, adding points that

participants have missed. This is your opportunity to ensure that teachers have a thorough grasp of the concepts and goals of the particular activity. This summary should include a restatement of the purpose of the activity.

Application

Every workshop activity should be followed up in two ways:

- What did participants learn from the activity?
- How would they do the activity with their students?

Application of the workshop activity to classroom use can range from discussion and lesson planning to analyzing the way other teachers conduct an activity (e.g., the workshop leader or teachers on the "Classroom Experiences" records), to practicing and analyzing lessons with the workshop group.

For discussion and lesson-planning application, possible questions include:

- What criteria would you use to evaluate the success of the activity? Was the goal clear? Was the goal achieved?
- How appropriate is the activity to your own classroom situations?

  Would your students respond the same way as workshop participants?

  How would you adapt the activity to meet your students' particular interests and learning problems?
- What alternative activities would accomplish similar goals? (This might be an appropriate point to review other course materials and activities described in teacher's guides.)

To analyze the way others lead an activity, you might ask:

- How does the way the leader organized the activity and the workshop participants' response compare with a similar classroom experience from one of the records?

Group members can begin to analyze their own teaching by planning lessons at workshops, trying them in class, and evaluating them in later workshops. Classes might be taped and evaluated at home by individual teachers or at workshops in small groups. Teachers can also role play teaching lessons (or parts of lessons) at workshops and get feedback from other workshop members who have acted as "students." Some questions for guiding feedback on role-play lessons might be:

- Were the goals of the lesson accomplished?
- Was the teacher's style effective in involving all "students" in accomplishing stated goals?
- What changes would you suggest?

Summary and Feedback

A critical part of every teaching and learning program, whether it is in a workshop or a classroom, is to make explicit to *all* involved--participants and leader, students and teacher--what was intended, what was accomplished, and what was not accomplished. Summary and feedback can occur in two ways:

- At the end of an activity, restate its purpose and ask participants to pinpoint what they did or did not learn.
- During the last 15 minutes of the workshop, review its goals and assess its effectiveness as a whole. Focus on one or more of the following questions:

  Did the activities help you accomplish the workshop goals as stated? If so, what particular aspects were most helpful? If not, can you give reasons why?

  Did this workshop meet needs that were not stated in the goals? If so, what were some of the needs?

  Can you give one concrete example of how what you learned from this workshop will affect your teaching?

  Do you have suggestions for how this workshop (both in content and leadership strategies) might be more effective?

What was most valuable and what was least valuable about the workshop?

What needs and topics of interest should be addressed at the next workshop?

Such feedback can make the leader more responsive to the needs of the group and the group more responsible for its own learning. It reinforces the leader's role as facilitator rather than director.

You might also consider the following methods for evaluating the entire scope of the workshop:

- Devise other ways besides group discussion for soliciting feedback from participants, such as questionnaires or interviews with selected participants.

- Have your co-leader observe the seminar and lead the feedback session with teachers at the end. Compare notes and impressions later.

- Have members of the group observe and evaluate the workshop.

After the Workshop

The leader should have some method for reflecting on and evaluating the entire scope of the workshop--from preplanning through feedback from participants. For example, you might:

- Review questionnaires filled out at the workshop.

- Tape a workshop. To reflect on what both you and workshop participants have learned, play and analyze portions of the tape at home. To involve participants in evaluating their own learning, play and discuss portions of the tape at the next session.

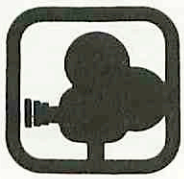
Such techniques have proven useful to workshop leaders for self-evaluation and for planning subsequent workshops. They are also valuable to teachers for practicing self-evaluation and modeling ways students can evaluate their own learning.

Workshop Agendas

Below are five symbols that indicate the main activities participants will be doing during the workshop. These mirror the experiences teachers will be having with their students throughout the program.

Sharing Experiences

Activity



Film Viewing

Discussion

Application

Steve Ellston, EDC

Introduction to Exploring Childhood

The introductory workshop to EXPLORING CHILDHOOD is designed to give teachers insight into the goals and sequence of the course materials. During the workshop, teachers participate in three activities exemplifying the content and issues of each module, followed by an overview of the materials of that module. At the beginning and end of the workshop, participants should discuss what they hope to get out of meeting together.

Workshop Objectives:

- to introduce participants to each other and to recognize the diverse resources each brings.
- to present an overview of the goals and materials of EXPLORING CHILDHOOD.

Leader Plans Ahead

Experience has taught us that the primary concern of teachers starting a new course is to be in control of the materials and organization of the program. Since we believe in learning through doing, this introductory workshop is designed to help teachers (and anyone else interested in EXPLORING CHILDHOOD) learn about the program by participating in activities representative of the three major parts

(modules) of the course. In addition, leaders have often found it useful to invite second-year teachers to be present to answer questions or share ideas on how they have used materials.

Before the meeting, remember to:

- invite participants two weeks ahead; duplicate and mail workshop agenda to all participants.
- invite fieldsite teachers (get names of those participating in programs from course teachers) or ask course teachers to invite their collaborating fieldsite teachers.
- ask course teachers to bring *Getting Involved*, *Making Connections* (student booklets), and the "Directions in Development" poster. Ask fieldsite teachers to bring *Fieldsite Teacher's Manual*.
- duplicate self-inventory sheets for all participants (p.37).

Materials

Overview Chart

Self-inventory sheet for each participant.

Getting Involved student booklet and teacher's guide.

"Directions in Development" posters.

Making Connections student booklet.

Films: "EXPLORING CHILDHOOD Preview Film" or "Helping Is..."; "Craig at Home" or other "at Home" film of your choice.

A display of EXPLORING CHILDHOOD materials, including student booklets, teachers' guides, parent seminars, other materials for teachers and administrators, posters, records, lists of films, teacher workshop materials, and copies of the EXPLORING CHILDHOOD catalog.

AGENDA:
INTRODUCTION TO
EXPLORING CHILDHOOD (2½ hours)

Review workshop agenda and objectives (5 minutes)

- *Objectives:*

  to introduce participants to each other and to recognize the diverse resources each brings.

  to present an overview of the goals and materials of EXPLORING CHILDHOOD.

Sharing Experiences (20 minutes)

- Self-introduction of participants

"EXPLORING CHILDHOOD Preview Film" (13 minutes) or "Helping Is..." (15 minutes)

Overview of EXPLORING CHILDHOOD (75 minutes)

- "Clean Up Time" from Working with Children
- "Directions in Development" poster from Seeing Development
- "At Home" film from Family and Society

Beginning the Course (15 minutes)

Summary (5 minutes)

Feedback (15 minutes)

At the Workshop

REVIEW
(5 minutes)

Review agenda and workshop objectives with participants.

SHARING
EXPERIENCES
(20 minutes)

Purposes:	to introduce participants to each other. to list concerns participants would like addressed in workshops.
Materials:	self-inventory forms for every participant.

The first workshop is often attended by a large number of people, including administrators and teachers who are interested in EXPLORING CHILDHOOD but not yet teaching it. To get the best sense of the program, *all* should participate in workshop activities. The following activities are appropriate for workshop groups of any size.

Ask participants to fill out the self-inventory sheets and share them with the person next to them. Explain that one purpose of this introduction is to help them become aware of each other as resources by recognizing both the diversity in their backgrounds and what they share in common. Each participant could then briefly introduce his or her partner to the whole group, sharing one item from the self-inventory.

The self-inventory asks for concerns participants would like addressed in workshops. These could now be listed on a blackboard or newsprint and discussed in a feedback session at the end of the meeting. Concerns may be logistical (how to transport kids to fieldsites), pedagogical (how to teach observation skills), or theoretical (how do children develop).

FILM VIEWING
(15 minutes)

Purposes:	to convey the excitement of having adolescents work with children. to serve as a quick orientation to the program.
Materials:	"EXPLORING CHILDHOOD Preview Film" (running time, 13 minutes) or "Helping Is..." (running time, 12 minutes).

The "EXPLORING CHILDHOOD Preview Film" is composed of film clips from course activities and materials and provides a philosophical and pedagogical overview of EXPLORING CHILDHOOD. "Helping Is..." shows adolescents at fieldsites acting in a number of helper roles with children. Just show the film, explaining ahead of time that there will be no discussion.

OVERVIEW OF
EXPLORING
CHILDHOOD
(75 minutes)

Purpose:	to give participants a sense of control of the course by reviewing goals and materials and by doing activities representative of the content and pedagogy of each module.

Introduction
(10 minutes)

Materials:	overview chart; *Getting Involved* teacher's guide; display of EXPLORING CHILDHOOD materials.

Review the general goals and modular structure of the course, basing your presentation on the overview by project director Marilyn Clayton Felt in the teacher's guide. Suggest that participants read the entire overview at home.

Start by saying something like: EXPLORING CHILDHOOD is a program in which the study of child development is combined with regular work with children. It gives students opportunities to develop competence with children (Working with Children module), and a framework for understanding the

forces that shape human development (Seeing Development and Family and Society modules).

Review the overview chart with participants to help familiarize them with all the program materials and their relationship to each other. Refer to the course materials on display and suggest participants leaf through them during a break.

Following this brief general overview of the course, participants will do an activity representative of each of the three modules, reviewing in more detail the goals and materials of each module.

Working with Children (25 minutes)

Purpose:	to problem solve a typical fieldsite dilemma as an example of the materials and methods found in the module Working with Children.
Materials:	"Clean Up Time," in *Getting Involved* student booklet (p. 17).

Goals

Tell participants that the Working with Children module attempts to help students develop competence for field work with children and to develop classes as support groups in which field and personal experiences (good and bad) can be discussed and analyzed for future planning. The module presents numerous commonplace situations between children and their teachers to give students ideas about children's behavior and about what to do in problem situations at fieldsites. "Clean Up Time" is one of those situations.

We suggest that this module be used as an introduction to the course because the course is based on the assumption that students learn best initially from concrete experiences --their own and those they encounter at fieldsites--which can later be informed by materials on development and socialization.

Activity

Ask three people to read aloud the parts of Narrator, Joey, and Mary Lou in the Fieldwork Preview, "Clean Up Time."

Divide into small groups (count off by fives and group all ones in one corner, all twos in another, all threes, etc.) to brainstorm as many answers as possible to the first two questions in the student booklet:

- Why didn't Joey clean up when Mary Lou told him to?
- Should Mary Lou have let Joey finish his painting?

Ask each group to record the ideas of the members.

Call the large group together again. Ask one small group to describe its explanations for Joey's behavior and another group to describe its suggestions for Mary Lou. Ask other groups to add to or comment on these reports. You might state that it is fine to have a variety of opinions, some conflicting. The course does not seek consensus on "right" or "wrong" but encourages participants to look at a variety of alternatives.

Review of Materials

Tell participants that similar sharing and problem solving can be done with other Working with Children case studies, including:

- film ("Michael's First Day"; "Water Tricks"; "Story-time"; "Teacher, Lester Bit Me!"; "Helping Is...").
- filmstrip ("Being There").
- record ("Helping Skills").
- storyboard ("Fieldwork Previews," in *Getting Involved*).
- photo essay ("Just Joining In," in *Getting Involved*).

Other materials and activities from the Working with Children module focus on the appropriateness of fieldsite materials, activities, and environments for children, and on ways of learning about children, such as observing and journal keeping. *Doing Things* presents activities to do with children. *What About Discipline?* suggests ways to

understand and respond to inappropriate behavior in children. *No Two Alike* (accompanied by a film and slide tape) can be used by students working with children with special needs. Point out that while this module can serve as an introduction to the course, it should also be seen as support material for field work throughout the year. For example, "Fieldwork Previews" or "Helping Is..." might be used again when students encounter similar situations at their sites.

Seeing Development (20 minutes)

Purpose:	to consider universal patterns and individual differences in data on the "Directions in Development" poster as an example of methods and materials in the Seeing Development module.
Materials:	*Making Connections* student booklet (p. 6); "Directions in Development" posters.

Goals

Tell participants that a central goal of the Seeing Development module is to enable students to understand ways in which children are different from older people. The following activity illustrates an important theme of the module: general developmental patterns are universal, but there are wide individual differences in how people develop. The activity also illustrates a basic learning technique of the module: gathering data to draw conclusions about patterns in development.

Activity

Read the "Development Is..." chart from *Making Connections* vertically and horizontally with the group. Point out that the last column, about Helen learning to tie her shoes, provides a concrete example of the seven universal principles of development described in the first two columns.

Divide into four groups of participants (change the groups formed in the first activity) and give each group a "Directions in Development" poster. Point out that the poster

follows the development of children from infancy through primary school age in five areas of development. It is meant as a source of information as well as a mechanism for recording information observed by students.

Ask each group to find data on the poster that provide other examples of the seven principles of development. Each group can fill in a "Development Is..." chart, replacing the third column with a new example from the poster. Ask participants to think of a child they know, of how the seven principles apply to that child, and to decide whether or not that child illustrates data on the "Directions" poster.

When the groups finish, ask volunteers to explain each of the seven principles in light of one piece of data from the poster. Point out that these examples illustrate the universality of patterns of development.

An important goal of the study of development is to help students realize that children have different needs and abilities at different ages. Evaluation results of the 1974-75 test year showed the following:

> *Students did not understand that "the schedule of changes that the human body follows makes new behaviors possible"* (Making Connections, *page 6), and seemed to assume that a child is able to learn anything at any age.... Although students have some sense that children have very different physical capabilities at different ages, they give little indication that they understand children to have radically different perceptual and intellectual capabilities at different ages. They seem to assume that with proper teaching and practice and the requisite level of coordination, any child can read, write, and do math.*

Materials in the Seeing Development module should be utilized to help students learn what skills and behaviors to expect from children at different ages and how to support these developing skills.

Suggest that it is important for teachers to do this activity with students, that doing so will help students (a) link field and classroom work and (b) grasp the idea that while the pattern of development is universal, each child's needs and abilities are unique.

Ask three volunteers to describe children who do not fit the data on the poster. These examples will make the point that while all children develop along universal patterns, the rate and style of their development are unique and individual.

Review of Materials

Talk briefly about other materials for Seeing Development: *Looking at Development* presents tools for gathering data about child development (collecting, setting up situations). *Making Connections* presents tools for seeing general patterns of development and three theorists' perspectives on development: Montessori, Erikson, and Piaget. Other materials build on experiences with children to help students see patterns of growth in how children play and draw (*Child's Play* and *Children's Art*), how children view others and the world (*A Child's Eye View* and *How the World Works*), and how children express and cope with emotions (*Fear, Anger, Dependence*). With *Child's Play*, *Children's Art*, and *A Child's Eye View* there are related films about children's behavior and development.

Family and Society (20 minutes)

Purpose:	to look for socializing messages received and sent by children in filmed family interactions as an example of the materials and methods of the Family and Society module.
Materials:	"Craig" (running time, 13 minutes) or other "at Home" film of your choice.

Goals

Tell participants that the Family and Society module focuses on the social forces that influence a child's life. The following exercise illustrates a major learning mode in this module: Examining real life data closely (on film, tape, and in autobiographical accounts) in order to heighten perceptions of what is transmitted in messages received and sent by children.

Activity

Ask participants to volunteer to view the film from the point of view of the child, the father, or the mother. Be sure that all three characters are covered. Ask the people observing the child to write down words and actions that might have an effect on his or her parent's behavior. Ask the people observing the parents to note words and actions that have an effect on the child's behavior (i.e., give the child a message about who he or she is or how he or she should act).

Ask three people who have observed the child, the mother, and the father to share their notes. Ask others to add to or comment on these reports. The whole group can discuss:

- What can you infer from the parents' behavior about the values they hold for their children?

Tell participants that this module deals with the implicit and explicit values transmitted to children:

- in interactions in families (*Children at Home*).
- in interactions with the world *Beyond the Front Door*.
- by the larger society surrounding the child (*Children in Society*).

Students look at childrearing styles of families and cultures other than their own ("Children at Home" and "Children at School" films, *Childhood Memories* booklets and record, "Young Children on the Kibbutz" and "Girl of My Parents" films) in order to gain insight into the attitudes, traditions, and values of others. Independent projects (*The Inquirer*) encourage students to explore resources for children in their own communities.

The booklet *Under Stress: Keeping Children Safe* and an accompanying record enable students to analyze sources of stress and support in the lives of caregivers.

BEGINNING THE COURSE (15 minutes)

Return to the teaching concerns entered on the self-inventory sheets that were listed during introductions. Add any new concerns that may have arisen during the meeting. Discuss concerns that need immediate attention, such as what booklets to start with or how to arrange fieldsite placements. You might work in small groups to plan lessons for

the first class in the course, brainstorm ideas for the first week of classes, or solve logistical problems, if teachers would find this useful.

SUMMARY
(5 minutes)

In response to this overview, discuss:

- What are my goals for the high school students in the program? for the children? for myself?

FEEDBACK
(15 minutes)

Before closing, the group should evaluate this workshop. Discuss:

- What activities did members find most helpful and why?
- What activities would they use with students in class?
- How would they adapt the activity to meet students' needs?

Then ask participants to think about addressing one or more of the listed teaching concerns at the next "Observing and Discussing Workshop." Ask them to spend at least an hour in a preschool before the next meeting, and to write impressions of their visit in their journals.

Self-inventory for EXPLORING CHILDHOOD

Fieldsite Teachers

Introduction

The purpose of this inventory is to give information about you and your program to other members of your workshop group.

Name _____ Home Tel. No. _____

Address _____ Site Tel. No. _____

_____

Site Information

Name of site, location:

Type of site (nursery, day care, kindergarten, second grade, etc.):

Number of children:

Age(s) of children:

Teachers and other adults (including students) in classroom:

Background

What kind of academic or other training have you had?

How many years have you taught and in what fields?

What has been your experience with young children?

What has been your experience with adolescents (teaching, camp, etc.)?

Do you have any children of your own? Ages?

How did you get involved in EXPLORING CHILDHOOD?

What teaching concerns would you like addressed in EXPLORING CHILDHOOD workshops?

Additional Comments

Self-inventory for EXPLORING CHILDHOOD

High School Teachers

Introduction

The purpose of this inventory is to give information about you and your program to other members of your workshop group.

Name _____ Home Tel. No. _____

Address _____ School Tel. No. _____

_____

School Information

Name of school, location:

Description of school community (you might include socioeconomic level, ethnic composition, college/career orientation of students, etc.):

Department:

Number of students:

Age(s) of students:

Fieldsite(s):

Number

Type of site(s) (nursery, day care, kindergarten, second grade, etc.)

Age(s) of children

Names of teachers

Background

What kind of academic or other training have you had?

How many years have you taught and in what fields?

What are you currently teaching besides EXPLORING CHILDHOOD?

What has been your experience with young children?

What has been your experience with adolescents (teaching, camp, etc.)?

Do you have any children of your own? Ages?

How did you get involved in EXPLORING CHILDHOOD?

What teaching concerns would you like addressed in EXPLORING CHILDHOOD workshops?

Additional Comments

Observing and Discussing

While students most often find their field work to be the richest learning aspect of EXPLORING CHILDHOOD, discussing field experiences in class and observing are two techniques EXPLORING CHILDHOOD teachers have found problematic. This workshop is designed to help teachers draw on students' varied field experiences in order to enrich their classroom work with EXPLORING CHILDHOOD materials.

Workshop Objectives:

- to expand participants' experiences with preschools.
- to practice observing skills and teaching observing skills to students.
- to consider ways to learn in the classroom from fieldsite experiences.

Leader Plans Ahead

The workshop is designed to give workshop members a pre-school experience and to practice observing and discussing fieldsite experiences in class. The workshop presents two options:

- a film-viewing exercise for groups unable to observe at a preschool.

Edward T. Joyce, EDC

- a visit to a preschool.

Whichever option you choose, be sure that all participants, especially those not familiar with preschools, have visited one or more preschools for at least an hour prior to the meeting. Ask participants to write their impressions of these visits in their journals. These visits are important because:

- many teachers of adolescents may have little experience with preschools or young children.
- teachers can prepare students better for initial visits to fieldsites if they have had this experience themselves.
- making focused observations will be more productive after sharing initial reactions to an open-ended experience.

Before the workshop be sure to:

- invite participants at least two weeks ahead and send a copy of the agenda to all participants.
- have a record player available.
- arrange for a film-viewing room and projector for option one.
- arrange for the workshop to be held at a fieldsite or a high school that has a preschool in the building for option two.
- ask participants to review the "Observing" section of *Teaching and Evaluation Strategies*.

Materials

Getting Involved teacher's guide and student booklet.

Working with Children "Classroom Experiences" record.

Film: "Water Tricks" (for option one).

AGENDA:
OBSERVING AND DISCUSSING (2½ hours)

Review workshop agenda and objectives (10 minutes)

- *Objectives:*

  to expand participants' experiences with pre-schools.

  to practice observing skills and teaching observing skills to students.

  to consider ways to learn in the classroom from fieldsite experiences.

Sharing Experiences (20 minutes)

Observing (1 1/2 hours)

- Option One: Observing Through Film ("Water Tricks")

  Getting a Question

  Discussing the Observation

  Lesson Planning

  Discussing Fieldsite Activities in Class

- Option Two: Visiting a Fieldsite

  Getting a Question

  Discussing the Observation

  Teaching Observation Skills

  Discussing Fieldsite Activities in Class

Summary (15 minutes)

Further Practice (after the workshop)

Feedback (15 minutes)

At the Workshop

REVIEW
(10 minutes)

Review workshop objectives and agenda with participants.

SHARING
EXPERIENCES
(20 minutes)

Ask a few participants to describe briefly the materials they have recently used (e.g., if workshop is held in early fall, how did they begin the course?) and to share any particular successes or problems. The workshop group should spend a few minutes brainstorming approaches to problems raised.

Recall the teaching concerns listed on the self-inventory and discussed at the last meeting.

- What new insights do participants have on these concerns?

Discuss these concerns as they relate to the topics of this workshop: observing fieldsite experiences and integrating such experiences into class work.

OBSERVING

Ask participants to share reactions to their fieldsite visits. A few people might volunteer to read aloud from their journals about these visits. How do these experiences affect how teachers will prepare students for their first visits? List several impressions on the board or on newsprint.

Point out that while it is important to air personal reactions, it is also important to examine closely the events that led to these reactions. The purpose of observing is to learn more about children and working with children. To do this, one must learn to separate observable events from inferences and personal reactions. Look again at the list of reactions and ask participants what they would need to observe to draw these conclusions.

For example, in one workshop, participants described their visit to a fieldsite this way:

- I really had a good time watching the children and talking to them; it felt good to be around little ones again.

- I was really impressed with what a good teacher [Mrs. X] is; you could really tell the children loved her.

- The children were restless, it must have been near their nap time.

- I enjoyed [the visit] and I know my girls are going to get a lot out of working with the children.

To focus on observing skills, the leader might have encouraged these group members to ask each other such questions as:

- *What* did you enjoy about the visit?

- *What* did the children do to make you say they loved Mrs. X?

- *What* did the children do to make you describe them as "restless"?

- *What* do you observe in your students that makes you say they will get a lot out of working with children?

Do one of the following activities with the group for practice at "getting a question" and making observations.

Option One:
Observing
Through Film
(1 1/2 hours)

Purposes:	to practice observing fieldsite situations with a focusing question through the use of film. to plan lessons for helping students observe. to consider ways to integrate fieldsite experiences and classroom work.
Materials:	"Water Tricks" (running time, 13 minutes); notepaper and pencils; *Getting Involved* teacher's guide; Working with Children "Classroom Experiences" record (side 1, band 4).

The film "Water Tricks" shows an EXPLORING CHILDHOOD student planning a water table activity with his classmates,

conducting the activity at his fieldsite, and later evaluating the activity in class.

Getting a Question

Before showing the first third of the film, ask the group to think, while watching, of questions they would like to answer by making an observation. *Show the first third of the film.* After viewing the segment, ask the group to list questions that might be answered by watching Paul conduct his activity. Examples of observation questions that could be generated by the first third of the film include:

- Do boys like the activity more than girls, as Paul assumes?
- Are the children learning about siphons and pumps?
- Is Paul's method of "teaching" about siphons and pumps effective?

Using several questions as examples, help the group to refine their questions into focused questions for making observations. (See the "Observing" section of the teacher's guide for an example of a teacher doing this with students.) For example: What scenes or aspects of the film will you watch to decide whether boys like the activity more than the girls? You might consider:

- What do boys say as contrasted with what girls say?
- How much do children of each sex play with and handle materials?
- How much attention does Paul give to boys versus girls?
- How does he respond to each?

Some questions may not be answerable by observing this film (e.g., What did the children learn?), but participants can discuss this after seeing the film. Ask the group to choose one question and make notes on this question while watching the second third of the film. *Show the middle, i.e., the fieldsite portion, of the film.*

Discussing the Observation

Ask several participants to read their notes on the middle portion of the film while you jot key phrases on the board. Does everyone agree that the notes on the board are observable facts and not inferences? How adequately do the notes answer the question?

Show the middle portion of the film again, pointing out that you are doing so because it is hard to observe a specific topic on first exposure to a film. Tell teachers that they should also show films several times with students. Check the notes on the board while showing the film and add to them.

To focus on the note-taking procedure, the group might discuss:

- How much of the activity do you miss if you write during the activity?
- Did you use any shorthand tricks?
- How much do you forget if you write after the activity?
- What might have been gained or lost if you had *participated* in this activity with the children?

To focus on how classmates can support each other by making observations, discuss:

- As an observer of Paul's activity, what could you say to him that could help him in his work with children?

In the last part of the film, Paul evaluates his activity in class and a classmate shares her observations of the activity. *Show the end of the film*, asking participants to watch as though they are the students' teacher.

Lesson Planning

After the film, compare the observations made by the student observer with those made by the workshop group. The girl's notes are general, unspecific, and unsubstantiated. Divide into small groups to plan an observing lesson that would help this girl improve her observation skills.

At the end of the activity, ask what problems were encountered and let members of other groups describe how they

handled those problems. Ask participants to try lessons on observing in class and report on them at the next workshop.

Discussing Fieldsite Activities in Class

EXPLORING CHILDHOOD course teachers are often faced with the problem of how to help students learn from fieldsite experiences that the teacher and other students in the class have not seen. The following activity can generate some methods for integrating class work and field experience.

Ask participants to suppose they are Paul's teacher listening to his evaluation, but have not seen him conduct the activity, a common situation for course teachers. Discuss:

- How could you help Paul learn from this experience?

For example, a teacher could ask him, or encourage classmates to ask, how he knows what the children learned. He might describe what the children did and said during the activity.

The Working with Children "Classroom Experiences" record (side 1, band 4) gives an example of how one teacher discussed a fieldsite activity she did not observe. Play this for the group and list some techniques the teacher used to help her students learn from the art activity she described. For example, her questions help students to see the connection between the children's abilities and how they do the activity. Writing down each step in the activity helps students to consider what is involved in planning activities.

Option Two:
Visiting a
Fieldsite
(1 1/2 hours)

Purposes:	to practice observing at fieldsites with a focusing question. to plan lessons for helping students observe. to consider ways to integrate fieldsite experiences and classroom work through observing at fieldsites.
Materials:	*Getting Involved* teacher's guide and student booklet; Working with Children "Classroom Experiences" record (side 1, band 4).

Many workshop leaders, particularly those coming to workshops from out of town, have found it difficult to arrange fieldsite visits. The following tips might facilitate this important activity:

- Hold the workshop at a fieldsite or high school that has a preschool in the building. Schedule the workshop in a community where this is possible.

- If this is not possible, ask the host teacher well in advance to arrange for visitors at sites close to the workshop site. The teacher should also arrange transportation in advance.

- In addition, you might ask teachers from the sites you visit to be present at the workshop to talk about the program at their fieldsites.

Getting a Question

Given their initial reactions to the preschool visits made before the workshop, what would participants want to look for on a visit to another site? List questions and issues raised on the board. Some questions might be:

- What kinds of spaces have been arranged for children's activities? What materials are available for the children to use? (Refer to "Looking at Kids' Places" and "Using Kids' Things in Kids' Places" in the teacher's guide.)

- What kinds of interactions occur between children? Between children and teachers?

- What starts fights in the block corner?

- What responses to children who hit others are effective?

Choose several questions and discuss how to focus observations to answer the questions. (See the "Observing" section of the teacher's guide for an example of a teacher doing this with students.) For example, an observer could draw a floor plan, list materials, watch a child or a teacher, and write down every interaction between the child or teacher for ten minutes (noting gestures as well as words); or write down everything said and done in the block corner; or note every response made to children who hit as well as the children's reaction.

Ask the group to choose one question and to take notes on this question while observing.

Discussing the Observation

After the observation, ask several participants to read their notes while you jot key phrases on the board. Does everyone agree that the notes on the board are observable facts and not inferences? How adequately do the notes answer the question?

To focus on the note-taking procedure, the group might discuss:

- How much of the activity do you miss if you write during the activity?
- Did you use any shorthand tricks?
- How much do you forget if you write after the activity?
- What might have been gained or lost if you had *participated* in this activity?

Lesson Planning

To consider how to help students make observations, participants should divide into small groups and plan lessons for introducing this technique to their classes. At the end of the small-group activity, ask participants to describe their plan briefly to the larger group (they might post outlines on newsprint in a visible place). Ask them to try lessons on observing in class and report on them at the next workshop.

Discussing Fieldsite Activities in Class

EXPLORING CHILDHOOD course teachers are often faced with the problem of how to help students learn from fieldsite experiences that the teacher and other students in the class have not seen. The following activity can generate some methods for integrating class work and field experience.

Ask someone to describe an activity they have just observed at the fieldsite. Ask a volunteer (or do this yourself) to role play a teacher who did not see the activity. How can

the teacher generate an effective discussion of this activity?

The Working with Children "Classroom Experiences" record (side 1, band 4) has an example of how one teacher discussed a fieldsite activity she did not observe. Play this for the group and list some techniques the teacher used to help her students learn from the art activity she described. For example, her questions help students to see the connection between the children's abilities and how they do the activity. Writing down each step in the activity helps students to consider what is involved in planning activities.

SUMMARY
(15 minutes)

After their observing experience (option one or option two), participants can examine some of the conflicts between observing and participating and consider the values of each.

- Is there an inherent conflict between true involvement and the role of an observer?
- How can observational roles be modified to permit involvement and at the same time encourage the type of learning that results from the proper use of observational techniques?
- Are there times when direct involvement will contribute more toward the adolescent's experience than will the use of observational techniques? If so, are there ways that experience can be recorded and reflected upon later?
- Conversely, are there occasions when more formal observation can contribute to learning and hence more informed future involvement?

FURTHER
PRACTICE

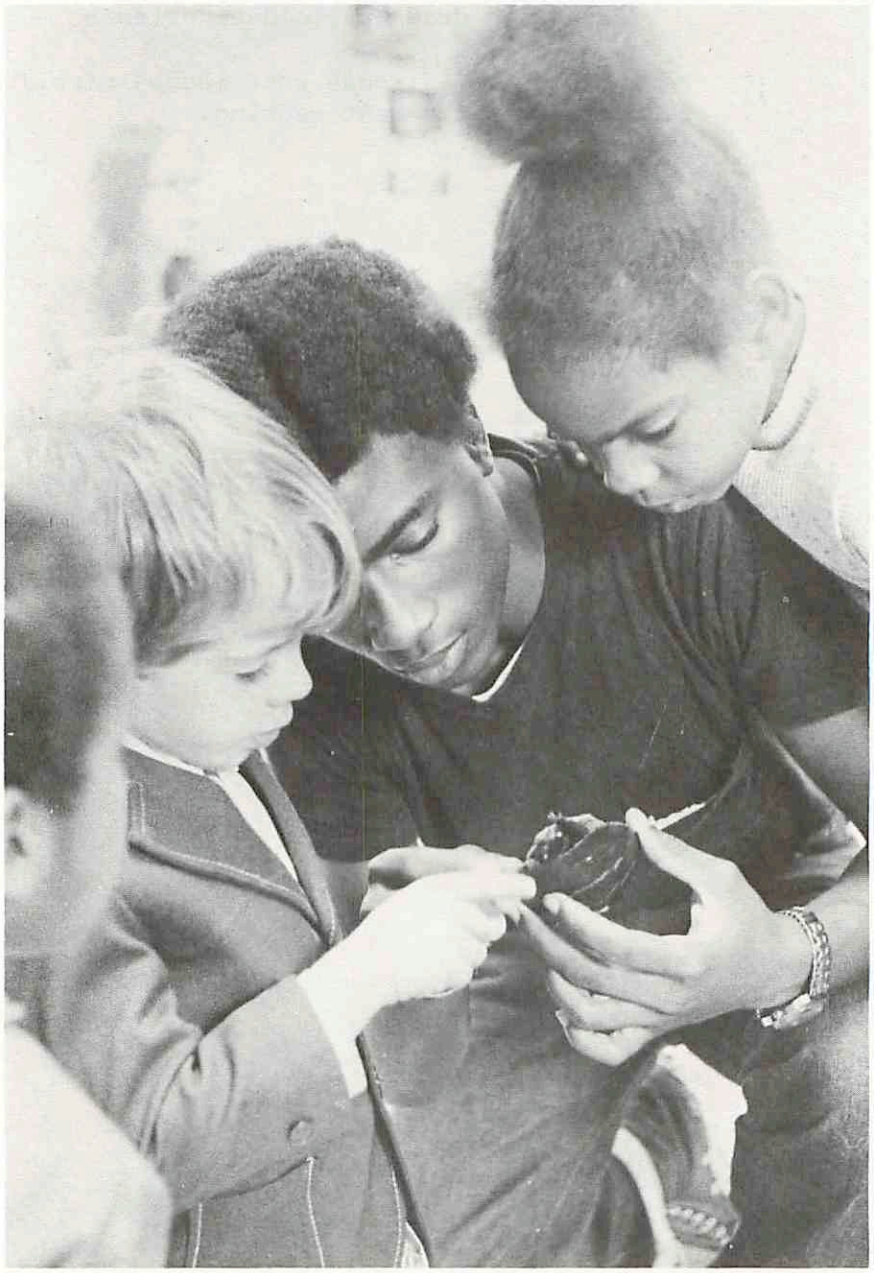
For further practice, participants should do observations on their own. They might look through their notes and choose an item they have more questions about; or they might do an observation focusing on one of the questions listed in the *Getting Involved* student booklet (p. 14) before assigning the questions to students. (You might read a few of the questions out loud.) Ask participants to plan on sharing what they learn about observing at the next workshop.

FEEDBACK
(15 minutes)

What activities did members find most helpful and why? Point out that participants have seen two or three models of how to integrate field and class experience: the workshop leader, the teacher in "Water Tricks" (if option one was used), and the teacher on the "Classroom Experiences" record. Discuss:

- How effective were the leaders at helping the groups draw together and analyze their field observations?
- How would members adapt the leaders' techniques to help students draw on field experiences?

Before closing, discuss what issues participants would like to address in the next meeting.



Josef Bohmer, EDC

Role of the Adolescent

Course teacher:	*What is your role at the field-site?*
Tammy:	*To help the teacher with what-ever needs to be done, or do my project.*
Debbie:	*I help the kids in what they're doing--math, making animals, painting pictures, etc.*
Gaston:	*To observe how kids and adults relate to each other.*
Eric:	*I play with children.*
Martha:	*To teach them to read.*
Darrell:	*I don't know.*

The strength of EXPLORING CHILDHOOD depends on adolescents being able to assume meaningful roles at the fieldsite. Such roles include planning and organizing projects for children, leading activities, joining in children's play, and tutoring, rather than just decorating bulletin boards or cleaning blackboards.

Providing meaningful field work for adolescents requires the cooperation of the fieldsite and course teachers. The fieldsite teacher provides an opportunity for students to interact with children, initiate activities, learn

techniques of working with children, and talk about observations and problems. The course teacher helps students to learn about the development of children by connecting field experiences, ideas from the course, and personal and family experiences. Making these connections, creating an "integrated learning experience," is the primary pedagogical task for the course teacher.

Workshop Objectives:

- to consider ways to prepare students for working with children, through becoming familiar with Working with Children course materials.
- to gain insight into the needs, abilities, and concerns of adolescents as they begin their field work.
- to develop a clearer sense of the roles of course teacher, fieldsite teacher, and student in creating an effective experience at the fieldsite.

Leader Plans Ahead

Before the workshop be sure to:

- invite course and fieldsite teachers at least two weeks ahead and send copies of the agenda to all participants.
- ask each teacher to bring a student to the workshop (or the local teacher at whose school the workshop is taking place might bring several students).
- ask teachers to bring *Getting Involved* (student booklets and teacher's guide) and *Teaching and Evaluation Strategies*. Read these thoroughly yourself. Look especially at the "Squares Game" in the teacher's guide and "Teaching and Learning in EXPLORING CHILDHOOD" in *Teaching and Evaluation Strategies*.
- make squares for the squares game; put them in envelopes for small groups.

- arrange to have a room and projector for film viewing.
- ask teachers to invite parents of EXPLORING CHILDHOOD fieldsite children and adolescents, if you feel it is appropriate.

Materials

Getting Involved teacher's guide and student booklet.

Film: "Helping Is..." or "Michael's First Day."

"Helping Skills" record.

Paper and pencils for those who have forgotten to bring their journals.

Working with Children "Classroom Experiences" record.

Teaching and Evaluation Strategies.

AGENDA:
THE ROLE OF THE ADOLESCENT (2½ hours)

Review workshop objectives and agenda (10 minutes)

- *Objectives:*

  to consider ways to prepare students for working with children, through becoming familiar with Working with Children course materials.

  to gain insight into the needs, abilities, and concerns of adolescents as they begin their field work.

  to develop a clearer sense of the roles of course teacher, fieldsite teacher, and student in creating an effective experience at the fieldsite.

Sharing Experiences (20 minutes)

- The Squares Game

Working with Student Materials (30 minutes)

- "Building a Toy Village," "George Is Squeezing the Guinea Pig," journal exercise

Working with Film (30 minutes)

- "Helping Is..." or "Michael's First Day"

Exploring Teacher Roles (30 minutes)

Summary (10 minutes)

Feedback (20 minutes)

At the Workshop

REVIEW
(10 minutes)

Review workshop objectives and agenda with participants.

SHARING
EXPERIENCES
(20 minutes)

Purposes:	to have participants experience a way of cooperative problem solving.
	to emphasize the need for communication between course teacher, fieldsite teacher, and student.
Material:	"The Squares Game" in the *Getting Involved* teacher's guide.

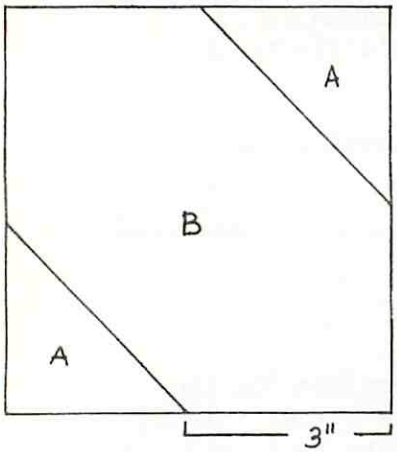
The Squares Game

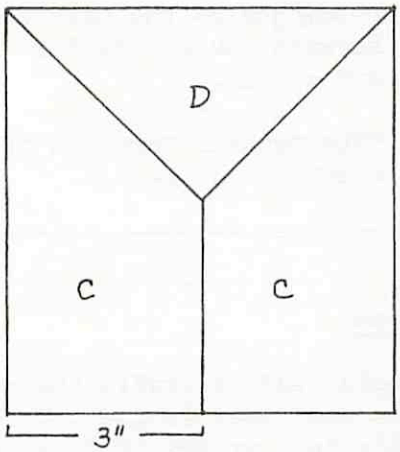
The leader should read carefully the directions for the squares game as described in the teacher's guide. Divide the participants into groups of five members each, and ask one group to observe the others doing the exercise. Read the following instructions aloud so that everyone has a chance to ask questions:

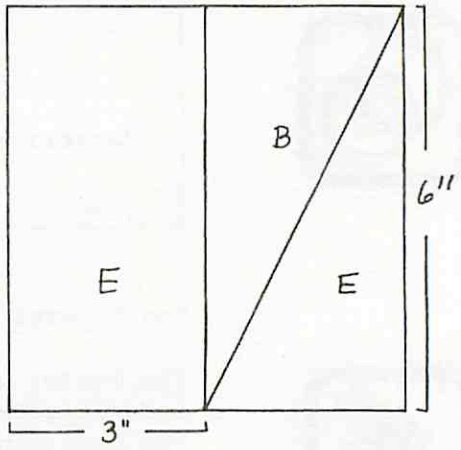
> Each person should have an envelope containing pieces for forming squares. The task of the group is to form five squares of equal size. The task is not completed until everyone in the group has a perfect square, and all squares are the same size. The rules are that no members may speak. No member may ask for a card or in any way signal that he or she wants one. Members may give cards to others.

Discuss:

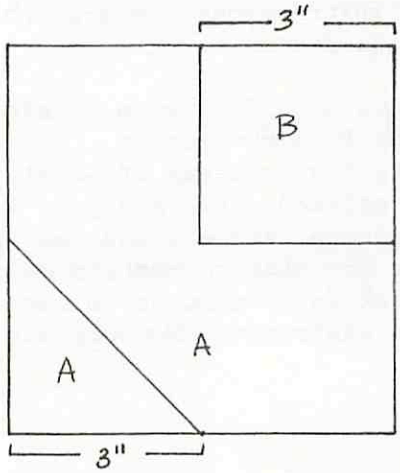
- How did you feel if you finished, sat back, and realized that you would have to break up your square and give away a piece?
- How did you feel if you were slow to see a solution?

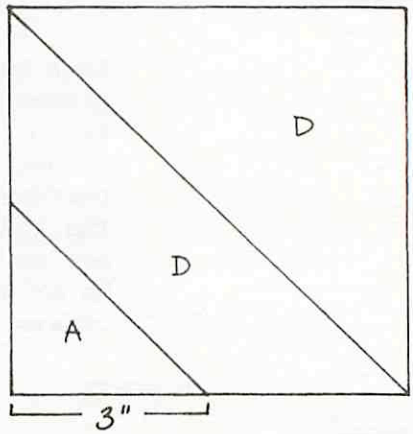






By using multiples of 3 inches, several combinations will form one or two squares. Only one combination will form five 6"x6" squares.





After participants have discussed the exercise, ask the group of observers to comment on the problem-solving process they saw.

Ask teachers:

- Have you tried this exercise in class?
- How did students react?
- How might they react?

Point out that the cooperation that is a prerequisite for completing the squares is also necessary for members of the EXPLORING CHILDHOOD team.

- How are the skills required similar (need to give as well as take, etc.)?

Before going on to the next activity, ask a few participants to describe observations they themselves have made since the last meeting, and to discuss lessons on observing they have done with students.

- What have they learned about using observation as a way to improve students' work with children?

WORKING WITH STUDENT MATERIALS (30 minutes)

Purposes:	to consider ways to prepare students for field work. to prepare teachers to give training and support to students in their field work.
Materials:	*Getting Involved* student and teacher booklets; "Helping Skills" record (side 1, band 1); journals; *Teaching and Evaluation Strategies*.

To help participants focus on effective small-group discussion and discussion-leading techniques, refer to appropriate sections from *Teaching and Evaluation Strategies*. Divide participants into small groups, with students, fieldsite teachers, and course teachers represented in each group. Each group should have a leader; make sure the leaders are

chosen from students as well as course and fieldsite teachers. Each group should do one of the following exercises:

- "Clean-up Time" or "Building a Toy Village" from the *Getting Involved* student booklet (pp. 17, 20).
- "George Is Squeezing the Guinea Pig" from "Helping Skills" record (side 1, band 1).
- journal-writing exercise.

For the journal exercise teachers should write about a recent experience with adolescents. Students should write about an experience alone or with peers that happened in or out of school. Write for five minutes or so, then ask volunteers to share their experiences with each other and compare similarities and differences. In one workshop, for instance, a middle-aged teacher and a new student from a neighboring school found they shared the same feelings about being servicemen's children and having to go to a new high school every year.

When everyone has completed the exercises, have participants come back together in a large group. Let one person from each group report on the issues raised in his or her group to the reassembled workshop group.

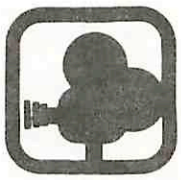
Teachers should consider:

- How would your students react to these three activities?
- How would the activities help prepare your students for field work?
- Is there one activity of the three that you think is especially good for generating discussion with your students?

Refer to *Teaching and Evaluation Strategies* for steps in leading a discussion.

WORKING
WITH FILM

Option One:
"Helping Is..."
(30 minutes)



Purposes:	to explore the roles students and teachers think are most appropriate and least appropriate to take at fieldsites. to examine adolescent roles from the different perspectives of student, course teacher, and fieldsite teacher.
Materials:	"Helping Is..." (running time, 12 minutes); *Getting Involved* teacher's guide.

Introduce the film by saying that it contains a number of episodes involving teenagers and children in different roles at their fieldsites. The film shows some roles that adolescents take with children. At times the students are just friends to the children, talking with them or helping them in their daily tasks. At other times the students join in children's play. At still other times the students help organize or direct activities for children, both in the classroom and on the playground.

Read aloud the following discussion questions for participants to keep in mind as they view the film. They might jot down answers as they are watching.

- From your point of view as a teacher, which roles do you think are most appropriate for your students to take with the children? Why? How can you help adolescents take new roles? Which roles would you not want students to take?

- From your point of view as a student, which roles portrayed on the film would you like to take? Why? Which roles would you not like to take?

After viewing the film, separate into small groups to share responses to the above questions. Adolescents, fieldsite teachers, and course teachers should be represented in each group.

Come back together in a large group and discuss briefly the roles you selected and why. What were the similarities and differences between roles teachers and students selected?

Given the variety of roles portrayed in the film, how could you deal with the dilemma that some adolescents face--between being a friend and being a teacher--as described in

the reading by Catherine Cobb, "How Adolescents See Their Role in a Fieldsite" (teacher's guide).

Option Two: "Michael's First Day" (30 minutes)

Purpose:	to explore fieldsite situations from the points of view of course and fieldsite teachers and students, in order to increase communication.
Materials:	"Michael's First Day" (running time, 6 minutes); *Teaching and Evaluation Strategies*.

Tell participants that this film shows the first day of a nursery school that is set up in a junior high school. The adolescent, David, tries to get a young child, Michael, to join a group of other children. The major purpose of viewing the film is for participants--students, fieldsite teachers, and course teachers--to get a clearer sense of their responsibilities toward one another, and toward children at the fieldsite. Tell participants to think about the questions that follow.

For students:

- What was David trying to do with Michael?
- What further help would you have wanted from the fieldsite teacher?
- If you were David, what would you do next time with Michael?

For fieldsite teachers:

- How would you help David in this situation?
- How do you think he did?

For course teachers:

- How would you help David share this experience with his classmates?
- What general issues would you want to raise in class from this experience? How would you do this?

After viewing the film, separate into groups of threes, with students, fieldsite teachers, and course teachers in each group. Review the steps in role playing in the *Teaching and Evaluation Strategies* booklet. Ask each group to role play a student-teacher conference, using the questions suggested above.

After 15 minutes, regroup and report on what happened in each group:

- What advice or help was offered to David?
- What were the similarities and differences in the way David perceived the situation and the way the teachers saw it?
- How can high school students be helped to find appropriate roles in the fieldsite?

EXPLORING TEACHER ROLES (30 minutes)

Purposes:	to consider the variety of roles teachers play in EXPLORING CHILDHOOD (resource, coordinator, counselor).
	to discuss the relationship between teaching techniques and roles.
Material:	*Teaching and Evaluation Strategies.*

Review the roles of EXPLORING CHILDHOOD teachers described in "Teaching and Learning in EXPLORING CHILDHOOD" in *Teaching and Evaluation Strategies.*

- In which roles are teachers comfortable?
- On which roles do they want to work?

Many teachers bring an added resource to the course as parents. They might discuss the relationship they see between being parents and being teachers of EXPLORING CHILDHOOD. Refer to *Seminars for Parents* and help teachers plan for working with a parent to set up parent workshops in their communities.

Review the teaching strategies described in *Teaching and Evaluation Strategies.*

- With which techniques do teachers feel competent?
- Which do they want to practice?

Brainstorm the roles and techniques teachers want help with and discuss ways to incorporate these in future workshops.

SUMMARY
(10 minutes)

Begin by giving a summary or asking a participant to summarize the major benefits derived from each workshop activity and the relationship among the activities. Look at the separate roles of the EXPLORING CHILDHOOD team and stress the importance of communication among members of the team.

FEEDBACK
(20 minutes)

Ask each participant to name one problem he or she is having at the fieldsite. The purposes are to identify unmet needs of participants in order to deal with immediate needs at the workshop, and to plan to deal with long-range needs in subsequent workshops. You might choose one topic to discuss in greater depth, asking other participants how they might handle it. If there are logistical problems, such as scheduling and transportation, refer to *Organizing the Program*. If fieldsite teachers are unfamiliar with the program, refer to *Fieldsite Teacher's Manual*. Before you break up, encourage each EXPLORING CHILDHOOD team to meet together at least once, and listen to the Working with Children "Classroom Experiences" record (side 2, band 3) about the course and fieldsite teacher conference. Course and fieldsite teachers should then discuss ways of communicating with each other and ways they can help individual students.

You might end the workshop by pointing out that evaluation data from the 1973-74 National Field Test indicated that students had a common perception of the roles they had taken most often in the fieldsite. These roles included talking and playing with children, having fun, companionship, supervising teacher-planned activities, setting up, and cleaning up. Students took initiating roles less often, but indicated interest in taking these roles more often. These initiating roles were perceived as including: giving teachers feedback about children, planning and supervising activities, assisting in field trips, suggesting project ideas, and bringing in special hobbies or skills to share. Teachers can then discuss how they can help students assume initiating roles more often.

Rogier Gregoire, EDC

Children with Special Needs

> *I have a student in my class who is deaf; she didn't want me to say anything about it to her classmates, she wanted to handle it and she did. But now she is about to work in a fieldsite and she and I don't know what to say to the little kids. I'm afraid they'll jeer her behind her back. How should we prepare them?*
>
> --Teacher

At the workshop where this question was raised, other participants asked the teacher several questions:

- Had the student worked with young children before?
- Did the children have any experience with deafness?
- Did the children understand the concept of deafness?
- Had the preschool teacher worked with any special needs children?

During the discussion, the teachers suggested that their colleague might discuss the student's placement with the student and the preschool teacher, brainstorming ways of preparing the children for a helper who couldn't hear. They suggested the idea of having the girl work in a particular area of the preschool, with a clearly defined role, so that the children could have clear expectations of what she did. The teacher felt she was sharing a problem and receiving good advice and expertise from her colleagues. This

anecdote illustrates the focus of this workshop on special needs: parents and teachers acting as resources for each other.

The Workshop as a Resource Group

Often a leader who has not worked with special needs teenagers or children--e.g., those who have particular physical, emotional or mental needs, or a combination of all three--feels ill-equipped to lead a workshop on this topic. You may feel you lack information about special needs or experience in dealing either with special needs or with the issue of "mainstreaming": integrating special needs students into regular classrooms. (Fourteen states now have mainstreaming laws and it is anticipated that more will adopt them.) Keep in mind that no one has all of the information--and that parents of special needs children and teachers of special needs students share the same feelings of not knowing enough.

We have found the most effective workshops to be ones in which participants tell each other of their feelings--of anxiety or uncertainty or lack of coping strategies--and share the skills and resources that have worked for them. In addition, you might bring in a consultant, or conduct the workshop in a hospital as an example of how participants can draw on resources in their community. Plan to use the resource as *part* of the workshop experience. For example, medical personnel might discuss the symptoms, treatment, and needs of a child with a specific special need. You should then encourage workshop participants to use their previous experience and newly acquired knowledge to plan ways for answering the needs of that child in the home and at school.

- If the hospital facility shows the types of physical space, toys, and games that respond to the needs of a specific diagnosis, participants can then use the information for preparing an appropriate environment for the special needs child.

- Some medical facilities, like the Developmental Evaluation Clinic at Children's Hospital in Boston, concern themselves not only with the medical needs of special needs children but also work with families and school personnel for building positive social environments.

Workshop Objectives:

- to explore participants' own attitudes toward adolescents and children with special mental, physical, or emotional needs.

- to consider coping strategies and skills for working with special needs adolescents and children.

- to consider ways of helping students respond to and work effectively with special needs children.

Leader Plans Ahead

Before the workshop be sure to:

- include a mixture of people with special needs experience so that they can function as resources for each other. Two weeks before the workshop invite:

    fieldsite teachers of young children with special needs,

    teachers of special needs adolescents,

    teachers of adolescents working with children with special needs,

    students who are working with special needs children,

    special needs students,

    parents of children with special needs.

- send copies of the agenda to all participants.

- ask course teachers to bring the *No Two Alike* student booklet and teacher's guide.

- duplicate the bibliography and list of community resources in the teacher's guide for participants who do not have a copy.
- arrange for a room and projector for film viewing.

Materials

No Two Alike student booklet and teacher's guide.

Film: "Sara Has Down's Syndrome."

Teaching and Evaluation Strategies.

"Children with Special Needs Go to School" filmstrip.

AGENDA:
CHILDREN WITH SPECIAL NEEDS (2½ hours)

Review workshop objectives and agenda (10 minutes)

- *Objectives:*

  to explore participants' own attitudes toward adolescents and children with special mental, physical, or emotional needs.

  to consider coping strategies and skills for working with special needs adolescents and children.

  to consider ways of helping students respond to and work effectively with special needs children.

Sharing Experiences (15 minutes)

- What Resources Do You Bring?

Overview of Materials (10 minutes)

Examining Your Own Feelings (30 minutes)

- Filmstrip: "Children with Special Needs Go to School"

Role Play (20 minutes)

- Teacher and Parent Discussion

Film Viewing (30 minutes)

- "Sara Has Down's Syndrome"

Activity (25 minutes)

- Building Skills

Summary (5 minutes)

Feedback (5 minutes)

At the Workshop

REVIEW
(10 minutes)

Review workshop objectives and agenda with participants.

SHARING
EXPERIENCES
(15 minutes)

Purpose:	to find out what experiences participants have had with special needs children.

Ask each participant to address the following questions:

- Why are you interested in special needs children? (as a parent? a student working for the first time?)
- With what kinds of special needs are you experienced?
- Is there one question or problem with which you would like help at this workshop?

OVERVIEW OF
MATERIALS
(10 minutes)

Purpose:	to familiarize participants with EXPLORING CHILDHOOD goals and resources on special needs.
Materials:	*No Two Alike* student booklet and teacher's guide.

Hold up the booklets, and mention the filmstrip ("Children with Special Needs Go to School") and film ("Sara Has Down's Syndrome"). Leaf through the student booklet, indicating that it moves from defining special needs and examining our feelings, to "making room" for children in the family, field, and society, to case histories of seven children. Mention that it contains a glossary of medical terms. The booklet discusses the importance of one-to-one relationships and a strategy for building skills for work with special needs. Indicate which activities and materials will be used during this workshop. Point out that the teacher's guide has background information in the appendix on the causes and treatment of specific special needs mentioned in the

materials. Both student and teacher booklets have extensive lists of books and community agencies where participants can look for more information. (Give copies of the teacher guide lists to participants who do not have their own booklets.)

EXAMINING YOUR OWN FEELINGS (30 minutes)

Purposes:	to raise some of the positive and negative aspects about working with special needs children.
	to examine participants' feelings about special needs children.
Material:	"Children with Special Needs Go to School."

Introduce the filmstrip by saying that it shows special needs children in educational settings and on school outings, with adolescents describing their feelings about working with them. (These children are all in special schools.) Ask participants to make two columns on a piece of paper, one headed "rewarding," the other "difficult," and to list what students on the filmstrip say are the rewarding and difficult aspects about working with special needs children.

In small groups, with parents, teachers, and students represented in each, have participants compare their lists and discuss:

- From what you saw on the filmstrip and from your own experience, what would you add to or subtract from the students' perceptions of special needs children?
- What makes you most excited about working with special needs children? What makes you most anxious?

ROLE PLAY (20 minutes)

Purpose:	to experience the feelings and point of view of a teacher and parent discussing a special needs child, in order to prepare for such a conversation.
Material:	*Teaching and Evaluation Strategies.*

Review the role-playing directions in *Teaching and Evaluation Strategies*. In the same small groups, ask two volunteers to role play a parent and a teacher in one or both of the following situations:

- A child's parent has requested a conference with the teacher to discuss the effects of a special needs child on her child in school. The teacher is explaining to the parent that the special needs child, who has recently joined the class, needs a lot of attention. The parent is angry and feels that her child is being neglected and the whole class disrupted.

- A parent of a special needs child who has been in a special school meets with the regular teacher who will be having the child in class for the first time. The parent is explaining the special needs of the child and discussing how the teacher will meet those needs.

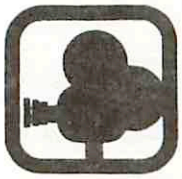
Ask participants:

- Why might parents, whether of special needs students or others, prefer a heterogeneous class for their children?

- Why might it be preferable for a child to be in a special needs school?

Point out the section, "The Proper Ratio," in the *No Two Alike* student booklet (pp. 13-14) in which similar questions are raised for students.

FILM VIEWING
(30 minutes)

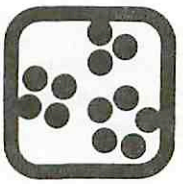


Purpose:	to consider what adaptations must be made in a school and a family to make room for children with special needs.
Material:	"Sara Has Down's Syndrome" (running time, 16 minutes).

Introduce the film by saying that it shows a seven-year-old girl with Down's Syndrome at home and at her school. Participants might be interested to know that her mother, Alys Sibley, was an EXPLORING CHILDHOOD course teacher during the pilot and national field tests.

Explain that Sara is in a special school for retarded children but that with mainstreaming she may soon be in a regular fieldsite. At the end of the film, after getting general reactions, ask:

- What would you do if Sara were in your class?
- How would you feel?
- How might the other children respond to her?



Discuss the questions on pages 16-18 in the *No Two Alike* student booklet:

- How have the Sibleys made room in their family for Sara?
- Does there seem to be any disagreement among family members as to how much they should accommodate to Sara? If so, with whom do you agree?

Ask participants to consider:

- In what ways would a discussion of this film among your students be similar to or different from the discussion that just took place?

BUILDING SKILLS
(25 minutes)

Purpose:	to consider specific teaching methods to use with children with special needs.
Material:	*No Two Alike* student booklet (pp. 75-82).

Remind teachers that the suggestions here shed light on how *all* children learn.

Divide into small groups with students in one, course teachers in another, fieldsite teachers in a third, special needs teachers and parents in a fourth and fifth group. Ask each group to read the skill-building strategy in *No Two Alike*, pages 77-80. Then ask group members to select one of the four questions dealing with "Alternative Learning Modes" on page 76, and brainstorm ways to approach the problem using the skill-building strategy as a resource:

- "Tanya (a deaf child) always looks lonely and left out when the rest of the class does music. How can we include her in our music time?"

- "What kinds of outdoor activities might be fun for Ted (a child with impaired coordination due to cerebral palsy) now that the weather is getting nicer?"

- "Barney (a hyperactive child) has never really listened to a story with us. I would like you to work on helping Barney with books and storytime."

- "Would you think about designing some simple art projects to do with Lavinia (a blind child)? I think she might enjoy getting her hands into some of our art materials."

Or: Ask each group to apply the strategy to the question:

- What would you do if Sara were in your class?

After 15 minutes, call the groups together and see what strategies each group devised.

- What were the similarities and differences between the recommendations of the different groups?

- In what ways do the suggestions from each group complement and build on each other?

Ask teachers to consider:

- How might your students react to this activity?

- How can you help students who are familiar with special needs children to share their skills and experiences with other students in the class?

Alternate group: If a group of teachers does not have any special needs students, or students who work with special needs children, this group might apply the skill-building strategy to individual students in their own classes. Ask each teacher in the group to describe an incident involving a "difficult" student.

- How might you apply the skills outlined in skill-building strategy to that situation?

- What specific steps could you take to deal with the problem?

SUMMARY
(5 minutes)

In your summary, you might point out that EXPLORING CHILDHOOD has found adolescents to be particularly skillful in working with children with special needs. They work well in one-to-one relationships; they are sensitive to children's potential rather than just their disabilities. Fieldsite teachers of children with special needs in the 1974-75 field test year commented that "While adult volunteers treat special children with kid gloves, most students tend to be enthusiastic and outgoing as well as particularly patient." One teacher was moved by the dedication of a student who spent weeks trying to teach a child to draw a circle, and felt the student's eventual success was as educational to the teacher herself as to the child.

FEEDBACK
(5 minutes)

Ask one or two participants to state what they felt their needs for the workshop had been and which activities best met those needs.

Ask:

- In what ways did the workshop help participants think about individual differences among students and children?

Art and Development

As adults we tend to think of art as "the province of artists"--of special people with talent and training who create works of art that the rest of us "appreciate." Art, by and large, represents finished works displayed in museums, art books, and galleries. But children are neither so fixed nor inhibited in their vision of art. Young children have not received society's message that some people are artists, others are not; or some artists are good, others are not; or that the importance of artistic creation lies in the final product.

In EXPLORING CHILDHOOD, the art work of young children is used as a lens to look at the patterns of change that characterize early childhood. What children spontaneously do with art materials is used to answer two very significant questions about the concept of development:

- What are some of the universals of development?
- How do children, who all move through these shared changes or universals, emerge as individuals?

The central idea of the *Children's Art* unit is that a child's drawings, paintings, and clay work offer a spontaneous and tangible record of the changes that are occurring as the child gains in skills and experience.

Workshop Objectives:

- to understand universal patterns of development and individual differences in children through use of children's art materials.

- to consider how adolescents perceive the art of young children and how we can help them support children in their art work.

- to continue to learn about teaching techniques such as observing and film viewing, and ways of relating field work to course ideas.

Leader Plans Ahead

Before the workshop:

- invite participants two weeks ahead, and send them copies of the agenda. Encourage fieldsite teachers to collect children's paintings and drawings and bring them to the workshop. Ask a few fieldsite teachers to prepare to describe art activities at their sites.

- reread "Workshop Preparation" in the "Guide to Leaders" section, and make sure that date, place, equipment, and films are arranged.

- if you are sharing leadership (if a teacher is running the eyedropper experiment, for example), review goals, materials, and procedures with the co-leader before the meeting.

- set up tables with materials (eyedroppers, food coloring, blotting paper or paper towels) for the experiment before the meeting.

- ask fieldsite teachers who have brought art work to display it before the workshop begins.

- have participants bring the *Children's Art* student booklet and teacher's guide; read ahead of time "Children's Painting" by Lois Lord and Nancy R. Smith in the guide.

Materials

Children's Art student booklet and teacher's guide.

Drawing Sort poster (cut apart).

Film: "Clay Play."

Drawings done by young children at fieldsites (optional).

Materials for eyedropper experiment: eyedroppers, India inks or food coloring, blotting paper or paper towels.

AGENDA:
ART AND DEVELOPMENT (2½ hours)

Review workshop objectives and agenda (10 minutes)

- *Objectives:*

  to understand universal patterns of development and individual differences in children through use of children's art materials.

  to consider how adolescents perceive the art of young children and how we can help them support children in their art work.

  to continue to learn about teaching techniques such as observing and film viewing, and ways of relating field work to course ideas.

Sharing Experiences (20 minutes)

Overview of Materials (15 minutes)

Making Art (30 minutes)

- The Eyedropper Experiment

Universal Patterns of Development (30 minutes)

- Drawing Sort

Individual Differences (30 minutes)

- "Clay Play"

Summary and Feedback (15 minutes)

At the Workshop

REVIEW
(10 minutes)

Begin the workshop by reviewing workshop objectives and agenda with participants.

SHARING
EXPERIENCES
(20 minutes)

Purpose:	to share the opportunities and philosophies about art at the different fieldsites.
Materials:	children's drawings brought by fieldsite teachers.

Ask fieldsite teachers to describe art activities at their fieldsites.

In their descriptions they might consider the following questions:

- What art do you do at the fieldsite? Why?
- What role do high school students play in children's art at the fieldsite?

Fieldsite teachers who have brought in drawings their children have done might talk about individual children who made the paintings--their personalities and the context in which they did the art.

During this discussion, you might mention Robert Coles's description of Ruby's drawings, and suggest that participants refer to this reading in the teacher's guide. Keep in mind the limitations of making inferences about personality from insufficient evidence.

Summarize the discussion by indicating the ways in which the art programs described are similar to or different from those discussed in *Children's Art*. For example, point out that coloring in pictures, or pasting cotton beards on a precut Santa Claus can help develop eye-hand coordination, whereas painting and drawing offer opportunities for developing control over making lines, shapes, and symbols.

OVERVIEW OF MATERIALS (15 minutes)

Purpose:	to get a quick orientation to the goals and materials of the *Children's Art* unit.
Materials:	*Children's Art* student booklet and teacher's guide, drawing sort poster, list of films.

Explain the goals of the unit: *Children's Art* is designed to help students examine the development of children by looking at their drawing, painting, and clay modeling. Students observe children working with art materials and develop ways of understanding what the experience means for each child. Explain that the materials are intended to help students:

- recognize aspects of development common to all children as evidenced in their art.
- recognize individual differences in style and some of the ways these differences come about.
- recognize the value of art experiences for a child, and understand how to support children in their art work.

Turn to the chart at the beginning of the teacher's guide in order to identify the relationship among organizing ideas, purposes, and materials. At the same time, you might thumb through the student booklet to see where each section is. The parts of the booklet with which you will be working during this seminar are: "Eyedropper Experiment," "Drawing Sort," and "Clay Play."

MAKING ART (30 minutes)

Purpose:	to give teachers the experience of learning a new skill so that they will understand more about what goes on as children acquire skills with art materials.
Materials:	eyedroppers, India inks or food coloring, blotting paper or paper towels, for "Eyedropper Experiment"; *Children's Art* student booklet (p. 19).

The Eyedropper Experiment

One teacher might be chosen ahead of time, to lead this activity, deciding which materials to use, outlining the purpose and directions of the activity, and organizing the subsequent discussion. If this happens, you should participate in the activity with the teachers.

Following the directions in the student booklet (p. 19), ask teachers to experiment with the materials you have laid out on the tables. Discuss the point of the exercise--to consider the steps they go through in learning how to control new materials. These are similar to the steps small children go through in using new materials, such as a paint brush and paint.

Tell participants to approach the experiment as learners, and that later they will have a chance to discuss how their students might react to the exercise. As they engage in the eyedropper experiment, they might pause from time to time to observe what others are doing and to think about the kinds of comments they might find helpful or that they might want to make to other teachers. Refer participants to the reading by Lord and Smith in the teacher's guide, which suggests comments one might make about the pictures children draw at different steps of development.

After 15 minutes, allow teachers to see what others have "produced" and then discuss:

- What steps did you go through in learning about the eyedropper, the paper towel, and what you could do with them?
- How did you feel during the experiment? What ideas did you get from others?
- What did you observe others learning? What comments would you have found helpful or annoying from the leader?
- Did you go through the same steps in the learning process as outlined in the student materials (p. 19)? From your observations, did others go through similar steps?

Indicate that the discussion will now move from a consideration of adult experiences with the workshop activity to the application of this activity in the classroom. Ask:

- What would you want students to learn from doing this activity?
- Would you organize the activity in the same way for your students? (Consider directions, limits on behavior, set-up of room, discussion questions.)
- How might your students react to the experiment? In what ways would their reactions be similar to or different from yours?
- In what ways is the process of learning a new skill similar for adults, adolescents, and children? How is it different?

UNIVERSAL PATTERNS OF DEVELOPMENT (30 minutes)

Purpose:	to see how changes in children's levels of development are reflected in their drawings. The assumption is that there are universal patterns of development that can be seen in drawings done by children of different ages.
Material:	drawing sort posters, cut up, for each group.

Drawing Sort

Follow the procedure for the drawing sort suggested in the teacher's guide.

Divide the participants into small groups, giving each group a complete set of drawings from one poster. Explain that the cards are reproductions of drawings that show the range and variety of drawings by children aged two to six. Ask teachers to order the drawings from the one showing the least mature abilities to the most mature abilities, and to discuss the reasons for their placement. Allow 15 minutes for arranging the order.

Choose a representative from each group to display the order the group has chosen and explain why the pictures were arranged the way they were. (The reporter might want to say which pictures generated the most discussion.) Group members who have different points of view should have a chance to voice them.

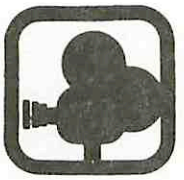
The discussion should focus on the question:

- What appear to be the major differences between the drawings at the beginning of the sequence and those at the end?

Summarize what was learned from the activity, or ask someone else to do it. Point out that children go through universal stages of learning: first the concept of line, then the idea of shapes (circles, enclosed forms), and finally symbols, which enable them to do representational drawing. The drawings seem to go from experiments to relatively planned compositions, and from nonsymbolic to symbolic drawings. The very young child is more interested in the process of drawing than in the final product. The point is that one stage cannot be attained before the previous one is mastered (e.g., a child cannot do a shape until he can do a line).

Point out that the process you went through with participants, of doing the activity and then discussing the universals and the process of change, is similar to the approach teachers should take. How might they alter the activity for their students?

INDIVIDUAL DIFFERENCES (30 minutes)



Purpose:	to focus on the individual differences of temperament, style, and experience in two children of the same sex, same age, and same school.
Material:	"Clay Play" (running time, 8 minutes).

"Clay Play"

Show the film and then discuss: What differences did you see between the two girls as they worked with clay? Start two columns headed with the name of each girl. Review the rules of brainstorming in *Teaching and Evaluation Strategies* and ask the group to brainstorm words that come to mind for each girl. (Consider what they make, tools they use, what they say.) What factors might explain these differences?

How would teachers help their students work with each of the girls? As a way to help students plan for dealing with individual differences at the fieldsite, role play a student-teacher conference in which the student describes how he or she would support Leah or Lissa in their growth.

End this activity by pointing out the sections that deal with individual differences in *Children's Art* student booklet (pp. 23-30), and teacher's guide ("Ways of Looking at Children's Drawings" up through discussion of "Clay Play").

SUMMARY AND FEEDBACK (15 minutes)

Make an explicit summary statement about the fact that while there are universal patterns (marking, shaping, symbolizing) there are individual differences caused by temperament (the tendency to feel and respond to the world in certain ways) and experience (children's contact with people and things in the world around them). Participants might then take turns reviewing each activity in terms of whether or not it accomplished the stated goal. Or you might ask each participant to mention *one* idea or activity they might take back to class.

Hugh Price, EDC

Child's Play

Teacher: *What did you do at the preschool today, David?*

David (ninth grade student): *Nothing. They just played.*

We tend to make a sharp distinction between work and play. We allow young children to spend much of their time at play. As children grow older, however, schools schedule less and less time for play. The adolescents taking this course, for instance, are expected to do their playing outside of school. Many adults justify their play as recreation, something necessary to refresh them so that they can do better work. The point of the play materials is to look at the dichotomy between play and work and to focus on what children learn from play.

Workshop Objectives:

- to explore the opportunities play affords people of all ages, and the similarities and differences among the play of children, adolescents, and adults.
- to help teachers develop ways of helping adolescents to see the potential of materials for children of different ages and ways they might support children in using those materials.

Leader Plans Ahead

Be sure to:

- invite course and fieldsite teachers at least two weeks ahead, and send copies of the agenda to all participants.

- ask course teachers to gather from their students some instances of fieldsite experiences related to play. Course teachers may also want to catalog some of the play activities that their own students are involved in outside of the classroom.

- ask fieldsite teachers to prepare to discuss the philosophy of their fieldsite as it relates to play, and to describe the materials and opportunities their site provides to foster play among children. Fieldsite teachers may also want to observe some of the adolescents as they "play" with children at the fieldsite.

- arrange with the host teacher to have a phonograph, and a room and projector for film viewing.

- read "Play as a Growth Process" by Barbara Biber in the *Child's Play* teacher's guide. Prepare to share her thoughts on supporting children's play at the end of the play experience activity.

- plan the time carefully, as activities are scheduled fairly tightly. (Playing with children's materials, in particular, has the potential for running overtime). You may want to appoint a timekeeper.

Materials

Child's Play student booklet and teacher's guide.

Seeing Development "Classroom Experiences" record.

Film: "Half a Year Apart."

Preschool play materials (blocks, clay, fingerpaints, puppets, etc.).

AGENDA:
CHILD'S PLAY (3 hours)

Review workshop objectives and agenda (10 minutes)

- *Objectives:*

  to explore the opportunities play affords people of all ages, and the similarities and differences among the play of children, adolescents, and adults.

  to help teachers develop ways of helping adolescents to see the potential of materials for children of different ages and ways they might support children in using those materials.

Sharing Experiences (30 minutes)

- Seeing Development "Classroom Experiences" record

Play Experience (40 minutes)

Observing Through Film (45 minutes)

- "Half a Year Apart"

Lesson Planning (40 minutes)

- Adolescent Play

Summary (5 minutes)

Feedback (10 minutes)

At the Workshop

REVIEW
(10 minutes)

Review workshop objectives and agenda with participants.

SHARING
EXPERIENCES
(30 minutes)

Purpose:	to present classroom experiences from which teachers can discuss ways to help adolescents understand development through play.
Material:	Seeing Development "Classroom Experiences" record (side 2, band 2).

Participants can listen to the record to hear how one teacher used a play-collecting project to help students devise ways of observing and responding to children at play.

By offering descriptions of particular incidents in the classroom and the fieldsite, teachers can learn from each other how certain materials work (or do not work), raise ideas and issues they find interesting, and suggest alternative approaches to ongoing problems and issues (journal writing, for example, or discussing field work). This may also be a good time for participants to decide whether previous seminars were helpful in relation to classroom work, and to suggest changes in future workshops.

Some questions to use as starting points for the discussion:

- What stands out in your mind as the most successful part of the materials you used from Working with Children? What did your students seem to enjoy the most? Learn from the most? Why?
- What emerged as the central issue of the materials?
- What problems did you have with the materials? Why?
- Did anyone make changes? Why?

PLAY
EXPERIENCE
(40 minutes)

Purpose:	to provide an opportunity for adults to experience the toys and places of a child's world.
Materials:	a wide range of children's play materials, such as fingerpaints, water table, clay, blocks, puzzles, trucks, puppets, dress-up clothes.

This activity gives teachers an opportunity to handle preschool equipment, feel what young children's play is like, and examine the concept of play. Fieldsite teachers, who have ample opportunity to "mess with children's materials," may prefer to observe ways the play experience of adults might differ from that of children.

Participants should feel free to play with the materials alone or in groups. From time to time, some may want to stop to observe and make notes about how other teachers are using particular materials. These notes should be kept for discussion later. After 25 minutes, break, clean up, and prepare for group discussion.

Child's Play suggests that for people of all ages play involves feeling, thinking, and learning on some level. The entire workshop group can respond to the following questions as a feedback to the activity.

- What did doing this activity mean to you?
- What materials did you choose to play with?
- How did you use them?
- Was it satisfying to play with these things?
- Did you learn any new skills while playing?
- Did you discover new ways of using the materials?

At the end of the discussion, the leader or one of the participants should summarize the following points:

- There are similarities and differences in the ways adults and young children play with the materials (e.g., children might talk less while involved in

a specific activity, they might change activities more often, they might repeat the same activity over and over again).

- There is a relationship between play materials and the opportunities they offer children. For example, blocks or fingerpaints are particularly suited to children who are learning control or experimenting with balance, height, gravity, or the feel of paint.

- The role of teachers is to help adolescents see what play materials offer children of different ages, and to learn ways of supporting children's use of those materials without overwhelming their activity.

Is this activity appropriate for your classroom? How would you change it?

OBSERVING THROUGH FILM (45 minutes)

Purpose:	to highlight through observation how play changes with age.
Material:	"Half a Year Apart" (running time, 10 minutes).

Tell participants that using children's play materials is a way to see what children experience as they explore the world around them. Observation of actual children is the next step. In this film a boy, two-and-a-half, and a two-year-old girl are playing at a water table. There are observable differences in the way the two children play, and the film raises the question of how age explains these differences.

After viewing the film, consider these questions:

- What do you think these children were feeling, thinking, and learning during their play?

- The two children are half a year apart in age. What developmental differences do you notice between the two children, both in what they do and in how they do it? How do you account for these differences?

- How might a five-year-old play at the water table? A fourteen-year-old? You? Why?

- What are some of the factors that account for differences in play behavior--e.g., stage of development, personality, background, sex role expectations, personal history?

If an adolescent caught sight of these children playing and began walking up to the water table to "join in," what advice about supporting this particular instance of play would you give him or her?

Most participants will not have purchased "Half a Year Apart," since it is not part of the full-year selection of materials. The purpose of showing the film is to model observation and discussion techniques that participants can use when observing the play of children of different ages.

An alternative is to look at the "Play Is a Chance..." section of the student material and discuss your play experience in this seminar and the play of the two children in terms of the range of possibilities presented in the materials.

Participants may find the article by Brian Sutton-Smith, in the *Child's Play* teacher's guide, especially useful in considering the relationship between play and cognitive development.

LESSON PLANNING (40 minutes)

Purposes:	to have course and fieldsite teachers share skills and perspectives by planning a lesson that integrates both the adolescent's and the young child's play experiences. to consider ways of helping adolescents see the place play occupies in their own lives.
Materials:	*Child's Play* student and teacher booklets.

Break into four groups; high school and fieldsite teachers from the same program should be in the same group. Each group should design a learning experience for adolescent students that integrates a high school lesson on adolescent play with a fieldsite activity in which students get involved in child-initiated play.

Refer to "Supporting Children's Play" in the teacher's guide for materials and strategies that might be appropriate for the lesson-planning activity.

Some things to consider while planning the high school classroom lesson are listed below. You might duplicate these or post them on oak tag for each group to use as a checklist.

- What is play for adolescents? As with children, there is a huge range of play opportunities for adolescents: playing basketball, playing with ideas, playing on people's emotions. What forms does play take and what functions does it serve? In the section, "Play Is a Chance...," which of these "chances" are also pertinent to adolescents? How are they developing in these areas, and is the development still considered play? If not play, then what?

- What are the similarities and differences in the purpose and context of play for adolescents and for children?

- What kinds of play do adolescents participate in that children don't? What do adolescents get out of these? Do children get these same things in other ways? Do they have the same needs?

- In considering how to support children's play, what cues can adolescents look for in children's play to know when to offer a new technique, when to take an active part, when to provide materials and then stand back?

- What specific opportunities for adolescents to join in child-initiated play are provided at your site?

One game that has variations for accommodating the skills and interest of younger children and adolescents follows.

"I'm going on a picnic. I packed my bag and in it I put an apple, a bat, a cat...." Going around the room and taking turns, older children would repeat the items already named by their classmates, then add a new item beginning with the next letter of the alphabet. Younger children would just name an item beginning with the appropriate letter, and not repeat the preceding items. These variations of the same game serve as examples of the types of considerations adolescents should make when planning activities for the field-site.

Presentation: After planning the lesson, each group should describe briefly the lesson it developed, and get comments and criticisms from other seminar participants.

- What is the major objective and activity of the lesson you planned?
- What kinds of conclusions would you hope the students would come to?

If possible, the lesson plan outlines might be duplicated and distributed to all seminar participants within a region.

SUMMARY
(5 minutes)

To close the workshop, you might say: We began by pointing up the distinction usually made by adults between work and play. By participating in this workshop we hope you have gained some insights into the meaning of play for children, for adolescents, and for yourselves, and have a better understanding of the relationship between play and human development, the focus of the module Seeing Development.

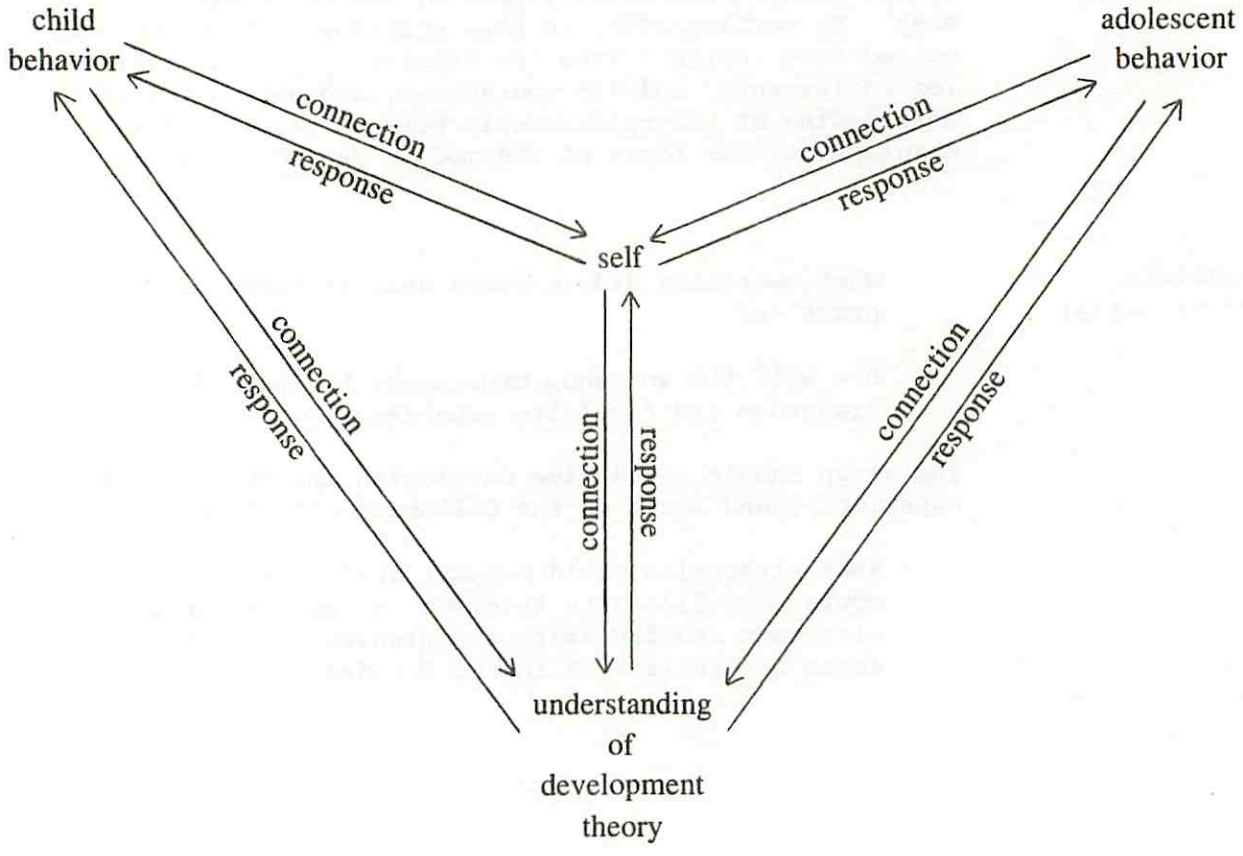
FEEDBACK
(10 minutes)

- What awareness did teachers gain in terms of classroom practice?
- How will the workshop experience be applied to the classroom and fieldsite experiences?

The group should spend time cataloging the various workshop experiences and focus on the following consideration.

- What strategies would support collaboration between course and fieldsite teachers in order to integrate classroom and fieldsite experiences and prepare adolescents for their work in the fieldsite?

Making Connections



Making Connections

This workshop introduces egocentrism and emotional development, the subjects, respectively, of *Child's Eye View* and *Fear, Anger, Dependence*. Each activity explores the perspectives of several theorists on developmental issues, using *Making Connections*, the resource booklet students use throughout the Seeing Development module.

A "theory" is "a speculative idea or plan as to how something might be done" (Webster). It is useful in working with children insofar as it offers an *explanation* of children's behavior. An example of a theory is the idea that what is often interpreted as selfishness in children may be an inability at early stages of development to think from another person's point of view. This workshop is designed to help participants "make connections" among personal development, observations of children and students, and course materials on theories of development.

Workshop Objectives:

- to consider concepts of development throughout the life cycle, including growth out of egocentrism, and the ways in which expressing and coping with emotions change over time.

- to consider the usefulness of theory in responding to children's and adolescents' behavior.

- to connect fieldsite, classroom, and personal experiences by considering development in self and in children, theories about development, and appropriate responses to children and adolescents at different stages of development.

Leader Plans Ahead

Before the workshop, be sure to:

- invite course teachers, fieldsite teachers, parents, and students two weeks ahead and send them copies of the agenda.

- ask participants to choose a successful evaluation strategy to describe during the Sharing Experiences portion of the workshop.

- ask course teachers to bring their journals; *Teaching and Evaluation Strategies*; and the student and teacher booklets for *Making Connections*, *How the World Works*, *Child's Eye View*, and *Fear, Anger, Dependence*.

- ask participants to read "Perspectives on Adolescence" (in the teacher's guide for *Making Connections*) and "Curious About Human Change" (in the *Making Connections* student booklet) ahead of time. Send copies of these readings to parents and fieldsite teachers.

- arrange a room and equipment for film viewing.

Materials

Teaching and Evaluation Strategies.

Making Connections; *How the World Works*; *Child's Eye View*; *Fear, Anger, Dependence* (student booklets and teacher's guides).

Film: "Little Blocks."

Paper and pens for those who have forgotten to bring their journals.

AGENDA:
MAKING CONNECTIONS (2½ hours)

Review agenda and workshop objectives (5 minutes)

- *Objectives:*

  to consider concepts of development throughout the life cycle, including growth out of egocentrism, and the ways in which expressing and coping with emotions change over time.

  to consider the usefulness of theory in responding to children's and adolescents' behavior.

  to connect fieldsite, classroom, and personal experiences by considering development in self and in children, theories about development, and appropriate responses to children and adolescents at different stages of development.

Sharing Experiences (15 minutes)

- Evaluation Strategies

Journal Writing on Participants' Adolescence (20 minutes)

Emotional Development (20 minutes)

- Using *Making Connections* and *Fear, Anger, Dependence*

How You Can Help (25 minutes)

Egocentrism (10 minutes)

- Using *Making Connections*, *Child's Eye View*, and *How the World Works*

Film Viewing (20 minutes)

- "Little Blocks"

Summary (20 minutes)

- What Good Is a Theory?

Feedback (15 minutes)

At the Workshop

REVIEW
(5 minutes)

Review agenda and workshop objectives with participants.

SHARING
EXPERIENCES
(15 minutes)

Evaluation Strategies

By midyear, teachers have begun to evaluate students' course and field work in EXPLORING CHILDHOOD. Ask course teachers to describe their most successful evaluation strategy, either one of their own invention or one from *Teaching and Evaluation Strategies*, to the rest of the group. Fieldsite teachers can then explain how they evaluate students' field work, and any parents present can describe how they evaluate their children's growth. At the end of this discussion, look at one or two evaluation suggestions in *Teaching and Evaluation Strategies*, and explain the course's belief that an evaluation exercise should also be a learning, problem-solving experience for students.

JOURNAL
WRITING
(20 minutes)

Purposes:	to reflect on participants' adolescent development in order to understand the development of students.
	to relate theories of adolescent development to participants' own experiences.
Materials:	journals, or paper and pens; reading, "Perspectives on Adolescence," in teacher's guide for *Making Connections*.

Ask participants to spend ten minutes answering the following questions in their journals:

- What was your image of yourself as an adolescent?
- How do you think others saw you?

If participants have trouble starting, they might write about a specific episode from their adolescence, perhaps a situation involving school.

If participants wish, they might spend some time sharing their entries.

Making Connections to Theory

Turn to the "Perspectives on Adolescence" reading and outline (or ask someone else to) these perspectives for the group. Each of the theorists summarized in these readings chooses to explain particular aspects of adolescence, and comes to the study of adolescence from a particular point of view or "perspective": physiology, psychology, anthropology, sociology. Seen together, some of these perspectives appear to overlap; some appear contradictory.

- *Perspective One* (Peter Blos). The physiological changes of puberty cause inevitable redefining of identity, testing of limits, confusion, and loneliness.

- *Perspective Two* (Anna Freud and George Goethals). The conflict between loyalty to family and love for peers caused by sexual maturity forces young people to cope with their emotions in new ways.

- *Perspective Three* (Erik Erikson). The necessity of choosing occupation, marriage partners, life style, etc., creates the "identity crisis" of adolescence.

- *Perspective Four* (Margaret Mead). Adolescence is a function of social context, rather than an inevitable stage of development. In America, it is caused by deep feelings attached to deeds and situations, a multiplicity of choices, and close relations between parents and children.

- *Perspective Five* (August Hollingshead). Adolescence is a time when one is looked upon as neither a child nor an adult.

Ask workshop participants to discuss:

- Which theory might help each of you to explain what you wrote?

- What do the theoretical perspectives add to your understanding of yourself or of your students as adolescents?

In making connections between the personal experience of adolescence and the theoretical interpretation of adolescence, the group has also considered, in a general sense, the development of their own adolescent students. This experience can be a model for helping students connect theories of child development and their own experience of growing up. This important connection will help them to consider the development of the children with whom they work.

- How would participants adapt this exercise for use with students?

EMOTIONAL DEVELOPMENT (20 minutes)

Purposes:	to consider developmental stages in feelings. to make connections among personal experiences of fear, theories about fears, and dealing with fears in children.
Materials:	*Fear, Anger, Dependence* and *Making Connections* (student and teacher booklets).

Using *Making Connections* and *Fear, Anger, Dependence*

Divide into small groups of three to five people including a course teacher, a fieldsite teacher, a parent, and a student in each group if possible. Turn to the chart headed "Common Fears" on page 9 of the *Fear, Anger, Dependence* student booklet. Fill in your own chart, listing fears you experienced at ages 4, 14, and your present age. A completed chart might look like the following:

My fears...at 4	...at 14	...at present
being without parents and with strangers	not being liked	loss of family members
the dentist	being unattractive	economic insecurity
punishment and parental disapproval	being alone	lack of meaningful work
animals		
monsters		
the dark		

Ask group members to compare their charts and discuss:

- How do you explain the changes in the fears listed at each age?

Explanations should be general--ones that could apply to any person--rather than based on individual experiences or personality.

Making Connections to Theory

Finally, each group should turn to the following readings on theories about development and fears, and consider how the fears they listed would be explained by the theorists. See:

- "On Fear and Cognitive Development," by Jerome Kagan, and "On Anxiety," by Selma Fraiberg in the teacher's guide for *Fear, Anger, Dependence*.
- "Erik Erikson" in the *Making Connections* student booklet.
- "Perspectives on Adolescence" in the teacher's guide for *Making Connections*.

For example, Jerome Kagan says that a child's earliest fear is a fear of the unknown (e.g., strangers): he has developed enough to remember that he has not seen the stranger before, but he has not experienced enough to know that he need not fear the stranger. Or Erikson might say that, in the stage of "Generativity vs. Stagnation," the middle-aged person finds fulfillment through useful and satisfying work and therefore fears loss of a meaningful job.

Point out that *Fear, Anger, Dependence* asks students to consider development in all three emotions. Like the small groups in the workshops, students should connect their own growth to their observations of growth in children and adults, and to their reading of theory.

HOW YOU
CAN HELP
(25 minutes)

Purpose:	to apply experiences and theories about the development of fear in responding to fearful feelings in children.
Materials:	*Fear, Anger, Dependence* student booklet; *Teaching and Evaluation Strategies.*

Read "How You Can Help" in *Fear, Anger, Dependence* (p. 5). In the same small groups, ask one member to describe a fieldsite situation in which a child showed fear. Other members can ask questions to fill in details about the situation: How old is the child? What were the circumstances surrounding the incident? (If no one can think of a situation, use an incident described in the *Fear, Anger, Dependence* student booklet, e.g., the child whose mother is in the hospital, p. 6.)

Each group should role play the situation described and as many appropriate adult responses to the child as they can come up with. The teachers who described the incidents can set up the role plays and assign parts, playing the teacher themselves. (Review "Role Playing" in *Teaching and Evaluation Strategies.*)

After the role plays discuss:

- How did the theorists' ideas about the development of fears affect what you did in these situations?

In summarizing what was learned from role-playing responses in each situation, ask participants to discuss the use of role play with their students:

- Have teachers used role play in class?
- What difficulties or successes have they had?
- If some teachers have not used role play, discuss their reasons (e.g., reluctance, unfamiliarity with method, student resistance).

EGOCENTRISM
(10 minutes)

Purposes:	to consider children's growth out of egocentrism in their view of other people and the world. to connect anecdotes about children to theories of development. to consider the use of these materials with students.
Materials:	*Child's Eye View*, *How the World Works*, and *Making Connections* (student booklets and teacher's guides).

Using *Making Connections*, *Child's Eye View*, and *How the World Works*

As a group, read the anecdotes about children's explanations of dreams, cloud movement, and birth (*How the World Works* student booklet, p. 5), and children's assumptions about what others are physically able to see (*Child's Eye View* student booklet, pp. 12-13).

How do participants explain the children's statements or behavior in these incidents? What similarities are seen in each anecdote?

Making Connections to Theory

Refer the group to the reading on Jean Piaget in the *Making Connections* student booklet (pp. 17-18), and summarize (or ask someone else to) Piaget's theories on egocentrism. You might explain that Piaget observed children's language, explanations of the way things work, conversations, and use of rules in games to conclude that young children make generalizations based on their own experience. Their understanding of reality is limited by their inability to see things from different points of view. In *A Child's Eye View*, for example, Benjamin thinks his babysitter in the next room can see his yellow truck because *he* can see it; in *How the World Works*, a child thinks clouds "make themselves move" because that's how the *child* moves.

In the next activity, participants will apply their understanding of egocentrism to helping a student in a difficult situation at a fieldsite.

FILM VIEWING
(20 minutes)

Purposes:	to relate theory about egocentrism to egocentric behavior in adolescents.
	to use film to practice taking several points of view.
Material:	"Little Blocks" (running time, 8 minutes).

"Little Blocks"

Summarize the background information on the film in the teacher's guide for *A Child's Eye View*. Before showing the film, divide into three groups. Each group should watch the film from a different point of view: that of Bobby (the adolescent), Rodney (the child), or the teacher. Ask each group to consider:

- how the situation makes their assigned person feel.
- what the person's needs are.

After the film, ask volunteers from each group to describe the point of view and needs of their person--Bobby, Rodney, or the teacher. For example, Bobby needs to feel liked by the child, to feel useful in the activity; children need to control their own play; the teacher needs to observe and find a helpful solution for both child and teenager. You might consider Bobby's needs in this situation as representative of all caregivers' needs, e.g., the need of a teacher to feel that efforts with a child are successful.

Making Connections to Theory

Teachers and students are often completely critical of Bobby for monopolizing the activity; they forget to consider his needs in the situation. Refer to the Erikson reading in the *Making Connections* student booklet (p. 14); and to the David Elkind reading on the special egocentrism of teenagers in the teacher's guide for *A Child's Eye View*. Mention that, according to these theories, teenagers are preoccupied with their own thoughts and behavior, they are undergoing rapid physical change, and they assume that their behavior is equally important to others. Whereas young children are unable to take another person's point of view, adolescents are

capable of shifting viewpoints but are often too self-involved to do so. Urge teachers to read these selections on their own.

- How did the teacher support Bobby?
- If Bobby is concerned with the way other people view him, who might some of these people be?
- What kinds of support would you offer Bobby if he were in your class?
- At the end of this discussion, ask participants to consider how they would do this activity in their own classes and what alternative uses they might make of the film.

SUMMARY
(20 minutes)

Purposes:	to debate the function of theory in work with children and adolescents. to consider the study of theory with students.
Materials:	readings in the teacher's guide for *Making Connections*.

What Good Is a Theory?

Point out that participants have been considering theories about adolescent development, causes of fears at different ages, and egocentrism in adolescents and children. They have also practiced using theory in responding to situations involving children and adolescents.

At this point you might discuss whether a knowledge of theory or an awareness of one's own theory is necessary in responding to actual situations. Refer teachers to two readings in the teacher's guide: "Does Exploring Childhood Have a Theory?" and "What Good Is a Theory?"

If most participants assume that a knowledge of theory is necessary, you might play devil's advocate and argue, for example, that "you don't need a fancy word like egocentrism

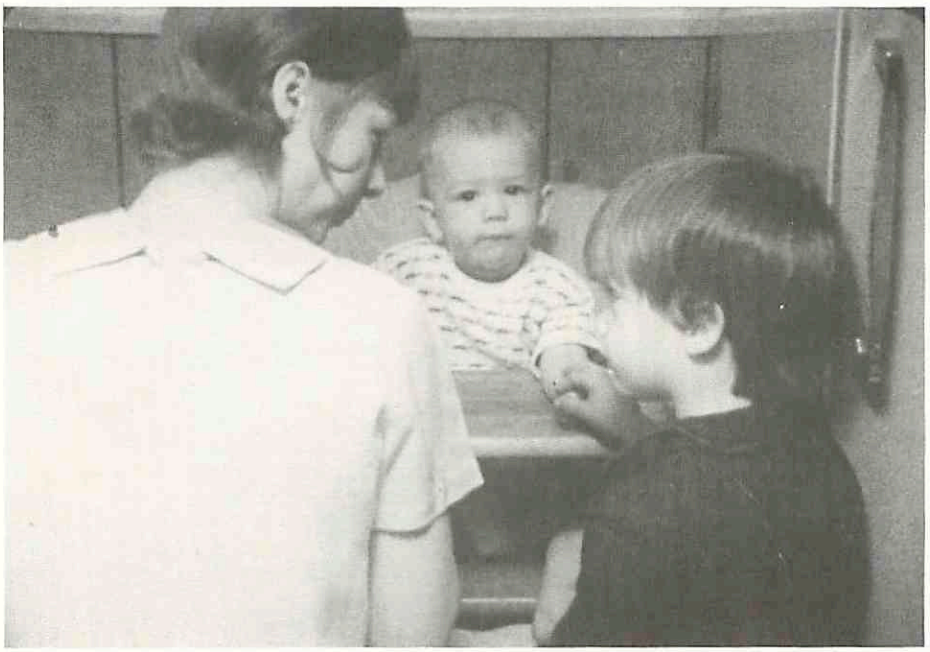
to know that Bobby is monopolizing the blocks." (Refer to the reading by Newmann and Oliver in *Teaching and Evaluation Strategies*, p. 32, for a description of a variety of discussion-leading roles.) Or, if most people argue that theory is irrelevant, you might summarize the theories outlined in "What Good Is a Theory?" about why children cry as an example of how most behavior with children stems from assumptions about what children are like: baby seeks to dominate house, therefore, we must exert force; baby needs to satisfy urge to suck, therefore, we must help the baby pacify him- or herself. Theories based on careful observations of behavior can help us respond to children's actual needs. While no one theory can explain all behavior, several theories taken together may complement each other and inform our responses to children and adolescents.

Point out that this workshop has considered the theorists in *Making Connections* by integrating them with other units in the Seeing Development module. Theory has been applied to actual situations: e.g., fearful behavior in children, egocentric behavior in adolescents. This interweaving of materials and use of theory for problem solving is one way to make theory relevant and interesting for students. How else might participants introduce theory in their classes?

FEEDBACK
(15 minutes)

Discuss:

- What parts of this workshop have been most useful for your own development?
- Which activities will you use in class?



"Jeffrey at Home," EDC Film Studio

Children at Home

With the Family and Society module, EXPLORING CHILDHOOD focuses on the socializing forces in families, in the community, and in the larger society. This workshop begins with two exercises from *Children at Home* exemplifying the materials and methods of the module: clarifying one's own values for children, and examining filmed family interactions for evidence of socializing messages transmitted to and by children. The workshop ends with an overview of the whole module.

Workshop Objectives:

- to review the goals and materials of the Family and Society module.
- to help participants clarify their own values for children and consider the effect of these values on their behavior with children.
- to examine what can be learned about the socializing messages transmitted between parents and children by watching filmed family interactions.
- to consider the relationship between participants' values for children and children's needs.
- to consider the use of these materials with students.

Leader Plans Ahead

Be sure to:

- invite participants two weeks ahead and send them copies of the agenda.
- arrange for a room and equipment for film viewing.
- ask participants to bring the teacher's guide for *Children at Home* and *Teaching and Evaluation Strategies*. Ask them to read the "Teaching Problems" section of the guide on "Families as Course Content," "Discussing Values," and "Dealing with Stereotypes."

Materials

Children at Home teacher's guide and *Teaching and Evaluation Strategies*.

Film: "Rachel at Home," plus one other "at Home" film of your choice.

Family and Society "Classroom Experiences" record.

"Commentaries" record.

Cards, 4" x 6", one for each participant.

AGENDA:
CHILDREN AT HOME (2½ hours)

Review workshop objectives and agenda (5 minutes)

- *Objectives:*

  to review the goals and materials of the Family and Society module.

  to help participants clarify their own values for children and consider the effect of these values on their behavior with children.

  to examine what can be learned about the socializing messages transmitted between parents and children by watching filmed family interactions.

  to consider the relationship between participants' values for children and children's needs.

  to consider the use of these materials with students.

Sharing Experiences (15 minutes)

Exploring Values (20 minutes)

- "Ideal Child"

Film Viewing (60 minutes)

- "Rachel at Home"

Lesson Planning (30 minutes)

- "At Home" films

Summary (5 minutes)

Overview of Family and Society (10 minutes)

Feedback (5 minutes)

At the Workshop

REVIEW
(5 minutes)

Review workshop objectives and agenda with participants.

SHARING
EXPERIENCES
(15 minutes)

Ask participants to report on their work with *Making Connections* by describing one "connection" or link students made between fieldsite experience and course materials, for example, or between personal experience and a film. As an alternative, each course teacher might describe how the theorists section of the book was used in class.

EXPLORING
VALUES
(20 minutes)

Purposes:	to recognize that people try to shape children according to what they value; to consider some sources of these values for children.
	to consider use of this exercise with students.
Materials:	4" x 6" cards, one for each participant, for "Ideal Child" activity.

Ask participants to imagine that they are a parent or the person chiefly responsible for bringing up a child. It can be a real child they know, or one they make up. Give them a minute to think about themselves in this role. Ask: What do you hope the child will be like at age seven?

The task may be set as follows:

> "Imagine that your child, at least by the age of seven, has turned out to be exactly what you hoped he or she would be. How would you describe that child?"

Have participants pick a name for their child. Pass out index cards and have participants list five traits their ideal child would have at age seven. Provide five minutes for writing. Of course, you should write a description too.

After five minutes, list the following questions and instructions on the board or on newsprint and break into groups of three to five people. Volunteers in each group can read off their list and share their conception of an "ideal child" with the rest of the group. Discuss:

- Do group members have similar or different traits listed?
- Where do you think your ideas about an "ideal child" came from--your family, when you were growing up? from reading? from other families or children?
- In order to explore sources of your values further, list the traits your parents considered ideal for you. How do the two lists compare?
- Finally discuss: How might your idea of an "ideal child" be affecting your behavior with students and children? Give examples.

As a leader, you might join a group and do the activity.

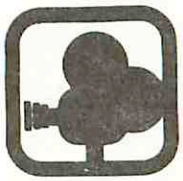
Summary

At the end of the exercise, point out that this experience is one way to help students clarify their values, sources of their values, and ways these values affect their behavior with children.

Discuss how you might introduce this exercise in class:

- Would similar questions initiate and sustain discussion in your class?
- What problems might you have in using the exercise? In working in small groups?
- What suggestions can others make related to these problems?
- What alternative exercises can you suggest? (Refer to "Exploring Values" section of teacher's guide.)

FILM VIEWING
(60 minutes)



Purposes:	to air initial emotional reactions to filmed family interactions. to examine parents' values for their four-year-old as expressed by their behavior. to examine the behaviors of a four-year-old and their effect on parents' behavior. to consider an appropriate educational setting for this four-year-old. to consider ways of using the film in class.
Materials:	"Rachel at Home" (running time, 11 minutes); Family and Society "Classroom Experiences" record (side 1, band 3); "Commentaries" record (side 1, band 1); *Children at Home* teacher's guide; *Teaching and Evaluation Strategies*.

Tell participants that "Rachel at Home" is one of seven "at Home" films showing families from a variety of areas and backgrounds, with four-year-olds, having breakfast; and that these films form the core of students' study of the family. These films were designed with two major goals in mind:

- to heighten students' perceptions of what is transmitted to children in daily commonplace interactions.
- to let students experience childrearing styles of families other than their own, in order to gain insight into the attitudes, traditions, and values of others.

Review these purposes before viewing the film.

After the film, elicit personal reactions: Viewers often experience powerful emotions when viewing these films. They are reminded of what their own families were or were not like when they were children; of what mornings are currently like for them; they wonder about the realism of the film, etc. Before other topics are discussed, these reactions should be aired in order to make subsequent discussion more meaningful. Be sure that group members do not feel forced to make personal statements, and tell course teachers it is important to guarantee the same privacy to their students. Possible questions are:

- How realistic do you think the film is? (If participants feel that the family is "acting," you might play side 1, band 1, of the "Commentaries" record.)

- What did the film touch off in you?

- What images stand out in your mind?

- Did you identify with anyone in the film?

- Did the family remind you of your own family at breakfast? How is it similar or different?

Examine parents' values: The discussion might then turn to concrete behavior seen in the film and to a consideration of the values underlying it. For example:

- In your view, what are the traits that Rachel's parents want to see in her? How are these traits expressed?

Brainstorm a list of qualities that you think Rachel's parents are attempting to instill in her. As you look over the list, determine which traits grow out of observable evidence in the film, and which might reflect stereotypic assumptions about childrearing practices in this family's ethnic and/or socioeconomic group. Refer to suggestions for discussing stereotyping in the teacher's guide and review the film if necessary.

Identify Rachel's shaping behaviors: Brainstorm a list of incidents in the film that show Rachel influencing her parents' behavior (e.g., "The egg looks like a breast," "Do something you can't do with Jenny."). Can you recall instances when children have shaped you? When you shaped your parents?

Point out that this kind of discussion is one way teachers can help students understand that children, too, are active socializing agents rather than merely acted upon.

Examine Rachel's educational needs: Next, divide into small groups and have one participant lead a discussion around the following questions. List these where every group can see them:

- What might be Rachel's needs in a school setting?

- How does your statement of her needs compare with your own version of an "ideal child"?

- How would you structure her school day? Would it be based on her needs and/or your values?

After the discussion, someone from each group can report back to the large group on Rachel's educational needs and an appropriate school setting. How did groups resolve conflicts between their own values and Rachel's needs?

Point out to participants (or ask someone to summarize) that what they have done in viewing and reflecting on this film (and what they want to convey to students) is to become more aware of their own values for children, of the sources of these values in their own families, and of the way these values shape their interpretation of a child's needs in school. At the same time they have observed the interactive nature of the socializing process: while the parents' values are transmitted through their behavior with Rachel, Rachel is simultaneously shaping her parents' behavior.

- How useful would this exercise be with your students?

- Would it accomplish the same purposes in your class?

To consider using the "at Home" films with students, participants might consider alternative exercises (refer to "Hints" in the film-viewing section of *Teaching and Evaluation Strategies* and "Viewing Strategies" in the teacher's guide). Ask them to list steps for a film-viewing lesson. For example: statement of purpose and focusing question; follow-up discussion or activity, including personal reactions, analysis of filmed interactions, application of concepts (e.g., to field work).

- What problems might you encounter in using these films in your classes?

- What suggestions can others in the group offer for solving these problems?

Record: To hear how one teacher introduced "Rachel at Home" with a fantasy activity to help his students consider their own families in light of a film, listen to the Family and Society "Classroom Experiences" record, side 1, band 3. Discuss what happens in the classroom on the record:

- Is the purpose of the activity clear to students?

- Are the teacher's techniques (fantasy activity, question-asking style) achieving the purpose?

Then discuss the application of this technique to participants' classes:

- Would you do this lesson in your own classes? Why or why not?

LESSON PLANNING (30 minutes)

Purpose:	to apply concepts and techniques experienced in "Rachel at Home" exercise to classroom use with students.
Materials:	an "at Home" film that you feel is appropriate for your group; teacher's guide for *Children at Home*.

Show the film and have participants work in pairs to plan a lesson using this film. They should decide:

- which issues they would like this film to raise with students (e.g., stereotyping, clarifying values, discussing families; see "Teaching Problems" section of guide).

- which techniques they will use to get at those issues (see "Exploring Values" and "Viewing Strategies" in guide and "Film Viewing" in *Teaching and Evaluation Strategies*).

Tell participants to incorporate these issues and techniques and the film-viewing steps discussed earlier in the workshop. Ask them to write outlines of their lessons, which can later be duplicated and shared with other participants. Ask them to try their lessons in class and prepare to tell the group about the experience at the next meeting. If there is time, participants can describe key points in their plans now.

SUMMARY (5 minutes)

Review the goals of the Family and Society module (listed in the teacher's guide):

- to heighten perception of "messages" transmitted in everyday human interactions.

- to explore how values are reflected in behavior.

- to become more aware of one's own expectations and values for children and of how these relate to one's work with children.

- to develop sensitivity for other families' traditions, life styles, and values.

- to become perceptive about messages the larger society transmits, and how these affect children.

- to consider the relationship between messages at home, at school, and in the larger society.

- to consider what outside resources families need for raising children and to look at how a society provides these resources.

Ask participants how the activities done in the workshop could be adapted to accomplish these goals with students.

OVERVIEW OF FAMILY AND SOCIETY (10 minutes)

Referring to the overview chart in the teacher's guide, point out the various materials of the module, explaining which are modulewide (*Childhood Memories* booklets, "Memories of Adolescence" record, "Commentaries" record, *The Inquirer*) and which are designed specifically for each unit (booklets, films, "Children's Tracks," "A Case Study of Family Stress" record). *Beyond the Front Door* and *Children in Society* deal with the messages children receive from people beyond the immediate family, how they handle messages that conflict with the values and customs of their homes, how a society views and provides for the needs of children and their families, and what role society plays in the development of children.

The group might discuss one or both of the charts showing "One Teacher's Plan for Using Children at Home" as examples of how various pieces of material might be related to each other.

FEEDBACK (5 minutes)

- How has the workshop helped you understand the goals and materials of the Family and Society module?

- How has it dealt with the use of this module in class?

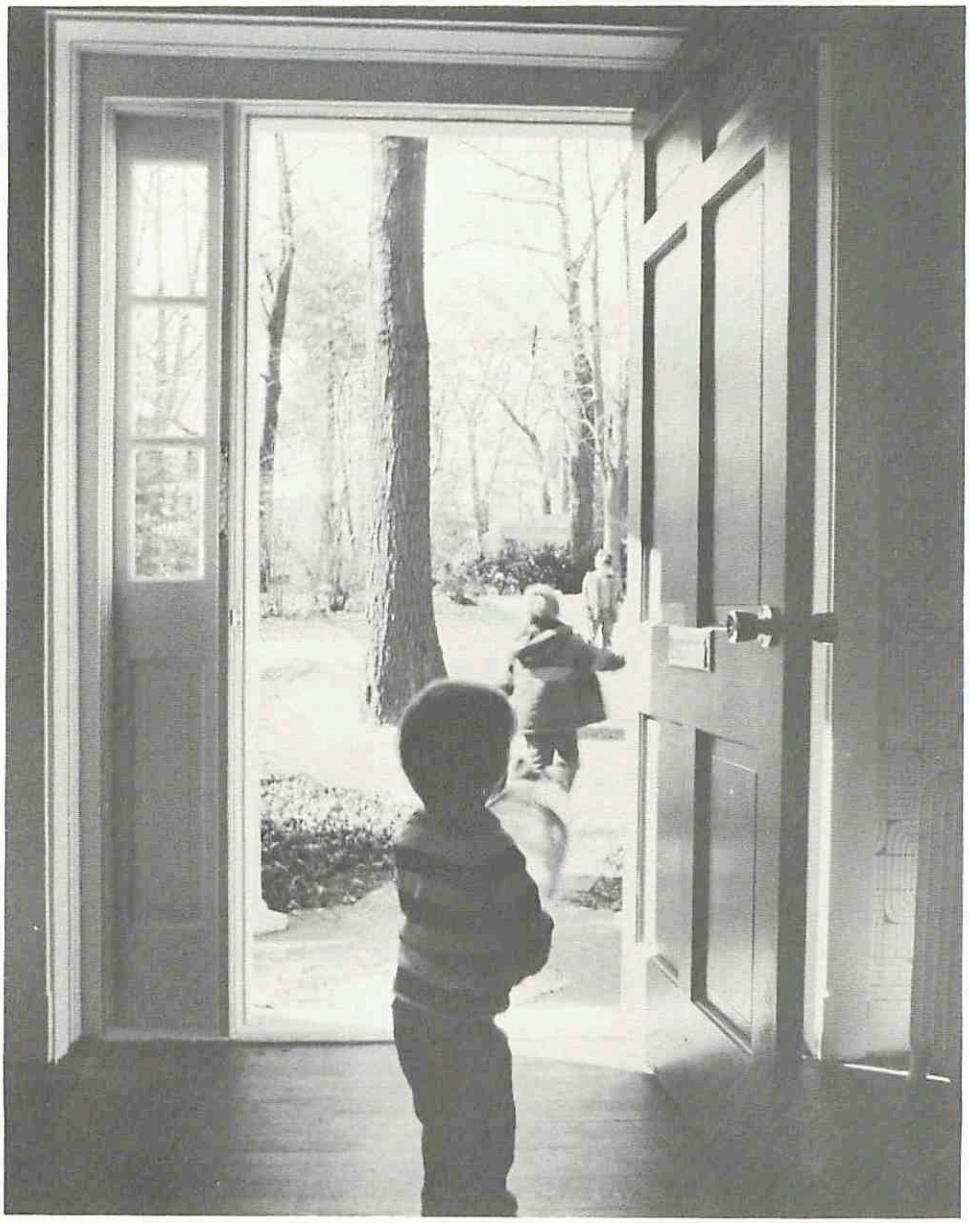
Tell participants they have considered several examples of ways to conduct Family and Society activities--the workshop leader, the teacher on the "Classroom Experiences" record, and the lessons they themselves have planned.

- How would they adapt these styles and techniques to their own classroom?

Ask:

- What issues and teaching techniques would participants like to address in the next workshop?

You might determine now how many participants will be using *Children in Society* and decide if a workshop on these materials would be useful, whether or not teachers have ordered the unit.



Nicole Symons, EDC

Beyond the Front Door

In this workshop, teachers, parents, and students examine aspects of socialization that children encounter as they move into the environment beyond their own homes. School is one of the socializing agents within the society. Participants representing the perspectives of both home and school as socializing agents can begin to share experiences and information about the process of socialization outside the home.

Workshop Objectives:

- to help students understand the effect on children's development of the world outside their homes.
- to consider that the messages a child receives from that world may not always coincide with messages from the family.

Leader Plans Ahead

Before the workshop:

- invite participants two weeks in advance and send them copies of the agenda.
- arrange a room and equipment for film viewing.

- tell teachers that journal-sharing activities on Family and Society have been planned, so that they can prepare. Suggest that they consult *Teaching and Evaluation Strategies* on journal keeping.

- ask teachers to bring *Beyond the Front Door* (student and teacher's booklets), the *Childhood Memories* autobiographies, *Teaching and Evaluation Strategies*, and their journals.

- ask participants to read at least one autobiography ahead of time. You may wish to assign or suggest readings, however, in order to have groups of participants who have read the same autobiography for the lesson-planning activity.

- invite (or ask course teachers to invite) fieldsite teachers, students, and parents (of students and preschool children) to the workshop, since it looks at both home and school as socializing agents.

- design a lending system with the help of course teachers so that parents can read at least one of the autobiographies.

- perhaps ask one or two teachers to lead some of the activities.

Including parents in the workshop provides a model for course teachers who may later want to invite parents to the classroom or work with a parent on parent seminars. Some of the best ways to involve parents actively in the workshop are:

- asking them to relate any anecdotal experience that relates to the discussions of workshop activities.

- encouraging them to share their children's experiences as they become involved in situations outside the home.

- inviting one parent to co-lead an activity with a teacher.

Materials

Children at Home teacher's guide.

Beyond the Front Door student booklet and teacher's guide.

Childhood Memories autobiographies.

"Commentaries" record.

Film: "Rachel at School."

Teaching and Evaluation Strategies.

Pens or pencils and paper for those who forget to bring their journals.

AGENDA:
BEYOND THE FRONT DOOR (½-3 hours)

Review workshop objectives and agenda (10 minutes)

- *Objectives:*

  to help students understand the effect on children's development of the world outside their homes.

  to consider that the messages a child receives from that world may not always coincide with messages from the family.

Sharing Experiences (20 minutes)

Overview of Materials (20 minutes)

Optional Activity (30 minutes)

- Concentric Circles

Film Viewing (30 minutes)

- "Rachel at School"

Interviewing (30 minutes)

- Adolescents, Teachers, and High School

Optional Activity: Lesson Planning (30 minutes)

- Autobiographies

Feedback (10 minutes)

At the Workshop

REVIEW
(10 minutes)

Review workshop objectives and agenda with participants.

SHARING
EXPERIENCES
(20 minutes)

Ask teachers to comment on the "at Home" lesson they planned at the last workshop. They might talk about how they revised the lesson once in class to accommodate classroom needs. You might also ask them to describe their most successful class since the last meeting. You can focus both discussions by asking teachers what teaching technique(s) they used.

Encourage participants to read an excerpt from their journals relating to this module. This will allow teachers to compare and discuss their reactions to the material and to consider the effectiveness of activities and procedures suggested in the teacher's guides. It will also let them hear from others how and why a particular lesson was successful.

Let teachers know that practicing this process will help them refine the technique for use in the classroom. This journal-sharing activity provides an opportunity for teachers to experience how they might encourage their own students to make journal entries and how these entries might in turn be shared in class. Remind them, however, that journals are primarily private and students should not be forced to share entries (see *Teaching and Evaluation Strategies* on journal keeping).

Because this module focuses on how individuals socialize each other, you might ask, after one or two volunteers have read their journal entries:

- How do students react to similar journal-sharing experiences in terms of student-student sharing and student-teacher sharing?

OVERVIEW OF
MATERIALS
(20 minutes)

Tell teachers that their task for this unit is to determine appropriate teaching methods and techniques that help students understand the various ways in which children are socialized outside the home. They will use and discuss such techniques as: observation, comparison and contrast, having parents as resources in the classroom, using film, analyzing

data, reading personal statements (the autobiographies, for example) with care and sensitivity.

Quickly run through the materials for the unit:

- *Beyond the Front Door* (student booklet and teacher's guide)
- "Howie at School"
- "Rachel at School"

Supplementary films:

- "Around the Way with Kareema"
- "At the Doctor's"
- "Oscar at School"
- "Seiko at School"

Read aloud the central questions of the unit:

- How do children interact with people beyond their immediate families?
- What sense do children make of messages transmitted in interactions with people beyond the front door?
- How do children respond to messages from people beyond their immediate families?

OPTIONAL ACTIVITY (30 minutes)

Purposes:	to consider who interacts with children outside the family and the nature of that interaction.
	to apply this activity to classroom use with students.
Materials:	journals or paper and pencils.

Concentric Circles

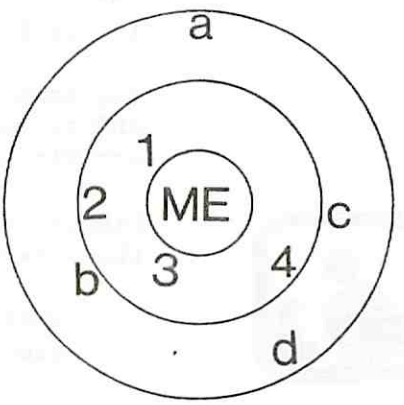
Give participants five minutes to make two lists. On the first, list members of their immediate family as it was up to their seventh year. On the other, list all the outside people they can remember interacting with up to age seven.

Instructions: Now number the members of the family "1," "2," "3," etc. Then label the people on your second list, "a," "b," "c," and so on. Next draw three concentric circles, filling a page of paper in your journal. Label the center circle "ME." Within the circle closest to ME, arrange the numbers of the people in your immediate family, putting those who had the most effect on you as a child closest to the center circle. In the outer circle, put the letters referring to people beyond your immediate family, writing those with strongest effect closest to the inner circle. Then choose one of the people from the outer circle about whom you recall a specific (brief) interaction.

For example:

1. mother
2. father
3. half-sister
4. half-brother

a. Mrs. Smith, neighbor
b. Martha, babysitter
c. Suzi Bishop, first playmate
d. Mrs. Lodi, storekeeper



An alternative way of doing this activity would be to have only two circles with numbers and letters arranged in the outer circle to show closeness of people (family *or* outsiders) to the individual. (The three-circle version emphasizes relatedness over closeness.)

In small groups, describe the situation involving you and the person whom you selected from your list.

- Why was the encounter significant to you?

At the end of the discussion, the leader should ask if anyone described differences in values--those learned from families, and those learned from people beyond the front door. (Point out that the problem of how children reconcile these differences is the subject of the next exercise.) In this discussion, raise the issue of the child's effect on people outside the family. Perhaps pose a final question, such as:

- What effect do you remember having had on the person whom you described?

This can help participants consider the idea that socializing influences are two-way actions.

Ask someone to summarize what was learned in this exercise and to relate this learning to other relevant materials and activities.

Discuss the feasibility of using the teaching methods from the workshop in the classroom. For example:

- What problems do you encounter in small-group work with students or in discussing students' past experiences?

- How do you think your students would react to this exercise?

You might want to read aloud the discussion which follows, which is excerpted from the discussion one teacher group had about this question.

COMMENTS FROM TEACHERS

At a workshop, teachers made the following comments on how their students would react to the "Concentric Circles" exercise.

Betty: How would you handle this kind of exercise with your students?

Mike: The first thing I thought of as I was listening to our two groups was that my students wouldn't be as willing to discuss those early years.

Norma: Yeah, I don't think the memories are as accessible to my kids.

Betty: But it's nearer to them!

Mike: But they're inhibited.

Norma: They haven't moved away from it; they have no distance or perspective.

Betty: Do you think it would make a difference if you had two fifteen-year-olds: one who grew up, say, in California and moved here when he was seven, versus someone who had lived here all his life?

Mike: Norma, I think this is important to mention here. Don't you find that there are certain kids who will always mention this stuff in the group, and then there are the others who say nothing? I think that's the issue here--those other people aren't going to say anything.

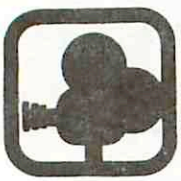
Norma: I think being reflective is not one of their major traits.

Deborah: I was just thinking how *successful* this would probably be with my kids. All of them seem to love to tell stories about themselves; I mean, that's one of the things we usually get into when we're trying to do something else!... This is really perfect. There are hardly any assignments that I feel would be equally successful with the boys' class and the girls' class, but this is one of them. The girls will talk about themselves even though they won't talk about some of the materials in the course.

Laura: We just recently asked three kids a question about when they were three or four years old. They said, "I don't remember," but they would readily talk about life now.

Norma: I think it's worth trying, though. I think it's really important to try.

FILM VIEWING
(30 minutes)



Purposes:	to consider messages transmitted to children at school. to become more sensitive to possible differences between values held by parents and schools. to consider how to deal with differences in values.
Materials:	"Rachel at School" (running time, 11 minutes); optional film, "Rachel at Home," (running time, 11 minutes); "Commentaries" record (side 2, band 4).

After stating these purposes to participants, show the film. When the girls try to hit one another and speak to the teacher, stop the film and discuss:

- What role do you think a teacher should play in an argument between students?

Show the rest of the film and discuss:

- What message does the teacher transmit by her actions --or lack of actions?

- What are the children learning from the teacher? From each other? Some areas for consideration may be:

  self-direction/adult direction

  sibling and peer interaction

  rivalry and reconciliation

  testing the environment

If any participants have not seen "Rachel at Home" you might show it or summarize it before discussing the following questions:

- Can any connections be made between what Rachel is learning at home and what she is learning at school?
- From your observation of the films, do the values Rachel may be learning at school differ from those she may be learning at home? Explain.
- What should be done when the values of the parents and the school differ? What should the teacher do? What should the parents do?

For one person's suggestions about how to deal with this issue, you might listen to Ms. Quintanilla on the "Commentaries" record (side 2, bands 4a, b, c, d).

- What recommendations does Ms. Quintanilla make?
- How appropriate are they to your situation?

In addition to considering ways of promoting greater understanding between school and home, participants might also consider that children can learn from having to adapt to different value structures.

If they have listened to the comments of Ms. Quintanilla, participants can brainstorm ways of using parents of young children and other community people in the classroom to help adolescents become more aware of the experiences of young children in the home, school, and community.

Review all relevant materials and activities in the student and teacher materials, and discuss the feasibility of using the teaching methods from the workshop in the classroom (journal sharing, small-group discussion, interviewing, sharing experiences).

INTERVIEWING
(30 minutes)

Purposes:	to consider messages transmitted by the adolescents' own schools.
	to consider the effect of those messages on students.
	to consider how students influence the school.
Material:	*The Inquirer*.

Read together the section on interviewing (Guideline #2, Data Gathering, p. 3) in *The Inquirer*. *The Inquirer* is used at this point to prepare for an interview activity, but you might also review other uses of the piece, such as how to organize the class for research projects in the community.

In small groups (with students and teachers in each, if possible), make up an interview form to ask teachers, students, administrators or parents (depending on your audience), about their school's goals for education, and the ways in which these goals are implemented. (Use *The Inquirer*, p. 3, as a guide. If parents wish to participate, they should become part of the small groups and help develop an interview form.)

Interview members of another group.

Afterward, the entire group can discuss:

- Are there differences in the goals stated by students, teachers, administrators and parents? If so, what are they?
- What do you do when your goals or values differ from those of your students? When the school's goals differ from those of parents?
- As an EXPLORING CHILDHOOD teacher, what effect have students had on your teaching and learning? As a parent what effect have your children had on your teaching and learning?

In the original small groups, make up an observation sheet for classroom use that looks for behavior exemplifying one or more of the values articulated in interviews. (See example in *Beyond the Front Door* teacher's guide.)

- What problems are encountered in doing this (e.g., difficulty of interpreting values from behavior)?

- How would you help students to do this activity?

Review other relevant materials and activities and discuss the feasibility of using the teaching methods from the workshop in class.

OPTIONAL ACTIVITY: LESSON PLANNING (30 minutes)

Purpose:	to try one method of using *Childhood Memories* by working in small groups or alone, and to plan lessons related to themes in *Beyond the Front Door*.
Materials:	*Childhood Memories*; *Children at Home* teacher's guide.

The kinds of questions found in the teacher's guide are applicable to each autobiography and might be referred to in planning lessons. Divide into small groups with course teacher, fieldsite teacher, students, and parents in each. Plan an activity based on an autobiography that everyone in the small group has read.

At the end of the planning session, one or two volunteers should teach the lesson or part of it to the large group, who can act as a class of students. You may wish to have one group teach one section of its lesson and summarize the rest so that another group, focusing on a different autobiography, can do the same. Some participants might volunteer to role play students while others observe and take notes. The group might devise a checklist for the observer including items such as:

- variety of techniques and activities

- clarity of purpose

- involvement and interaction of students

At the start of each presentation, volunteers should state the purpose of the lesson; afterward they should ask whether participants and observers felt the purpose was accomplished.

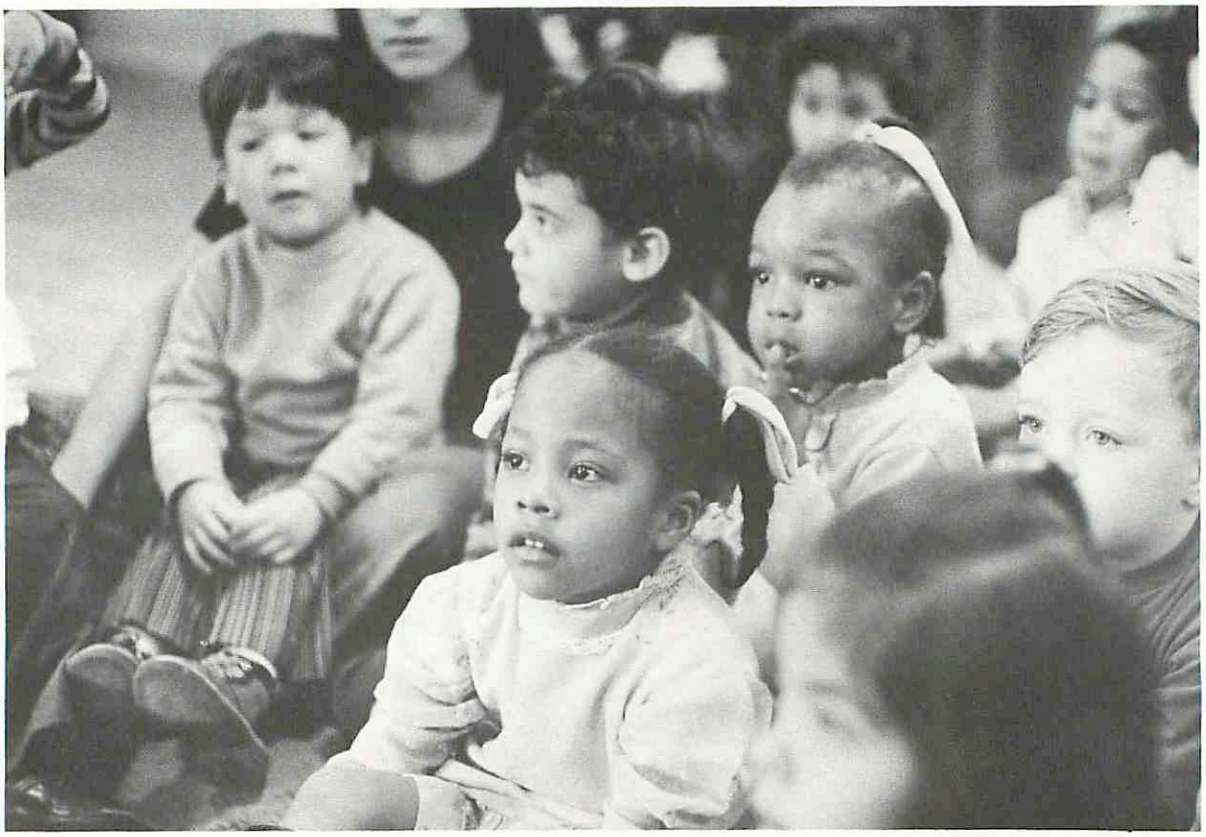
The group should try not only to evaluate the lesson, but also to suggest changes and improvements. The following questions are suggested for evaluating the lesson:

- What did the teacher say or do to explain the purpose of the lesson?
- Describe the teaching techniques used. How effective were they in achieving the purpose of the lesson?
- What opportunities did this lesson provide for student initiative?
- How do you think this lesson would work in your own classroom?

In talking about other ways to use this material with students, teachers might brainstorm solutions to organizational problems, such as distributing and sharing resource materials in class; organizing and structuring the class to discuss materials that some of the class has read; and evaluating students' comprehension of what they have read.

FEEDBACK
(10 minutes)

At the end of the workshop, review the purposes of what has been done, and the activities' relevance to class work. Final discussion might focus on the activities dealt with in this workshop as they relate to the issues of stereotyping, considering families as course content, discussing values, and using documentary film (refer to *Children at Home* teacher's guide).



Edward T. Joyce, EDC

Children in Society

The final booklet of the Family and Society module builds on student learning about the socialization of children by family and community and explores the role of the larger society in the development of children. Since *Children in Society* is not part of the EXPLORING CHILDHOOD package, this workshop is primarily addressed to course teachers who have purchased this supplementary booklet. If a group has both users and nonusers of the booklet, the group should arrive at a consensus about whether the workshop can provide a learning experience for everyone. For example, nonusers of *Children in Society* might enjoy a chance to preview the materials to consider obtaining them or teaching issues such as those raised in *Children's Tracks*.

The workshop focuses on how to help students interpret the values of social institutions concerned with children, and how to use what is learned about childrearing in other cultures to reexamine childrearing in our society. The inclusion of parents in this workshop can add personal anecdotes about the role of social institutions in parents' lives, and can add a valuable perspective to the examination of cross-cultural childrearing practices.

Workshop Objectives:

- to consider the range and values of social institutions concerned with children.
- to consider how other cultures provide for children, as a way of refocusing on the variety of ways this society transmits values and provides for children.
- to plan and practice teaching techniques that help students understand how cultural values influence institutions and caregiving practices.

Leader Plans Ahead

Before the workshop:

- invite participants (course teachers, fieldsite teachers, and parents) two weeks ahead and send them copies of the agenda.
- arrange a room and equipment for film viewing.
- ask course teachers to prepare to describe one teaching technique that has been especially successful with their students.
- have course teachers bring *The Inquirer* and *Children in Society* student and teacher booklets.
- review the section on small-group work in *Teaching and Evaluation Strategies*.
- duplicate the note-taking form for viewing "Young Children on the Kibbutz."

Materials

"Children's Tracks" (Data Packet).

Children in Society student booklet and teacher's guide.

The Inquirer (brought by course teachers).

Film: "Young Children on the Kibbutz."

Family and Society "Classroom Experiences" record.

AGENDA:
CHILDREN IN SOCIETY (2½ hours)

Review workshop objectives and agenda (10 minutes)

- *Objectives:*

  to consider the range and values of social institutions concerned with children.

  to consider how other cultures provide for children, as a way of refocusing on the variety of ways this society transmits values and provides for children.

  to plan and practice teaching techniques that help students understand how cultural values influence institutions and caregiving practices.

Sharing Experiences (10 minutes)

"Children's Tracks" (30 minutes)

Film Viewing (40 minutes)

- "Young Children on the Kibbutz"

Lesson Planning Activity (45 minutes)

- Looking Back at Home

Summary (5 minutes)

Feedback (10 minutes)

At the Workshop

REVIEW
(10 minutes)

Review workshop objectives and agenda with participants.

SHARING EXPERIENCES
(10 minutes)

Review teaching experiences since the last workshop. Each participant should describe one teaching technique that worked well and discuss why.

Teachers might consider such questions as:

- Why did you choose this technique? How was it used?

Review the issues of stereotyping, the pros and cons of discussing values in the classroom, the use of families as course content, and the use of documentary films (discussed in the Children at Home workshop). Ask participants to comment on these issues as they relate to class work thus far. For example:

- How have teachers helped students understand and respect the traditions and styles of others?
- How have they incorporated the *Childhood Memories* booklets into classroom work?

CHILDREN'S TRACKS
(30 minutes)

Purpose: to work in small groups, using "Children's Tracks," in order to consider

- the opportunities and limitations provided for children by the social institutions with which they come into contact.
- the meaning and purpose of data collection and record keeping about individuals.
- a variety of ways that this material could be used with students in the classroom.

Material: "Children's Tracks" (data packet).

Ask participants to brainstorm, while you list their ideas on the board:

- a list of roles children play in society (e.g., audience member, client, patient, consumer, student).

- institutions involved with those roles (theaters, banks, hospitals, stores, schools).

- the kinds of records kept that document interactions between children and institutions (birth certificates, report cards, intelligence tests).

Tell participants that "Children's Tracks" is a collection of records and documents similar to those the group has just listed. These documents reflect what our society considers important to know about children, and raise the issue of an individual's right to privacy versus a complex society's need for records in order to render services.

Divide participants into small groups of three or four members, with course teachers, fieldsite teachers, and parents in each group.

(Option: In order to focus on skills involved in working in small groups, you might assign specific roles, such as leader, disrupter, information giver, nonparticipant, facilitator, and later discuss the effect of these roles on the group's interaction.)

Give each group two documents. Ask each group to discuss the questions on the back of each document and prepare to report back to the large group in ten minutes on two issues:

- What does the institution represented by this form consider important to know about children and why?

- Does the group feel the institution should have this information?

Assure the groups that they need not arrive at a consensus on the questions, since many of the documents raise complex issues for which there are no instant answers. The value of the exercise lies in what can be learned from examining various perspectives.

Ask each group to report on one of the documents they discussed. Each group could have a quite distinct experience, depending on the document discussed. For instance, an English-speaking group discussing the application in Spanish may have feelings of incomprehension and frustration.

Another group might get into an argument about the morality of keeping a particular record on a child. (If you have assigned discussion roles, ask one group to report on how these roles helped or hindered their discussion. Ask other groups to add to this report.)

Your role in this discussion would be to elicit the points raised in each group and, after all groups have reported, to:

- summarize issues raised.
- point out different directions groups took.
- discuss use of the activity with students. What could they learn from this activity? (Consider both use of "Children's Tracks" and assigned roles in small-group work.) How might they react to this activity?

Review other uses of the "Children's Tracks" documents as described in the teacher's guide. Tell participants that, after examining the values of another culture, they will use "Children's Tracks" and *The Inquirer* to help students look at institutions in their own communities.

FILM VIEWING
(40 minutes)

Purposes:	to consider how an Israeli kibbutz cares for its children and how it transmits its values to children.
	to compare kibbutz caregiving with our own.
	to practice observing behavior on film to infer values.
	to consider ways to use this material in class.
Materials:	"Young Children on the Kibbutz" (running time, 25 minutes); *Children in Society* student and teacher booklets.

Before viewing, point out that the film shows the nature of kibbutz child care and the values the kibbutz tries to impart to children. For participants unfamiliar with kibbutz life, review the introductory material in the student

booklet (p. 6). Tell participants that after the film they will be asked to choose one or two scenes, note values transmitted to children in those scenes, and note how those values were communicated (behaviors, daily schedule, settings, etc.).

After the film, ask each viewer to take notes on a form such as the one below:

What the scene was about:	Values that seemed to be communicated:	How these values were being communicated:

Have participants read one value and the evidence for it from their list. Compare the values different people observed in the same scenes.

In discussing how the values were communicated in the film, a possible question is:

- Does behavior always reflect people's ideal values?

Compare the kibbutz and its values for children with our society.

- What values for children are shared by the kibbutz and our society (e.g., importance of sharing work, cooperation, closeness of community)?
- How does our society communicate these values to children (e.g., by teaching, by example)?

To evaluate this activity, discuss:

- Did this activity accomplish the stated goals?

Use in Class

Consider whether the notetaking form used in the workshop might help students to make clearer observations.

- What difficulties will your students have in seeing and understanding values held by kibbutz members (e.g., not picking up clues about such values as how common sleeping quarters build peer closeness; being too critical or too idealistic about kibbutz values)?

- What alternatives can the group suggest for helping students appreciate the values of another culture and understand the values of their own (e.g., talking with representatives of other cultures, discussing the cultural diversity represented by members of the class)?

Review the list of scenes in the film, the transcript of the film (see teacher's guide) and the discussion questions in the student booklet (pp. 9-11). Review the student materials on another culture, the Ibo of West Africa (pp. 12-15).

Summary

Review this activity and introduce the lesson-planning activity to participants. For example, you might say:

> We have practiced observing societal values for children in another culture, and have compared these values to those of our own culture. We have also discussed the problems and potentials of making such observations and comparisons in our classes. We shall now apply this activity and discussion to classroom lessons on values and children in our own culture.

LESSON PLANNING (45 minutes)

Purpose:	to plan and practice lessons for helping students examine the socializing effect on children of institutions in their own communities.
Materials:	"Children's Tracks"; *The Inquirer*; Family and Society "Classroom Experiences" record (side 2, band 1).

Working in small groups of course teachers, fieldsite teachers, and parents, list specific institutions in your communities that are concerned with children. (See "Children's Tracks" for ideas about some of these institutions: hospitals, day care centers, mass media, family service centers, etc.) Plan lessons that will help students do research in their communities about these institutions to answer the question:

- How do these institutions affect children?

Parents and fieldsite teachers should participate actively in each group as resources and should consider how they too can help students carry out the research. For example, fieldsite teachers have information about the values of their schools and of government and medical agencies concerned with children; parents know institutions where they work or that serve their children; parents might volunteer to take groups of students to institutions.

Use *The Inquirer* to consider how to help students in the various steps in conducting research:

- selecting a topic for investigation.
- choosing a method for investigating (interviewing, surveying, observing, polling, etc.).
- collecting data.
- organizing and drawing conclusions from data.
- presenting data.
- putting findings to use.

Play record: The Family and Society "Classroom Experiences" record presents an example of one group of students organizing and drawing conclusions from research on children's television. Before the groups begin their task, play the record (side 2, band 1) and discuss how a teacher could have helped these students.

Begin task: Allow 15 minutes for lesson planning and tell participants that you will ask a few people to volunteer to practice parts of the lessons at the end of the planning period.

Present the lessons: Ask several course teachers to volunteer to lead portions of the lessons they planned. Parents might participate in these presentations to demonstrate the possibilities of working as a team. At the start of a presentation, each volunteer should state the purpose of the lesson.

Discuss:

- What did the teacher say or do to explain the purpose of the lesson? Describe the teaching techniques used.
- Did the teacher achieve the purpose of the lesson?
- What opportunities did the lesson provide for student initiative?

Participants should try not only to evaluate the lesson but also to suggest changes and improvements.

- How do you think this lesson would work in your own classroom?

SUMMARY
(5 minutes)

At the end of the workshop, you or someone else should summarize the salient issues raised. In general, participants have examined some of the values of their own social institutions concerned with children, have considered the effects of these values on children, and have compared these values with those held by members of an Israeli kibbutz. They have planned and practiced lessons for helping students research the effect of social institutions in their communities.

FEEDBACK
(10 minutes)

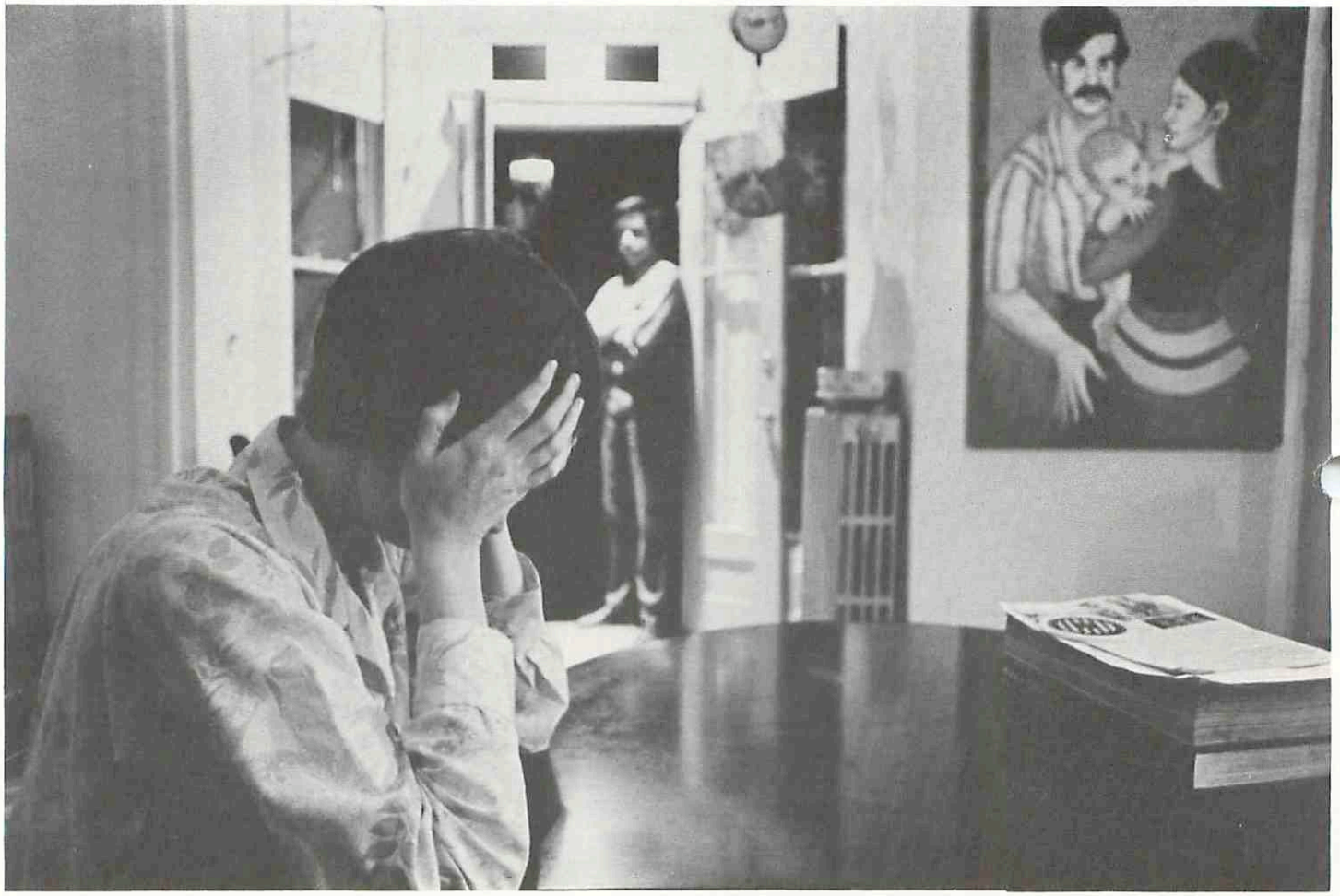
Discuss:

- Has the workshop accomplished its goals?
- Has it helped you prepare to accomplish these goals with students?
- Has the leader's use of teaching techniques (such as discussion, small groups, or film viewing) been helpful in considering the use of these techniques in class? Take five minutes to list some components of the leader's style and teaching techniques that you might use in the classroom.

If the group will use the Under Stress workshop next, point out the connection between this material and *Children in Society* (i.e., the social and institutional sources of stress and support in the lives of caregivers).

- What particular issues and techniques does the group want to address in that workshop?

If this is the final workshop, see the suggestions for evaluating the course and the workshops at the end of the Under Stress workshop.



Rogier Gregoire, EDC

Under Stress

All caregivers experience stress in their lives, which sometimes affects their caregiving relationship with children. This workshop examines the causes of stress, commonplace and extreme, and the sources of support in the lives of caregivers. During the workshop, you may wish to examine stress as it affects different age groups (adolescents, adults) or as it affects the different roles people play (administrator, counselor, teacher, parent).

Workshop Objectives:

- to consider causes of stress and sources of support in the lives of caregivers--teachers, students, and parents.
- to recognize and accept our own feelings in stressful situations, and consider ways to respond.
- to consider how students can deal with stress experienced at fieldsites.

Leader Plans Ahead

Be sure to:

- invite participants two weeks ahead and send them copies of the agenda.

- ask course teachers to bring the *Under Stress* student and teacher's booklets and their journals.

- arrange a room for film viewing and obtain a record player.

Materials

Under Stress: Keeping Children Safe student booklet and teacher's guide.

Film: "Broken Eggs."

Record: "A Case of Family Stress."

Paper and pencils or pens for those who forget to bring their journals.

AGENDA:
UNDER STRESS (2½ hours)

Review workshop objectives and agenda (10 minutes)

- *Objectives:*

  to consider causes of stress and sources of support in the lives of caregivers--teachers, students, and parents.

  to recognize and accept our own feelings in stressful situations, and consider ways to respond.

  to consider how students can deal with stress experienced at fieldsites.

Sharing Experiences (20 minutes)

- Times of Stress

"A Case of Family Stress" (45 minutes)

Stress and Support in the Lives of Teachers (20 minutes)

Film Viewing (30 minutes)

- "Broken Eggs"

Summary (10 minutes)

Feedback (15 minutes)

At the Workshop

REVIEW
(10 minutes)

Review workshop objectives and agenda with participants.

SHARING
EXPERIENCES
(20 minutes)

Purpose:	to consider causes of stress in our lives and the effects of stress on our relationships with others.

One way to share situations that make group members feel under stress is through the following exercise. Beginning with yourself, ask each person to complete one or two of the following statements:

- I feel pressure when...
- I feel worried when...
- I feel frustrated when...
- I get mad when...

Ask someone in the group to summarize the situations mentioned that make people experience stress. Point out that stress is a normal and legitimate reaction experienced by everyone in difficult times. If someone is currently experiencing a situation that needs immediate help, make an explicit decision about whether or not the group should discuss individual stress situations at this time.

Go around the room again, asking people to complete one of these statements:

- When I feel pressured, I...
- When I am worried, I...
- When I get frustrated, I...
- When I get mad, I...

Reactions to stress may show either an ability to cope or a lack of ability to cope. Discuss the various coping

mechanisms people describe and categorize the sources of support that are within each individual and those that are from without (family, community).

Discuss how stress affects participants' relationships with children (for those who are parents, fieldsite teachers, or student caregivers) and with students (for those who are course teachers). If students' parents are present, you might discuss the effects of stress on parents and teachers in general rather than situations that may be a source of discomfort for individual participants.

A CASE OF FAMILY STRESS (45 minutes)

Purposes:	to analyze sources and effects of stress and support in the life of a young mother who is utilizing a community resource to help her find alternative ways of handling stress. to consider how this material may be used with students in the classroom.
Materials:	"A Case of Family Stress"; *Under Stress* teacher's guide; journals or paper and pencils.

Point out that while everyone experiences stress, it sometimes happens that people need to find help outside themselves to cope with the extraordinary difficulties in their lives. The mother on the record, "A Case of Family Stress," is an example of one such person.

Rather than play the whole record, you might listen to a portion of it with the group. For example, you could stop when the narrator interrupts (see the transcript in the teacher's guide). Participants can listen to the rest of the record on their own. Review the background information on the case in the student booklet and teacher's guide before listening.

Ask for initial reactions to the record. You might ask:

- How do you feel about this mother and her situation?

Ask all participants to copy the chart from page 4 of the student booklet into their journals or onto a separate piece of paper. Participants should study the chart for a few minutes and ask questions about any part that is unclear.

	Family	Community	Society (values, institutions)
Contributed to stress:			
Potential for support:			

Play the same portion of the record again, and ask everyone to fill in the chart as they listen.

You might make a large version of the chart on a board or newsprint and ask someone to fill it in as people discuss entries from their individual charts. The teacher's guide shows some possible entries to the chart.

Ask someone to summarize what they have learned from this experience about sources of stress and support in an individual's life and the responsibility of the community and society to provide support.

In discussing the use of this record in class, teachers might focus on helping students:

- deal with their emotional reactions to the record.
- deal with their own experiences of being abused, if any.
- understand the mother (rather than just criticize), by considering the stress she is under.
- listen to a record or view a film several times for different purposes.
- take notes.
- share and summarize their ideas.

STRESS AND SUPPORT IN THE LIVES OF TEACHERS (20 minutes)

Purposes:	to consider sources of stress in one's own teaching and to experience support by getting help on difficult situations from fellow group members.
	to use the workshop experience as a model for how students can help each other cope with difficult fieldsite situations.
Materials:	teachers' journals or paper and pencils.

Ask each teacher to write a short paragraph describing a teaching situation that causes the most stress for him or her (e.g., students who pick on each other, small-group project work) and how he or she copes with this situation. Divide participants into small groups who have similar concerns and brainstorm alternative methods of handling the situation. A person should be chosen from each small group to present the problem and alternative solutions to the entire group.

Ask several people to comment on the helpfulness of this exercise and how they could adapt it for their students.

- If participants have found this group to be one source of support, what features have been supportive?

FILM VIEWING (30 minutes)

Purposes:	to consider sources of stress and support for a student at a fieldsite.
	to consider ways teachers can help students cope with and prevent stress at their fieldsites.
Material:	"Broken Eggs" (running time, 10 minutes).

Tell participants that, while the previous exercise focused on sources of stress in their own teaching, the film "Broken Eggs" focuses on stress experienced by an EXPLORING CHILDHOOD student at a fieldsite.

Summarize or read aloud the background information on the film in the teacher's guide, and point out that Cal's feelings in this situation are normal and legitimate.

Ask the group to describe the stress experienced both by Cal and the children:

- How does the group think Cal and the children felt? How can they tell?

Brainstorm a list of supports Cal had, during and after the incident.

- How might this situation have been prevented or improved (consider both the preplanning of the activity and the support offered Cal by her teachers and classmates after the incident)?

Now, ask teachers to compare Cal's experience with the fieldsite situations of their own students. After allowing a few moments for thought or note-taking, ask each fieldsite and course teacher to describe ways they could help students to cope with or prevent stressful experiences with children.

SUMMARY
(10 minutes)

In closing, you might ask participants what they have learned in the workshop about the causes and effects of stress in the lives of caregivers. One conclusion might be that the stress that can lead to child abuse is not something that occurs in "other" people or "evil" people, but is a problem faced by everyone--we all experience some degree of stress that can cause us to behave in ways we disapprove of.

Describe other parts in the *Under Stress* student booklet--for example, "Accidents and Children's Safety"--and show how they are related to the goals of the booklet, e.g., that accidence occur most often in periods of stress and that accident prevention is a vital concern to all caregivers.

FEEDBACK
(15 minutes)

Brainstorm ways teachers have given each other support during this workshop.

Ask:

- In what ways did the workshop meet your needs and expectations?

Feedback on Workshop Program

(This sheet should be used at the last workshop.)

The Course

Choose one of the following to discuss in depth:

- How have seminar participants grown in their teaching through use of EXPLORING CHILDHOOD?
- What concerns are they still working on?
- How have students grown through participation in EXPLORING CHILDHOOD?
- What would participants do differently the next time they use the course?

The Workshops

- What aspects of the workshops have participants found most/least helpful?
- What could the leader change in another series of workshops?
- How can teachers continue to utilize a support group for professional growth?

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