



# Child-Centered Learning

## *Teacher Manual*



Dear fellow Early Childhood Educators,

We are happy to share this manual with you. From January 2015 to December 2015, volunteers of Women's Global Connection and staff of Sembrando Infancia developed and presented six workshops for you, the preschool teachers of Chimbote and surrounding areas. We are very grateful for all who have donated their time and expertise to these workshops and classroom consultations during this year.

Please use this manual as a reminder of your participation at the workshops. Then share it with another preschool teacher. An electronic copy, in Spanish and English, can be found at our website [www.womensglobalconnection.org](http://www.womensglobalconnection.org) to share with others. We ask that when you use the ideas from the workshops and then develop your own, please share those with us at [wgcinsa@gmail.com](mailto:wgcinsa@gmail.com). We consider you to be a partner in creating resources to share.

We thank our Incarnate Word Missionaries, Tessa Cornally and Nicholena Vranicar. It is their work in Chimbote that made the workshops and this manual possible. It is through them that Women's Global Connection is able to maintain its partnerships with the coordinators and preschool teachers in Chimbote.

Finally, as fellow classroom teachers, we know a preschool teachers day and week is a busy one. We also appreciate the time and effort you took to be involved in these workshops. It is something that we all do with the best interest of children at heart. Thank you.

Sincerely,

Lisa Uribe-Kozlovsky, Executive Director  
Women's Global Connection

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# **PROFESSIONAL DEVELOPMENT WORKSHOP FOR TEACHERS**

## **I. GENERAL INFORMATION:**

<b>Topic</b>	: Social Skills "Cultivating solid relationships with parents"
<b>Audience</b>	: Preschool teachers
<b>Institution</b>	: Women's Global Connection
<b>Number of sessions</b>	: 01
<b>Number of participants</b>	: 43
<b>Timeframe</b>	: 3 hours approximately
<b>Content area</b>	: Social Skills Communication Emotional control Assertiveness
<b>Facilitator</b>	: Psychologist Luis Felipe Geldres Gallardo

## **II. JUSTIFICATION:**

Human beings are in a constant relationship with their relatives—a tie that may be filled with changes. According to the initial reference of the aforementioned tie, it may serve as positive or negative, keeping in mind variables like the treatment of a person, body language and gestures, tone of voice, two-sided views of a situation, and other factors that play an important part in interpersonal relationships that happen day in and day out and develop in social, familial, and work-related realms. That is why in today's world there are skills we must use that allow us to form appropriate and lasting interpersonal relationships in various settings like those already mentioned.

For people of today, each new interaction is a challenge that allows us to see and develop our potential, identify strengths and weaknesses, and improve our self-concept. That way the following will result: richness of an individual will shine through, acquisition of appropriate self-esteem, and success in group interactions.

Some people are capable of establishing healthy and appropriate interpersonal relationships in a spontaneous way. And throughout life they have learned necessary skills and mechanisms to interact in a world that opens to those who are the most adept at personal engagement with others on a daily basis. However, not everyone is capable of forming said social ties so vital in the world today. These latent deficiencies have been observed in some academic fields, from parents to teachers,

from teachers to parents to students and in relational dyads. That is why attending to the necessity of a healthy interpersonal lifestyle in which tolerance takes priority in respect to ideas and opinions of others, good communication, and other key factors in human contact. This professional development workshop seeks to build capacity for our innate abilities as a way of cultivating and reaching an optimal level of social determination in its many varieties.

The research has shown that social or interrelational skills can be learned and improve our professional life (areas of assertiveness, good communication, emotional control, etc.) so necessary in cultivating healthy ties.

This workshop seeks to be an axis which provides participants to cultivate their resources and natural social skills, as a way of improving their social and professional connection.

### **III. OBJETIVES:**

- ✚ Create opportunities for participants to recognize their personal skills and resources that maintain and cultivate their social interrelations.
- ✚ Through designed workshop strategies, foster the establishment of new patterns of behavior as a means of favoring optimal social ties and emotional closeness.

### **IV. METHODOLOGY:**

- Brainstorm
- Group participation
- Presentations
- Group activities

### **V. RESOURCES:**

#### **MATERIALS:**

- ❖ Paper
- ❖ Pens
- ❖ Chart paper
- ❖ Visuals
- ❖ Markers
- ❖ Color paper
- ❖ Speakers
- ❖ Projector

- ❖ Laptop
- ❖ Balloons
- ❖ String

- **HUMAN RESOURCES:**

- Psychologist Luis Felipe Geldres Gallardo

- **DATE:**

- April 10<sup>th</sup>

## Professional Development Workshop for Teachers

### “Social Skills”

#### “Cultivating solid relationships with parents”

<b>Activity</b>	<b>METHODOLOGY DESIGN</b>	<b>MATERIALS</b>	<b>TIME</b>	<b>RESPONSIBLE</b>
<b>Welcome &amp; Introduction</b>	The facilitator will give a brief explanation of the workshop objective, why it's important, and the benefits it will bring to participants in their professional activities and personal lives. Also, the following will be explained: the development activities, the timeframe, and the objective of the training.	<i>A lot of engagement</i>	5 minutes	Luis Felipe
<b>Playful Activity “Greetings”</b>	We will start the session with the “Greetings” activity to create a safe learning environment. It will be explained to the participants should walk in a disorderly fashion to the corners of the room, so that at a certain time the facilitator will tell them to stop on command and greet the person in front of them, but making it a special greeting because there are three types of greetings that they must do, at three different times. The first is a social greeting where you offer your hand to the person. The second is a Japanese greeting that consists of bringing your hands together in front of your body and making a small bow (bending the body slightly forward) to the person in front. And the third and last is a “affective” greeting that ends with physical contact consisting of giving a strong hug to the person in front and saying what a	<i>A lot of engagement</i>	10 minutes	Luis Felipe

	pleasure it is to greet them and share this workshop together.			
<b>Presentation Activity</b>	After the greetings, the facilitator will lead participants in introducing themselves saying their names, what they do, and their favorite food. But they will do it in a different way (the facilitators will model to serve as an example) will have to exaggerate their gestures as they speak. They will be asked to move around the room and face a classmate and they will introduce themselves when the facilitator says to. When finished, they will find another classmate and so on. The participants will be free to laugh if they so desire.	<i>A lot of engagement &amp; good humor</i>	10 minutes	Luis Felipe
<b>Topic explanation</b>  <b>“Social Skills”</b>	The facilitator will explain about what the workshop is about, using slides as visual aides, go into depth about key concepts, developing theoretical constructs, giving examples, and at the same time, providing engaging activities that complement and extend key points.	Projector  Speakers  Laptop	30 minutes	Luis Felipe
<b>Communication Activity</b>  <b>“Communication Barriers”</b>	This is a playful activity that shows the impact of different communication barriers.  Participants will line up in three rows. The first will be the sender, the second the barrier, and the third the receptor. The activity consists of submitting a message to the row of senders who without moving from their spots have to get that message verbally to the row of receptors. Meanwhile, the barrier row has to block that message any way they can (making noise, yelling, singing, etc.). Then the activity will be reflected on.		10 minutes	Luis Felipe

<b>Activity</b> <b>“Sign language”</b>	Some participants will receive a sheet of paper that has a certain emotion written on it. They must get the spectators to guess what it is by using gestures and body movements, without any type of verbal intervention. This will focus on emotional recognition and empathy.	<i>Engagement</i>	10 minutes	Luis Felipe
<b>Lip reading</b>	In face-to-face pairs, they will try to say phrases without a sound. Trying to read lips of the other, they will switch roles and partners. This will demonstrate that it is possible to communicate without words.	<i>Engagement</i>	<i>10 minutes</i>	Luis Felipe
<b>Mimicry sports</b>	A group of people will be asked to go in front of the others . They must act out the playing of a sport. The others will guess which sport is being acted out	<i>Engagement</i>	<i>10 minutes</i>	Luis Felipe
<b>ACTIVITIES FOR THE EMOTIONAL COMPONENT</b>				
<b>Activity</b> <b>“In the golden shoe”</b>	In groups of three, each participant will be asked to assume a specific role. Each group will consist of 2 individuals who are blind and a person with one hand. The activity focuses on a living someone else’s experience by assuming the role that is unlike us. During a determined length of time, the group will have to make four paper airplanes.	A lot of <i>engagement</i>	10 minutes	Luis Felipe
<b>Self-portrait</b>	Each participant will get a sheet of paper, pencil, and markers. This activity will have participants draw themselves in the most flattering way possible and write which qualities and virtues define them so that one-by-one they will get out in front to share their portrait.	paper, pencils, markers	30 minutes	Luis Felipe

	<b>ASSERTIVENESS ACTIVITIES</b>			
<b>Dramatization</b>	Participants will be asked to make a small scene that represents one of the three communication styles. Then, we will reflect on the dramatization.	A lot of <i>engagement</i> , paper, markers.	30 minutes	Luis Felipe
<b>Activity</b> <b>“Balloon war”</b>	This activity is focused on getting our child to shine. A balloon will be tied to the participants’ feet. Then the facilitator will tell them that we are at war and we must fight against everyone. The activity has everyone trying to pop the balloons of the other participants. In the end, the last participant with their balloon still intact will be the winner of the battle.	Balloons, string	10 minutes	Luis Felipe
<b>Close</b>	Participants will be asked to comment on their workshop experiences. After some sharing, participants will be asked to get in a circle and thank each other for their participation. The importance of cultivating their personal growth will be reiterated...It will end by making a bar.	None		



Luis Felipe Geldres  
Gallardo  
Psychologist

## **SOCIAL SKILLS**

**“Cultivating solid relationships with  
parents”**

# ASSUMPTIONS

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- Interpersonal relationships are important for development and psychological functioning.
- Certain interpersonal styles and strategies are more adaptive than others.
- My inner self often develops by means of my expressive behaviors and externalizing actions.

# Social Skills



- Are the ability to relate to others while achieving maximum benefit for ourselves and minimizing negative consequences, both in the short and long term.
- Are responsible for creating and maintaining civil and friendly relationships among individuals, based on respect.

# Reasons that hinder socially appropriate behavior

- a) The person never has learned social skills, or rather, has not had an adequate model or has never had direct instruction. (Authoritarian or permissive family)
- b) These skills exist, but there have been factors that hindered or interfered with the behaviors. (Negative thoughts)



# META: “Quality social skills”



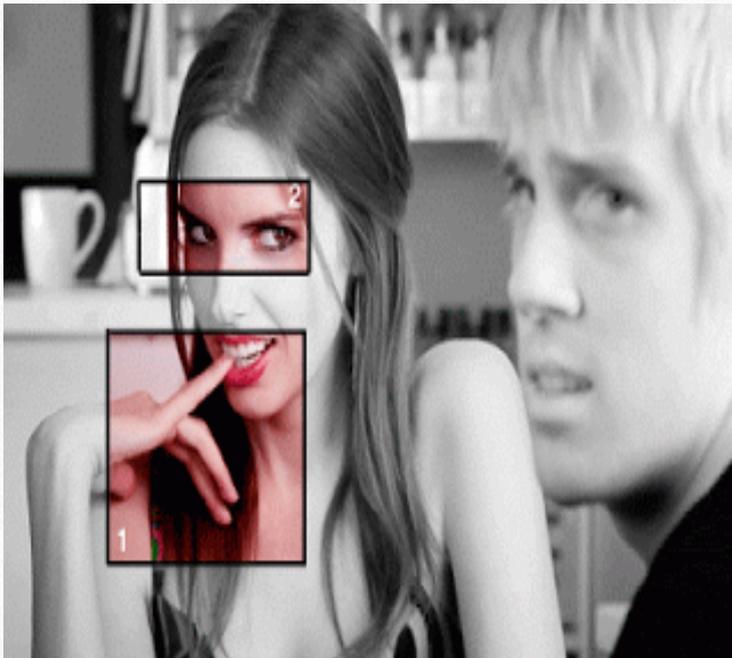
- We understand that social skills are the means for those verbal and nonverbal behaviors that lead to satisfactory interpersonal relationships. That's why it is vital to attend to these components, because how successful our interactions are depend on it.

# COMMUNICATION

- Human beings are not capable of “Not communicating”.
- The prestigious anthropologist Albert Mehrabian determined, that when we talk, only 7% of the message is received via words, while tone of voice and other vocal details that have nothing to do with the meanings of the words are responsible for 38%, and the majority of communication is transmitted via nonverbal gestural body language at 55%.



# BODY LANGUAGE



- Body language is a rich symphony of information and an open book to appreciate with care. The body says more than words. And always keep in mind that it allows for correct interpreting of my inner voice.

# THE LOOK

- It's a substantial element in social interaction. The look expresses the internal reflection of our feelings. An evasive look demonstrates insecurity, fear, shame; a stare that is held too long exhibits an invasion to the other's privacy and makes us feel uncomfortable with the speaker. The look says much about our way of being.











# The social component



- The social component is key to having healthy personal relationships with others, in a world where interpersonal relationships are the basis for personal, affective, professional, and familial growth.

# Skills to develop and foster

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Empathy

Active  
listening

Emotional  
control

# ASSERTIVENESS

Let's use an example: You're sitting at a restaurant for dinner. When the server brings your order, you realize that the glass is dirty, with another person's lipstick marks. You would:

\_Not say anything and use the dirty glass even though it's unpleasant.

\_Cause a big scene in the place and tell the server that you will never go back to that establishment.

\_Call the server over and ask if she would please change out your glass.

# Behavior styles

Passive	Assertive	Agressive
Interpersonal conflicts, depression, low self-esteem, hurting oneself, tension, out of control, loneliness, anger, addiction, etc.	Solves problems, feeling satisfied, feeling pleased with oneself and others, relaxed, in control, creates opportunities, is good to oneself and others	Interpersonal conflicts, blame, frustration, poor image of self, hurts others, loses out on opportunities, tension, out of control, loneliness, anger, addiction, etc.

**Title of Session:**

Guidance in the Early Childhood Classroom

**Content Area(s)**

Prosocial Behavior and Classroom Environment

**National Curriculum Link:****Time line of Lesson/Session/Mentoring:**

Two-Hour Session

**Focus activity:****Objectives:**

- Participants will be able to define prosocial behavior.
- Participants will be able to identify components of a nurturing social environment.
- Participants will be able to outline strategies for initiating positive behavior in children.

**Talking Points of Session for Trainer/Coach:**

- Prosocial behavior is behavior that improves the welfare of others and has a positive effect on those one comes in contact with.
- There are three elements of prosocial behavior: 1) cooperation - working with others, 2) empathy - understanding what other feel, to have insight and, 3) altruism - generously acting in a way that benefits others.
- What are some classroom elements for prosocial behavior? Use this as a small group discussion, and lecture from participants' comments, adding theory and examples.
- Effects of the environment on prosocial behavior.
- Environment is gradually set-up as children develop new skills.
- Teacher provides material that match a child's skill and some are more challenging.
- Activities are developed in the classroom that allow children to work individually or in small groups.
- Teacher looks for ways to increase the child's independence.
- Classroom has a management system.
- Cues are provided in the classroom.
- Classroom has a schedule that is followed and posted
- Child-directed activities and teacher-directed activities are balanced.
- Consistency and why it is key: children change behaviors when they comprehend "why." Children test adults, they learn what they can "get away with" as they learn to relate to the teacher. They change a behavior when they comprehend and remember that the action will quickly and consistently be stopped or redirected (Guided Practice Activity).
- Development of young children is interrelated and may influence a child's behavior (Guided Practice Activity).
- Observation of children at play will help a teacher guide their social competence.
- Social competence is the skills and behaviors exhibited with other children and adults; how they interact and respond.
- Transitions are used as a passage from one subject to the other. Transitions set the mood for the next activity and help children see the completion of one. They allow children to be involved and are valuable teaching times. Typically, during a transition a change of pace occurs. Teachers must be prepared for planned and unplanned transitions.
- We guide children directly and indirectly. Indirect guidance includes designing the classroom environment. An example of direct and indirect guidance: Children are painting at the art area. Direct - A teachers asks the children to use the sponges to clean up, "Please use the sponges to clean up." Indirect - Sponges are placed by the art area so that children can clean up after painting.
- The role of the teacher - Discuss the effect that specific personality traits have on children's behavior. Teacher should encourage and show interest in children.
- Teachers use suggestions more than commands.
- Teachers interact often with children and ask open-ended questions.
- Teachers speak in a relaxed voice.
- Teachers are positive

- Teachers encourage independence and cooperation.

## **Guided Practice (Training of Teachers)**

### **Checking for Understanding**

- A variety of open-ended questioning strategies are used to determine if the participants have understanding of the subject matter.
- For each objective, participants will review and discuss what they know, how they see this in their classroom and pose questions they may have. Trainer will use this initial information from participants to guide lecture.
- Schedule Review and Lesson Plan - Teachers will interview each other and provide information to the whole group regarding daily schedules and lesson plans.
- Small group to Large Group process - Participants will draw a child and provide detailed information regarding children's cognitive, language and social emotional characteristics. Trainer will use this information to discuss the development of children and how this is related to guidance. Facilitate the discussion on developmental stages of children.

### **Independent Practice Activities:**

- Teacher will offer a list of prosocial activities they provide to the children in their own centers, and will list the environmental cues and resources within their class that contribute to an environment that promotes prosocial behavior.
- Trainer guides the participants to practice on their own input and understanding (i.e. create their own lesson to share with other teachers).
- Transitions activity - participants will develop songs to sing /or share songs used as a transitions.
- Activity: Participants will work with a partner to review negative comments teachers make and try to replace them with positive comments.

Title of Activity: Using Positive Guidance

Negative-"Do not put the toy on the floor."

Positive-"Put the toy on the table"

Negative-"Do not touch anything!"

Positive- "Place your hands on your lap"

Negative-"Quit screaming."

Positive-"Use your indoor voice."

Negative-"Do not drip paint."

Positive-"Wipe your brush on the container."

### **Home to School**

- Participants will provide input to create connections regarding the skills taught to children and how they skills could transfer to home environment. For example: Teaching cooperation at home a take home activity to share with family. "Create a homemade book together." "Develop a helpers chart for home."

### **Closure**

Review and wrap-up

- Review of concepts learned
- Review of how they can apply these new lessons learned to their own classroom
- Provide time for participants to share examples and new ideas

### **Evaluation**

- Evaluation forms are provided for each participant

# The Development of Conscience, Empathy, and Caring.

Parenting Session Peru 2015

# Conscience, Empathy & Caring

## GOAL FOR TODAY:

- ▶ Define:
  - Conscience
  - Empathy
  - Caring
- ▶ Reflect and brainstorm solutions for classrooms

# Conscience, Empathy & Caring

## Conscience and Empathy Activity

Think about...



<http://www.cceionline.edu/index.cfm?id=281>



# Conscience, Empathy & Caring

## What is Conscience?

- ▶ Conscience is distinguishing right from wrong.
- ▶ It is an inner feeling or voice acting as a guide to the rightness or wrongness of one's behavior.



# Conscience, Empathy & Caring

## WHEN DOES CONSCIENCE DEVELOP?

- ▶ The foundations for the development of conscience begin long before a child's fifth birthday.
- ▶ Children learn what is right and wrong by interpreting feedback from their parents.

# Conscience, Empathy & Caring

## THE DEVELOPMENT OF CONSCIENCE?

- ▶ What guides children initially is their need for approval.
- ▶ The first sign of the development of a conscience comes when children learn to control their impulses internally rather than externally.



# Conscience, Empathy & Caring

## DEVELOPING CONSCIENCE IN THE CLASSROOM

- ▶ Problem solving method – parents/teacher evaluate the situation
- ▶ Child hears the limit-setting message; parent and teacher evaluate the situation and explain the reason to the child



# Conscience, Empathy & Caring

## TABLE TOP CONSCIENCE ACTIVITY

TYPE OF CONSCIENCE CHALLENGE



# Conscience, Empathy & Caring

## WHAT IS EMPATHY/CARING ?

- ▶ The ability to identify with the feelings of another person.
- ▶ The capacity to notice the distress of others, and to be moved by it.
- ▶ The recognition that other people have needs and goals.

# Conscience, Empathy & Caring

## WHEN DOES EMPATHY DEVELOP?

- ▶ In the first year of life, children begin to share.
  - ▶ 4 and 7 year olds are able to take the perspectives of others.
- 

# Conscience, Empathy & Caring

## DEVELOPING EMPATHY/CARING IN THE CLASSROOM

- ▶ Children, even at early ages, are made responsible for household chores.
- ▶ Children begin to acquire helping and sharing behaviors when they see them being modeled.



# Conscience, Empathy & Caring

## TABLE TOP EMPATHY/CARING ACTIVITY

TYPE OF EMPATHY/CARING ACTIVITY



# Conscience, Empathy & Caring

## SCAFFOLDING TO TEACH CHILDREN CONSCIENCE, EMPATHY & CARING

Vygotsky's theory talks about the transmission of skills from adults and older children to young children.

# Conscience, Empathy & Caring

## SOCIAL REFERENCING

The seeking out of another person's perception of a situation to help us form our own view of it.



# Conscience, Empathy & Caring

## EMOTIONAL REGULATION

Research evidence suggests that children who are securely attached are more likely to regulate their own emotions in a positive manner.

# Conscience, Empathy & Caring

## SMALL GROUP ACTIVITY

- ▶ The role of the environment
- ▶ The role of attachment
- ▶ The role of the adults' behavior toward boys and girls

# Conscience, Empathy & Caring

## **PRO-SOCIAL BEHAVIOR**

Includes helping and comforting others in distress, sharing and cooperation.

# Conscience, Empathy & Caring

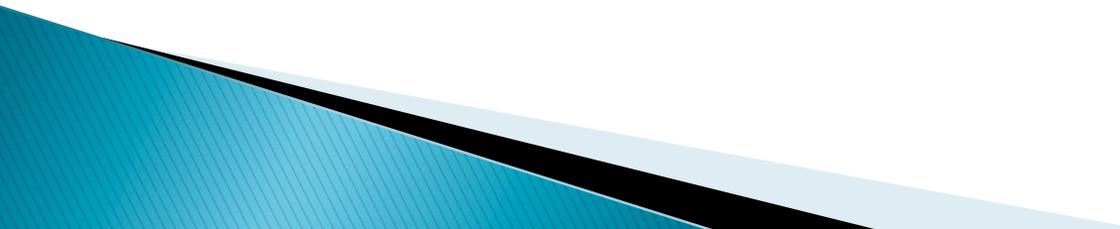
## ALTRUISM

Behavior intended to benefit another without expectation of reward.



# Conscience, Empathy & Caring

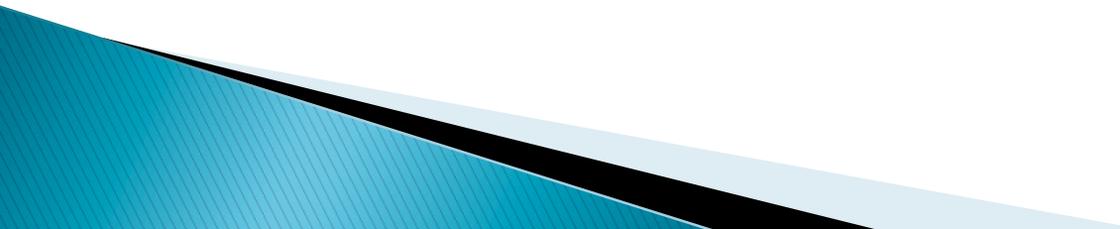
## SELF AWARENESS

- ▶ Knowledge of self permits the child to develop notions of sharing and cooperation.
  - ▶ Self awareness makes possible the development of “self-conscious” emotions as embarrassment, envy, empathy, pride, guilt and shame.
- 

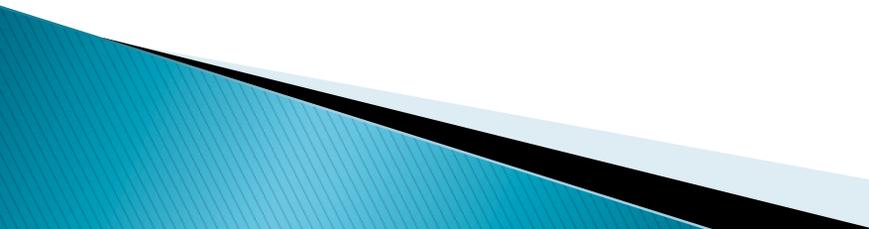
# Conscience, Empathy & Caring

## THE DEVELOPMENT OF CONSCIENCE, EMPATHY & CARING

Some ideas to use in an early childhood classroom:



# Conscience, Empathy & Caring

- ▶ Vygotsky – Zone of proximal development
  - ▶ Ainsworth & Bowlby – An ethological approach to personality development
  - ▶ Boom, J., Wouters, H., & Keller, M – Social Moral reasoning data
  - ▶ Buyse, E., Verschueren, K. & Doumen, S. – Social Development
- 

# Conscience, Empathy & Caring

- ▶ What is conscience and how does it develop?
  - ▶ List three ways teacher can develop pro-social development in children.
  - ▶ As a teacher, what would you tell a family that wanted to cultivate empathy and caring in their children?
- 

**Title or Session:**

Environment for Young Children (Including Information on Health and Safety)

**Content Area:**

Classroom and Outdoor Environments for Young Children

**Timeline of Session:**

Two-Hour Session

**Focus Activity:**

*Begin session with acknowledgment of the difficulties of setting up a classroom. This session is designed to provide tips, current research, and to brainstorm ideas. This is critical due to the lack of supplies in some rooms.*

**Icebreaker:**

Participants will describe a place where they go to relax, think and read. How does this place look? How does it feel? Some participants might not have a place they can describe; offer them the opportunity to create one and to share with the group.

**Icebreaker:**

Have teachers work in small groups to discuss these questions:

- Are children safe in my classroom?
- Can children play and work with other children in this room?
- Do children have many choices here?
- When a child wants to, can/may they work by themselves?

**Objectives:**

- 1) Review elements of schedules, activities, and materials in an early childhood setting.
- 2) Brainstorm ideas for centers in the classroom and outdoors.
- 3) Review health and safety precautions for the classroom environment

**Talking Points of Session:**

- One reason children misbehave in the classroom is due to the classroom environment (**Guided Practice**)
- Unclutter the classroom - when classroom are so busy, children and teachers can feel overwhelmed
- Developmentally Appropriate - have materials that: match the skill level of the children, are age appropriate, and that are individually appropriate
- Materials should be well organized and stored - cueing helps children with this process
- Explore how a classroom's environment might communicate to children that it is ok to run or throw materials on the floor
- Classroom can be divided into areas
- Consider boundaries and how you might set these up in small rooms
- Is material accessible to children and teachers?

- Do children know where equipment belongs?
- Classroom should have enough materials for children
- Classroom should have enough tables or chairs
- Teacher-made and store-bought materials
- Signs and cues guide children in clean up
- Providing a schedule for children and teachers to follow; a schedule helps to provide indirect guidance to children.
- Develop a schedule that has balance between child-initiated and teacher-directed activity (**Guided Practice**)
- Organizing the classroom into areas – brainstorm with teachers some of the areas they have in their classrooms. Some areas to consider: Library, Art, Music, Science, Blocks, Math, Manipulatives, Dramatic Play, Sensory, and Quiet Space. **Guided Practice:** What other areas could be added?
- Outdoor Play Area - Due to the lack of outdoor space at some centers, brainstorm the use of games to play or creative materials used by other teachers. For example, tires dug in the sand provide for sitting or climbing, some programs have outdoor climbers. Games that can be played with the children.
- Review of health and safety with teachers -

### **Guided Practice (Training Teachers):**

Participants will design a preschool classroom. Using flipchart paper and markers, they will draw learning centers and include the materials needed. Review with whole group. Lead a discussion on how participants can create centers. For example: Having small tables in the classroom-discuss cost and/or how they can have parents make these for them. This activity will be an excellent opportunity to provide teacher with ideas for centers, center materials and to discuss how they can design or create their own areas.

**Participants will evaluate their own schedule and will be able to use resources provided to develop a schedule.**

**Participants will be able develop a list of community resources. These are resources teachers can use when setting up their classrooms. For examples, teachers in the U.S.A. can go to second-hand stores for furniture. When teachers build relationship with these stores, many get discounts. Parents are also a great source of free items.**

# Skill One

- Focus and Self control



# Skill 1: Focus and Self Control

- Children need this skill in order to achieve their goals, especially in a world that is filled with distractions and information overload
- It involves:
  - paying attention
  - remembering the rules
  - thinking flexibly
  - exercising self control



# **Skill 2: Perspective Taking**

- **Children who can take others' perspectives**
- **beyond empathy, it involves figuring out what others think and feel**
- **forms the basis for children's understanding of others' intentions**

# Skill 3: Communication

- **Communicating is much more than understanding language, speaking, reading, and writing**
- **It is the skill of determining what one wants to communicate and realizing how our communications will be understood by others**



# Skill 4: Making Connections

- Making connections is at the heart of learning
- Figuring out what's the same and what's different
- Sorting these things into categories



# Skill 5: Critical Thinking

- **Critical thinking is the ongoing search for valid and reliable knowledge to guide beliefs, decisions, and actions.**



# Skill: 6 Taking on Challenges

- **Children who are willing to take on challenges do better in school and in life.**



# Skill 7: Self- Directed, Engaged Learning

- It is through learning that we can realize our potential.



**Session Title:****Emergent Literacy Strategies: Promoting Oral Language, Phonemic Awareness and Alphabetic Principle****Content Area:** Language Arts/Reading, Writing, and Literacy**Length of Time for Session:** 2 hours**Objectives:**

1. Teachers will gain an understanding for promoting oral language skills in young children as a foundation for literacy acquisition.
2. Teachers will gain an understanding for emerging literacy that develops as young children begins to understand a **written code**- the alphabet.
3. Teachers will identify and employ instructional strategies that promote sound to letter relationships. (phonemic awareness and alphabetic principle)
4. Teachers will promote alphabetic principle awareness utilizing a variety of hands-on activities that assist students in learning to “crack the code” to become equip with decoding strategies.

**Introduction/Anticipatory Activity:**

**“Card Game”**-Cards with words written in various languages are passed out and discussed to point out that written language is a code. Letters are only symbols that represent sounds that make up words.

(The cards all have the written word “love” in various languages including Spanish, English, Japanese, Thai, Vietnamese, and Chinese.)

**Input:** Questions/Discussion to gain insights to teacher current knowledge.**Theoretical Framework:** Theories to support objectives:

- ♦ Cognitive Developmental Theory-Jean Piaget
- ♦ Social Constructivism-Lev Vygotsky
- ♦ Behaviorism Theory-B.F. Skinner
- ♦ National Reading Panel Report 2000-Metaanalysis of Reading Success Predictors

## Activity: Building a Foundation

### Rules

1. **You will build a small house or structure out of paper, tape, cups, toothpicks, and, popsicle sticks**
2. **You must work in teams**
3. **You can only use the materials you have**
4. **It needs to stand alone without falling over.**
5. **You have 10 minutes to create your structure.**

**Teach:** Share current evidence-based emergent literacy practices and research supported instructional techniques for gaining letter to sound relationships and phonemic Awareness. This is explained through the PowerPoint/discussion and activities.

**Activity #1:** Tell an oral story. Originally told by Joe Hayes

Story title: *A SPOON FOR EVERY BITE / UNA CUCHARA PARA CADA BOCADA*

After Story Questions: (This is modeling oral language development.)

1. Who was the main character?
  2. What was the character like? Can you describe him/her?
  3. What can you imagine his house looked like? Why do you think that?
  4. Was he rich or poor? How do you know? What evidence do you have?
  5. What did he want to do/plan in the story?
  6. What was his problem?
  7. How did he solve it?
  8. What was the moral/Lesson of the story? What makes you think that?
  9. What does the story remind you of? Can you think of any similar stories?
  10. Did you like the story? Why? Why not?
- ♦ Pair-Share a story with your neighbor a story you know or make one up.
  - ♦ Draw the story on a story map in order of the story.
  - ♦ Point out to children the story has a beginning, middle and end and so do picture books.
  - ♦ This is the most common story structure of narrative stories.
  - ♦ Create a book with your story.

**Teach:** Describe the transition from children's literacy development of oral language to recognizing environmental print and gradually letters of the alphabet. As students become aware of road signs, store names, and books that contain words they begin to understand that those symbols (letters) represent spoken words. Teachers must intentionally point out the direction of reading print using pointers. Teachers should provide letters of the alphabet slowly and a few letter at a time beginning with easier letters. This works best when student are interested, motivated, and having fun. Consequently, using games to teach is most effective.

### **Activity #2 "Sticky Note Foreheads"**

Using Sticky Notes that consist of matching symbols have teachers find their partner who has the same word, letter, or environmental print picture.

Teach:

1. Explain that oral language is innate but learning to communicate and participate in literacy requires four major tasks in learning the "rule" systems that govern these cognitive abilities.
2. Explain phonemic awareness is the ability to hear sounds and say those sounds orally. It is the ability to identify, discriminate, isolate, blend, add, subtract, segment, and isolate sounds.
3. Phonemic awareness is oral and auditory only. This is a prerequisite skill to being able to read and write. Phonemic awareness is a skill needed before a student can crack the code and learn alphabetic principle and eventually read.

**Activity #3 "Sounds Slide"** Using several stones, or plastic coins have teacher slide one stone for every sound they hear.

### **Activity #4 Memory Game**

Teachers will work in small groups of three to four people. Each group will be given a set of picture cards. The picture cards are to be placed upside down on the table. Each person will take a turn and flip over two cards. Then they will say the name of each picture. If the pictures begin with the same sound. Example: If a picture of a *perro (dog)* and a *pajarito (bird)* are on the cards then the individual gets to keep the pair of cards. The person with the most cards at the end of the game wins. A key with the correct matches will be provided for self-checking.

**Teach:** Direct instruction of the alphabet. Begin with a few letters like, L, M, B, etc. Begin with capital and then add lower case letters.

Introduce only a few letters at a time.

The alphabet should not be taught in order.

Begin with easier letters and move to more complex letters. Explain that letters represent sounds they do not make sounds. They also have names. The sounds they represent can be put together to blend sounds together.

**Activity #5:** “Musical Letters” Put paper plate letters on the floor and have teachers play musical letters. Play music while they walk around the various letter written on paper plates. When the music stop teachers step in a plate. Then they are asked to say the name of the letter and the sound it represents.

**Activity #6:** “Matching Cups” Each cup will have a capital written on it and several cards will be spread out that have lower case letters. Teachers will match the capital with the lower case. They will also find a picture that when named begins with the sound represented on the cup.

**Guided Practice: (Let’s Work Together)/Group Work (You try it!)**

Teachers will work in small teams to create various letter sound relationship games. They will use various materials to create hands-on, student centered, and engaging activities for students to practice phonemic awareness, alphabetic principle and oral language.

**Independent Practice:** Create a Graphic Organizer to fill in what was learned.

**Closure:** Summarize what was discussed. Share take-away points. Teachers take all make-and-take activity samples with them.



# Emergent Literacy Promoting Oral Language Phonemic Awareness and Alphabetic Principle

Foundational Skills for Teaching Reading and Writing

Presented by Lori Ann Falcon Ph.D.

# Objectives

- To prepare teachers with teaching strategies for emergent/early literacy development
- To prepare teachers for promoting oral language skills in young children as a foundation for literacy acquisition.
- To prepare teachers to use instructional strategies that promote sound to letter relationships

# Early Stages of Literacy Development

- Awareness and Exploration
  - Occurs from birth through preschool ages
  - Interests in Oral Language and Sounds
  - Word Play, Rhymes, and Songs
  - Concepts of Print – Environmental Print
  - Interest in Stories, and Poems, Read-alouds
  - Alphabetic Principle



# Early Reading and Writing

- Ages 4 to 7 years old
- Interested in books and reading simple words
- Drawing and writing
- Pretending to read
- Understanding directionality of print
- Letters represent sounds





Amor

◆ Card Game

# Introduction



Love



รัก

What is a symbol or sign?

Letters are only symbols that represent  
Sounds which make up words.



愛

# Building a Foundation

## Rules

1. You will build a small house or structure out of paper, tape, and, popsicle sticks
2. You must work in teams
3. You can only use the materials you have been given
4. It needs to stand alone without falling over.
5. You have 10 minutes to create your structure.

# Foundation



# Examples of Structures



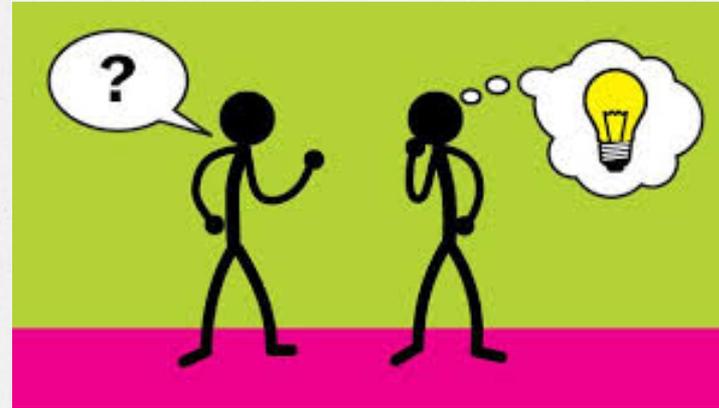
# Discussion

- What did you create?
- How did you work together?
- What were your strategies?
- How did you make sure it would be strong?
- Who guided the group?
- What would you do differently?



# Build a Strong Foundation

- ◆ Oral Language
- ◆ Talk to students
- ◆ Ask questions
- ◆ Allow students to talk to each other and work in groups



# How do teachers build oral language?



- ◆ Reading stories allowed (Read-Alouds)
- ◆ Oral Story Telling
- ◆ Showing pictures and asking students to describe or make up stories
- ◆ Allow students to draw pictures and write their own stories
- ◆ Share songs, Rhymes, Action songs, Hand songs and poems

# Oral Story Telling

**!El Cucuy!**

1. Make sure you have practiced
2. Use your voice to create mood
3. Use facial expressions
4. Be excited



# Model Story Telling

<https://www.youtube.com/watch?v=CyzGgEC5F8w>

Title of the Story:

**“Una Cuchara Para Cada Bocada”**

Storyteller: Joe Hayes

## **Preparing to Teach Effectively and Learning Concepts of Print Using Picture Book Read-Aloud Strategies**

**Content Area:** Language Arts/Reading, Writing, and Literacy

**Length of Time:** 2 hours

Focus of Activities:

### **Objectives:**

1. How to prepare effective planning and instructional strategies that motivate and engage students.
2. Using environmental print to teach concepts about print and the relationships between written and spoken words.
3. To demonstrate a whole class read-aloud to promote oral language and word recognition as well as lifelong learning and reading for pleasure.

### **Anticipatory Activities: (Introduction and Engagement)-Stations**

**Environmental Print, Letter, Word Bingo:**

**Instructions:**

**Every one gets a Bingo Card "handout".**

**Each square has a symbol, sign, letter, picture, or word.**

**The idea is to play "Bingo" with using the cards.**

Four Stations:

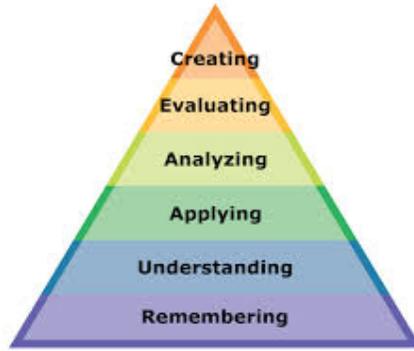
1. Tell a Joke or Make a Statement Activity
2. Game Time-"Flyswatter Crazy"
3. Describe Pictures
4. Write or Tell a Story

### **Check for background knowledge using questions**

- Do you remember learning to read?
- What books did you read?
- Do you remember learning to write your name?

**Input:** (Finding out what they know)

**Questions:** (Using Bloom's Taxonomy ask questions before reading the book.)



## Teach: What to Do

### Model, Define, and Describe an effective Read-aloud

Conduct a Read-Aloud to the whole group and model asking questions before, during and after the reading.

Book title: *Don't Let the Pigeon Drive the Bus* By Mo Willems  
 ¡No Dejes Que la Paloma Conduzca el Autobus!



**Introduce** the book by showing the front cover, reading the title and thinking aloud about the illustration.

- 1 Talk about the book before you read it. Show the cover and ask the child what the book is about. Talk about the author. Flip through the book, look at the pictures together, and talk about what's on the jacket flaps.
- 2 While reading, stop and ask open-ended questions such as:
  - What do you think will happen next?
  - Why do you think the character did that?
  - What do you think is happening in the picture?
  - Has anything like this ever happened to you?
- 3 It's OK (in fact, it's great) if the child asks questions while you read. Stop and answer them.
- 4 Read with enthusiasm and enjoyment—don't be afraid to use funny voices or to

read louder or more quietly as is appropriate. Show your silly side.

- 5 Can the child read a little bit already? If so, take turns reading. You might also try letting the child finish sentences that you start. This works especially well if the book has a repeating or rhyming pattern.

After Reading a Book:

Talk about the book.  
Ask questions.

**Teach:**

**(Let me show and tell you what research says)**

Model the Read-Aloud

**Guided Practice:**

**(Let's try it together)**

Teachers work in pair-shared groups with a short picture book

**Activity:**

**(Show me what insights you gained.)**

1. Teachers discuss questions to ask students before, during and after a read-aloud.
2. Teachers make a small book and include drawing with labels and/or environmental print.

**Closure:**

Summarize or Share your "take-away" with the group.

**Discussion:** Purpose of Children's Books

1. Learning to read
  - Decoding
  - Strategies for learning words
  - Oral language as a foundation
  - Allowing students to discuss and collaborate
  - Making sense of their lives and the world
  - Reading is connected to writing
2. Reading and Lifelong Learning
  - We want students to use knowledge they already have to connect it with making sense of reading
  - We want students to recognize written letters make up words

- We want students to learn directionality of the print
  - We want students to learn words
  - We want student to make sense of understanding stories
3. Discuss Higher Thinking
- Review Bloom's Taxonomy
4. There Are Different Kinds of Questions
- Recall, remember
  - Open-Ended Questions
  - Questions help the teacher know if student understand, remember and can recall important parts of the story
  - Questions promote oral language

### **Workshop Closure-Summary**

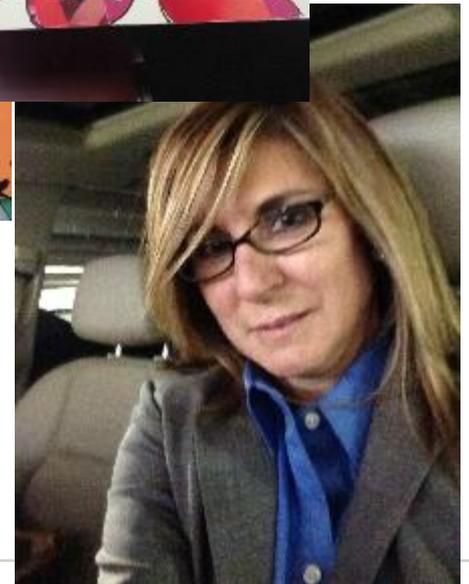
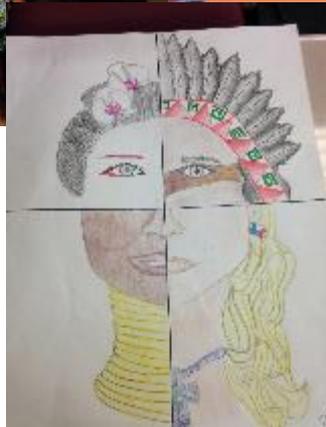
- What did we talk about?
- What can you use in teaching your students?
- What do you remember?
- What did you like about this workshop?

Preparing to Teach Effectively  
and  
Learning Words  
with Picture Books

Peru Workshop #1, May 2015

Presented by Lori Ann Falcon Ph.D.

# Welcome/Introduction

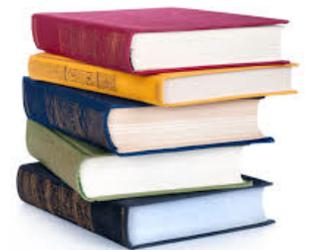


Dr. Lori Falcon, University of the Incarnate Word

# Greetings to One Another

Ask the person next to you a question.

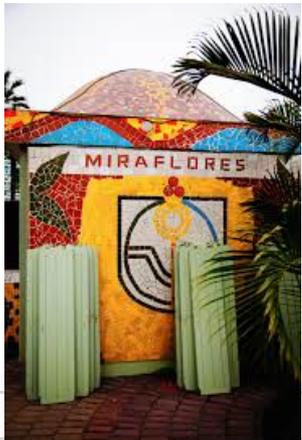
1. What is your favorite food to eat?
2. What do you enjoy doing with your free time?
3. What is your favorite color?
4. Discuss what you think about students and how they learn best.



# Objectives/Goal

To provide teachers with instructional strategies and activities that promote literacy learning including:

1. How to prepare effective planning and instructional strategies that motivate and engage students.
2. Using environmental print to teach concepts about print and the relationships between written and spoken words.
3. To demonstrate a whole class read-aloud to promote oral language and word recognition as well as lifelong learning and reading for pleasure.



# Preparing to Teach

How can teachers prepare effectively and provide instructional strategies and activities that motivate and engage students?

If you do not have a plan for teaching your students they will have a plan for you.

# A Few activities...

## (Perhaps Stations)

1. Bingo with Environmental Print, Letters, and Words
2. Sing a few children's songs
3. Tell a Joke or Make a Statement Activity
4. Game Time-"Flyswatter Crazy"
5. Describe Pictures
6. Write or Tell a Story



# Learning Theories help us know how the human brain works!

**Behaviorism-B.F. Skinner: Rewards and Consequences**

**Constructivism-Piaget, Vygotsky, Bruner, Dewey: Knowledge is constructed, build on background experiences**



**Multiple Intelligences-Howard Gardner**

Everyone has strengths and they may be unique and different for each child

How are each of you different from one another?

What are some of the best ways you learn to read, write, think, and speak/discuss topics?



- How do you think students learn best?
- In a small group, name ways you can teach? (construction paper and markers)

# As teachers we need to be prepared and have a plan

- Teaching touches student learning in both positive and negative ways

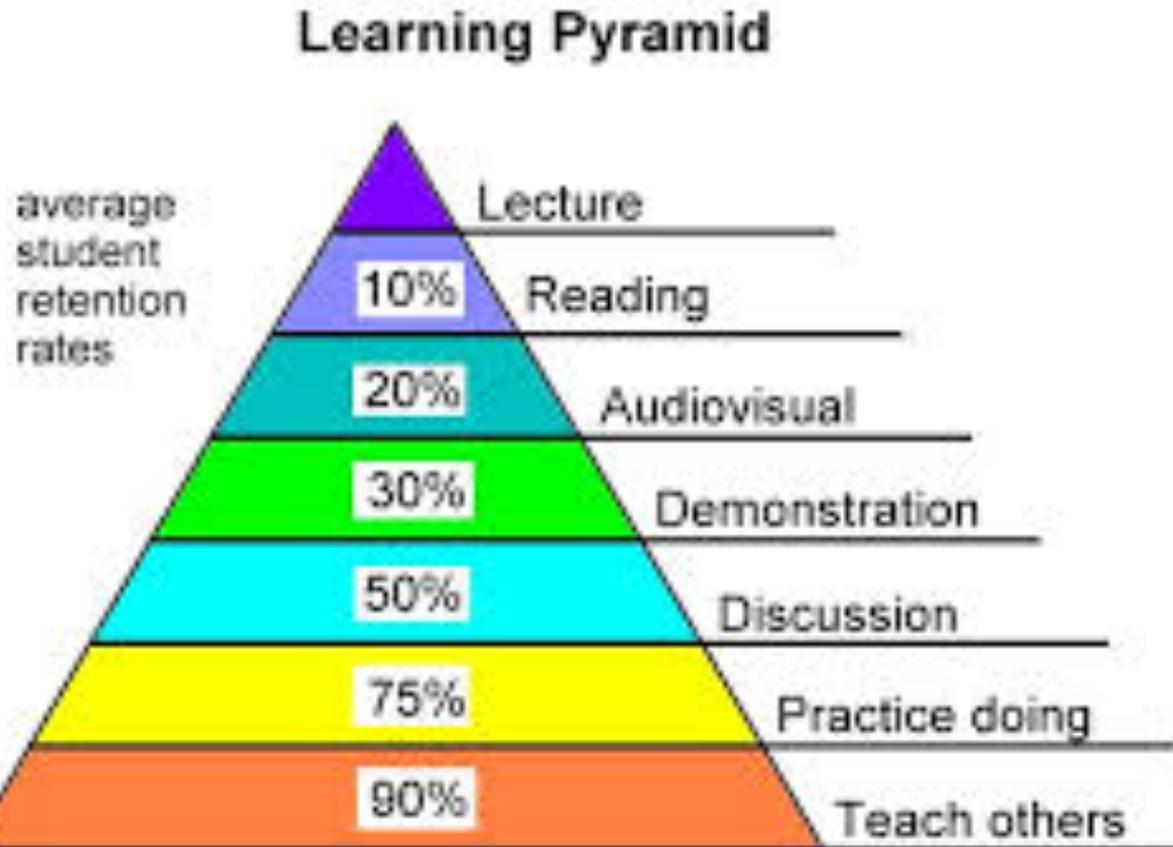


# Does One Size Fits All?

- Students are different and learn differently
- We need to get to know them individually
- We need to know what they already know
- We need to know what their interests include
- We need to keep them engaged and motivated



# The Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

# Preparing to Teach Includes Creating Lesson plans

- Step 1: Review
- Step 2: Introduction
- Step 3: Objective(s)
- Step 4: Teach: Presenting New Information
- Step 6: Guided Practice –Students apply or practice what they have just learned
- Step 7: Independent Practice – Students demonstrate
- Closure: Summary



# Teaching with a Plan

- Get student's attention
- State the purpose
- Check what they know
- Teach-"I show you"
- Guide-"Let's try it together"
- Independence- "You try it alone" or "You show me"
- Close the lesson-Summary/Closure



# Make Teaching Good!

- Intentional
- Deliberate
- Explicit
- Reflective
- Know your students
- Assess learning to inform your planning



# Teaching a Lesson

Demonstrate: How to use a Read-Aloud for teaching literacy.

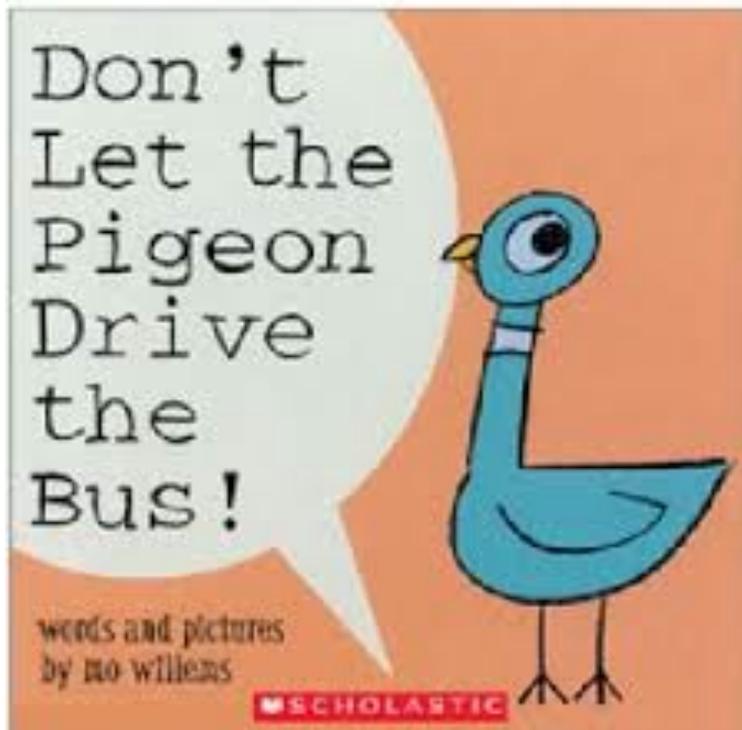
Students learn that words have meaning.

Students learn how to read by watching others read.

Students learn what words are by seeing them in books.



# The Book



# Steps for Reading-Aloud

- **What to Do Before Reading:**
- Talk about the book before you read it.
- Show the cover and ask the questions about it.
- Talk about the front cover and illustrations.
- Flip through the book, look at the pictures together, and talk it.



x13821611 fotosearch.com

# During the Read-Aloud

While Reading

Stop and...

Ask open-ended questions  
such as:

What do you think will happen next?

Why do you think the character did that?

What do you think is happening in the picture?

Has anything like this ever happened to you?



# During the Reading of a Book

- It's OK (in fact, it's great) if the child asks questions while you read. Stop and answer them.
- Read with enthusiasm and enjoyment
- Don't be afraid to use funny voices or to read louder or more quietly as is appropriate. Show your silly side.

# After a Read-Aloud

- After you've finished, talk about the book
- Make sense of the story
- Ask many questions to get students to comprehend
- Recall the parts of the story
- Ask about new words and discuss what they mean



# Find a Partner and share a Book

- Teachers read to each other
- Teachers ask questions of each other
- Teachers discuss the book
- Teacher make their own book using print in the environment
- Draw pictures and label them



# Purpose of Children's Books

- Learning to read
  - Decoding
  - Strategies for learning words
  - Oral language as a foundation
  - Allowing students to discuss and collaborate
  - Making sense of their lives and the world
  - Reading is connected to writing





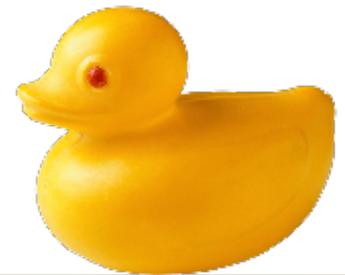
# Reading and Lifelong Learning

- We want students to use knowledge they already have to connect it with making sense of reading
- We want students to recognize written letters make up words
- We want students to learn directionality of the print
- We want students to learn words
- We want student to make sense of understanding stories



# There Are Different Kinds of Questions

- Recall, Remember
- Open-Ended Questions
- Questions help the teacher know if student understand, remember and can recall important parts of the story
- Questions Promote Oral Language

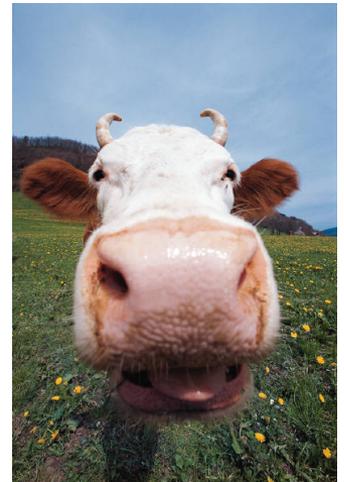


# Types of Thinking and Learning: Bloom's Taxonomy



# Closure-Summary

- What did we talk about?
- What can you use in teaching your students?
- What do you remember?
- What did you like about this workshop?



# Questions?



## Early Care and Development Training Institute Module Training Session Format

**Title of Session:** THE DEVELOPMENT OF SELF-ESTEEM IN CHILDREN AND TEACHERS

**Content Areas:** Psychology – Self-Esteem

**Time line of lesson:**

INTRODUCTION: The attendees will be greeted and given a brief overview of the objectives, activities, and competencies that they can expect to learn in the session (10 min.)

PRETEST: A brief questionnaire related to the topic will be administered (5 min)

INTEGRATION ACTIVITY: Activity - Ducks, chicken, and hens go (10 min)

PRESENTATION: Content of the session will be presented (20 min)

POSITIVE STORIES: Using negative words, make positive stories (30 min)

ARTISTIC EXPRESSION: Using artistic materials (paint or clay), create a representation of your self-esteem that the other participants will describe with positive messages (30 min)

CORPORAL EXPRESION: Using your body, each participant will make a sound that will create music and will dance with confidence without worrying what other might say (30 min)

RELAXATION & VISUALIZATION: Regulate your breathing with positive thoughts (20 min)

COMMENTS: Participants will make comments and ask final questions about the session to themselves

POSTTEST: A brief questionnaire related to the topic will be administered (5 min)

CLOSE: Conclude the session

**Materials needed for Session:**

- Attendance roster
- Pre- and post-test for each participant
- Craft buttons
- Audio Multimedia equipment

- Flip chart
- Markers
- Masking tape
- Paint or modeling clay
- Water containers (optional)
- Paper towels (optional)

### **Focus activity**

**Self-esteem:** it's a combination of thoughts, perceptions, feelings, behaviors, and self-evaluation that we have in relation to our way of being, how we behave, traits of our bodies and character.

**Freedom of expression:** Freedom of expression is the fundamental right that people have to say, show, and declare freely what they think without being harassed

**Positive connotation:** It's attributing a positive meaning to a problem, symptom, or situation to what would be considered negative in order to change our way of dealing with the situation

**Self-control of stress:** Stress is a feeling of physical or emotional tension. This can prevent whatever situation or thought from making one feel frustrated, angry, or nervous.

### **Objective**

- Reinforce prior knowledge of educators in relation to self-esteem and how it applies to their life.
- Strengthen educator's self-esteem by means of freedom of expression, positive connotation, and self-control of stress.
- Ignite their innovation and creation for the implementation of practical strategies for children's self-esteem.

### **Talking points**

Self-esteem as applied to children, Generating changes by doing, Positive connotation in order to strengthen self-esteem, Stress control in order to regulate our behavior.

### **Guided practice (training of teachers)**

INTEGRATION ACTIVITY: “ducks, chickens, and hens go”; all participants will sing and do movements according to the song and the ones who don’t do the movements as the song goes on will be out

Ducks  
Chickens  
And hens go  
Running around the chicken coop they are  
Chased quickly  
Because of the master, of the master

POSITIVE STORIES: Each participant will be asked to write a word that represents something negative but not a feeling or emotion; these words will be placed in a black bag, then participants will form groups of 5 to 7 people (depending on the number of participants). Then each person will choose a word at random and have to create a story that is positive and that has a message.

ARTISTIC EXPRESSION: Paints and other materials will be placed in the middle. Then participants will close their eyes and follow these words: “Seek a state of peace and tranquility. You are in a peaceful place and you see a mirror. The mirror has your self-esteem but not in an abstract way. Identify what you’re seeing. Now as you open your eyes, you are going to represent it artistically.”

CORPORAL EXPRESSION: A screaming activity will be done using open and closed hands. When they’re more open, participants scream more. Each person will make a sound and a movement that repeats in their group and that has a melody. Then they will close their eyes and concentrate on the melody of their body and express it with sounds. Then with eyes closed, they will walk around and find someone and dance together with their eyes closed expressing their melody and dancing. Then they will open their eyes and keep dancing forming groups of 4, then 8, until everyone is together—dancing and expressing their music until the end of the exercise.

RELAXATION & VISUALIZATION: With eyes closed, they will listen to and follow the words of the presenter in order to relax. Then they position themselves according to the instructions until they end up on the floor in fetal position and sleep.

### **Checking for understanding**

The pre- and post-test will be administered.

**Independent Practice: developing activities for children and application to home**

During the posttest, each participant will expound on how they plan to apply this workshop's contents to their children and themselves.

### **Home to School**

During the posttest, each participant will expound on how they plan to apply this workshop's contents to their children and themselves.

### **Closure**

Answering participants' questions will serve to wrap up the session.

### **Evaluation**

A pre- and post-test will be administered.

## Early Care and Development Training Institute Module Training Session Format

### **Title of Session**

### **Content Areas**

### **Time line of lesson**

### **Materials needed for Session**

### **Focus activity**

This activity is simple a prompt that focuses the participant's attention before the actual lessons begin. It can be a story, handout, a question on the board, or a curiosity item.

### **Objective**

Answer- What is the purpose of the session and what will the participants be able "do" with the information from today's session. Also how will they show learning as a result made clear by the trainer, includes relative section of national curriculum.

### **Talking points**

Concepts the trainer will impart to the participants through a short discussion or demonstration.

### **Guided practice (training of teachers)**

The trainer leads the participants through the steps necessary to perform the skill (teaching the concept) using the hear/see/do approach.

### **Checking for understanding**

The trainer uses a variety of questioning strategies to determine if the participants have understanding and moves forward or backs up. Include section for both circumstances.

### **Independent Practice: developing activities for children and application to home**

Trainer releases the participants to practice on their own input and understanding, i.e. create their own activity to contribute to a "bank" of activities for Zambian children. Participants are given opportunities to teach/present their activity to others.

### **Home to School**

Participants will provide input to create a connection regarding the skills taught to children and their home environment

### **Closure**

Review and wrap-up the lesson

### **Evaluation**

THE DEVELOPMENT OF SELF-ESTEEM IN CHILDREN AND TEACHERS

(1)

Name: \_\_\_\_\_

**Directions:** Place an asterisk next to the correct response.

WHAT IS SELF-ESTEEM

- a) Liking, loving, and respecting ourselves
- b) What others think of us
- c) Evaluative perception of ourselves
- d) Doing what others think is good

FINDING A POSITIVE MEANING TO A DIFFICULT SITUATION IN ORDER TO DEAL WITH IT BETTER WOULD BE

- a) Positive redefinition
- b) Positive connotation
- c) Positive return
- d) Positive explanation

IMPORTANT ASPECTS IN ORDER TO ACHIEVING FREEDOM OF EXPRESSION

- a) Free association and floating attention
- b) Free association and prioritization
- c) Free association and appraisal
- d) Free association and important expression

THESE ARE NOT MANIFESTATIONS OF STRESS

- a) Hyperactivity
- b) Diarrhea
- c) Lowering of defenses
- d) A cold

**DIRECTIONS:** Clearly and freely write what the following is asking

DESCRIBE HOW YOUR CHILDREN'S SELF-ESTEEM IS  
DESCRIBE HOW THE SELF-ESTEEM OF THE TEACHERS

THE DEVELOPMENT OF SELF-ESTEEM IN CHILDREN AND TEACHERS

(2)

Name: \_\_\_\_\_

**Directions:** Place an asterisk next to the correct response.

WHAT IS SELF-ESTEEM

- e) Liking, loving, and respecting ourselves
- f) What others think of us
- g) Evaluative perception of ourselves
- h) Doing what others think is good

FINDING A POSITIVE MEANING TO A DIFFICULT SITUATION IN ORDER TO DEAL WITH IT BETTER WOULD BE

- e) Positive redefinition
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- h) A cold

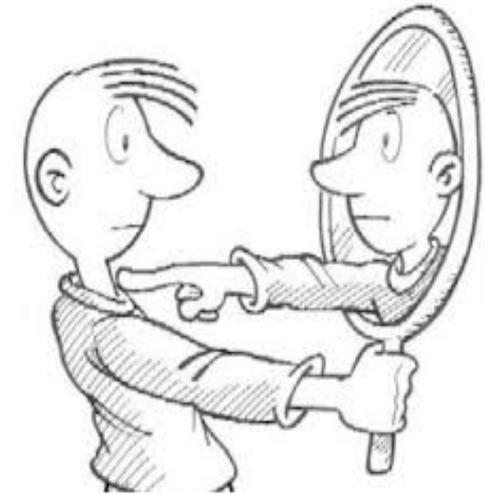
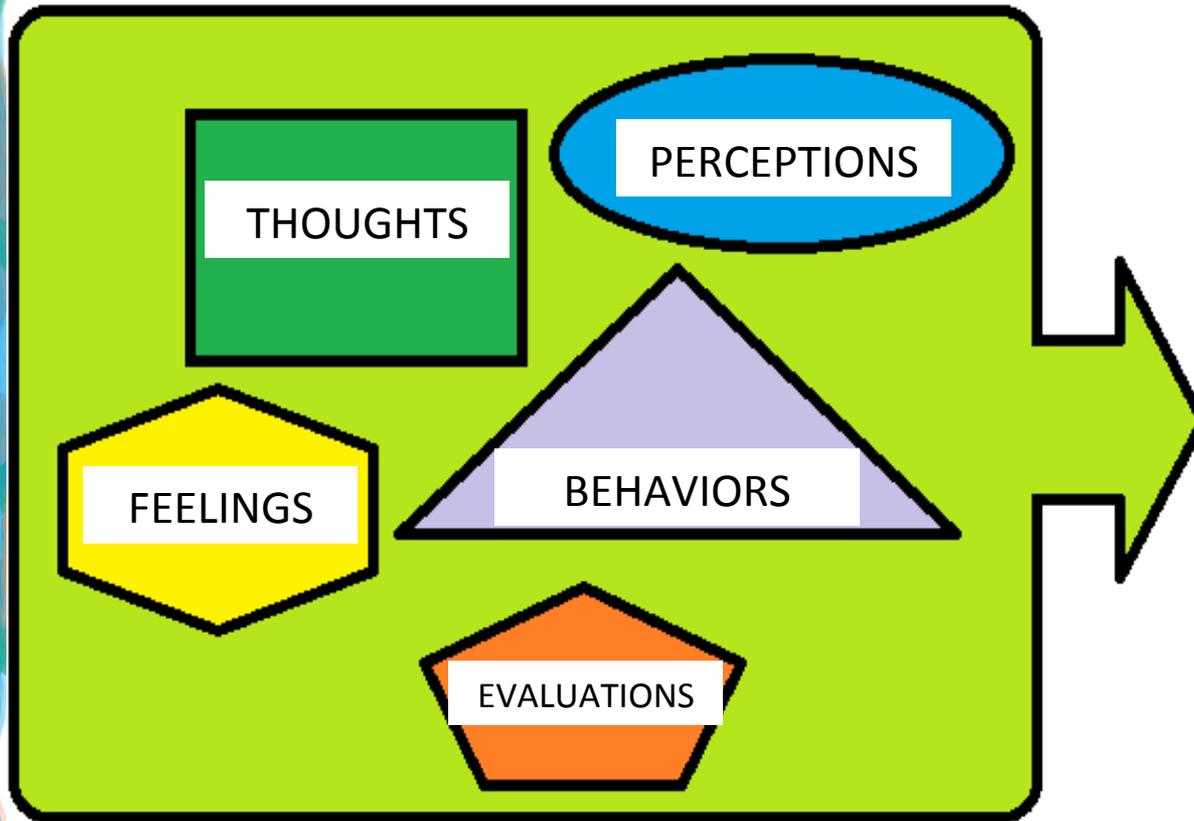
**DIRECTIONS:** Clearly and freely write what the following is asking

DESCRIBE HOW YOUR CHILDREN'S SELF-ESTEEM IS  
DESCRIBE HOW THE SELF-ESTEEM OF THE TEACHERS



# The Development of Self-Esteem in Children and Teachers

# SELF-ESTEEM



Our way of being,  
behaving,  
our body image,  
our character

It's the evaluative perception of ourselves

# Positive connotation

- It's attributing a positive meaning to a problem, symptom, or situation to what would be considered negative in order to change our way of dealing with the situation; it's to give new meaning to the situation not to let it pass or ignore it but rather have our restorative behavior be unique.



# Freedom of expression

- **Freedom of expression** is the **fundamental right** that people have to say, show, and declare freely what they think without being harassed.



As a personal technique of growing, freedom of expression provides psychoanalysis like FREE ASSOCIATION



# Freedom of expression

- FREE ASSOCIATION “what’s analyzed gets expressed including all its occurrences, ideas, images, emotions, thoughts, memories or feelings, just as they present themselves, *without any type of filtering, without restriction, even when the material seems incoherent, imprudent, irrelevant or uninteresting.*”

# Freedom of expression

- FLOATING ATTENTION consists of listening in an attentive way, but neutral or even-keeled, without placing value, judging, or evaluating the relevance of the details while giving equal importance to it all.



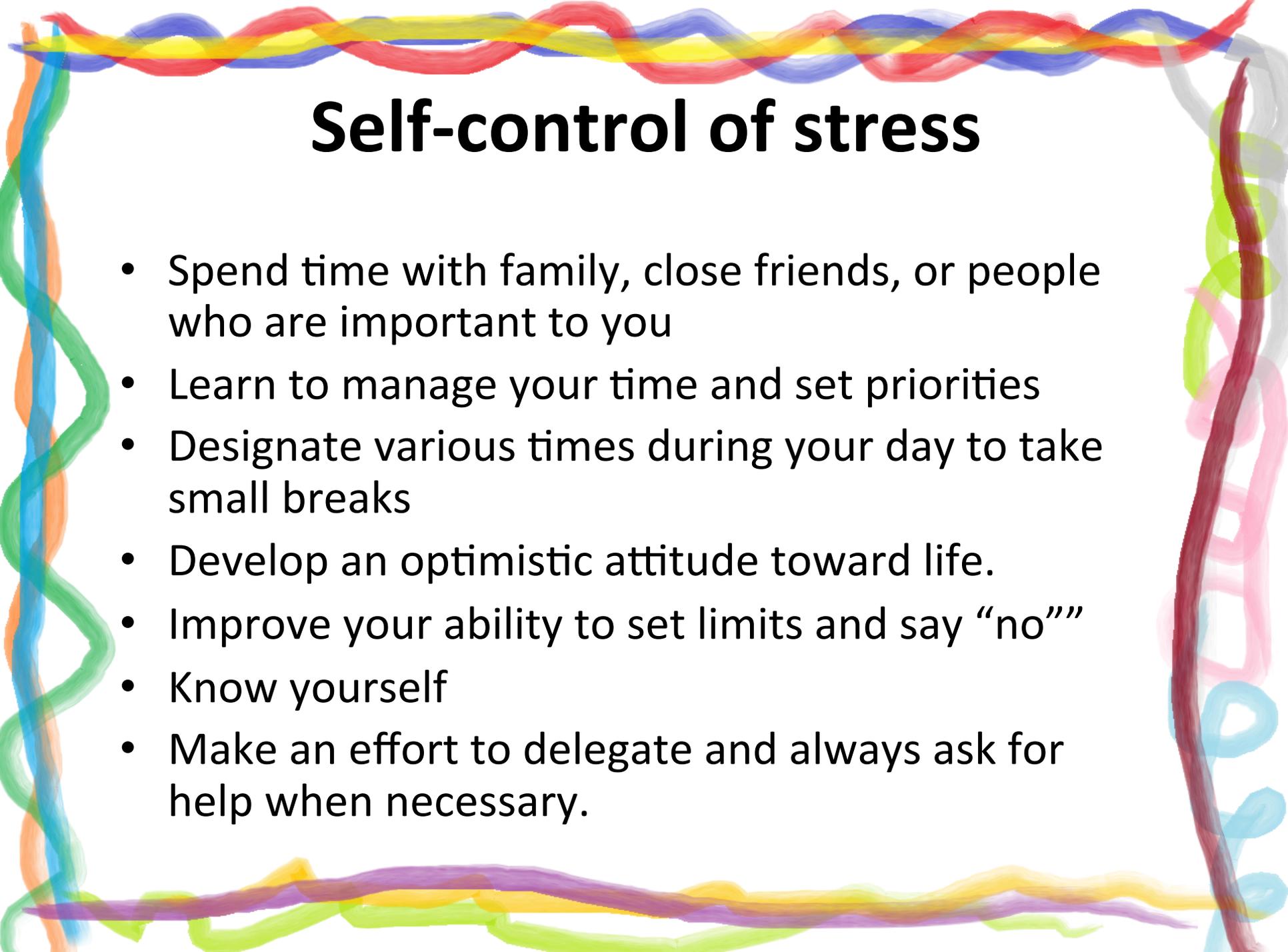
# Self-control of stress

- Stress is a feeling of physical or emotional tension. This can prevent whatever situation or thought from making one feel frustrated, angry, or nervous.



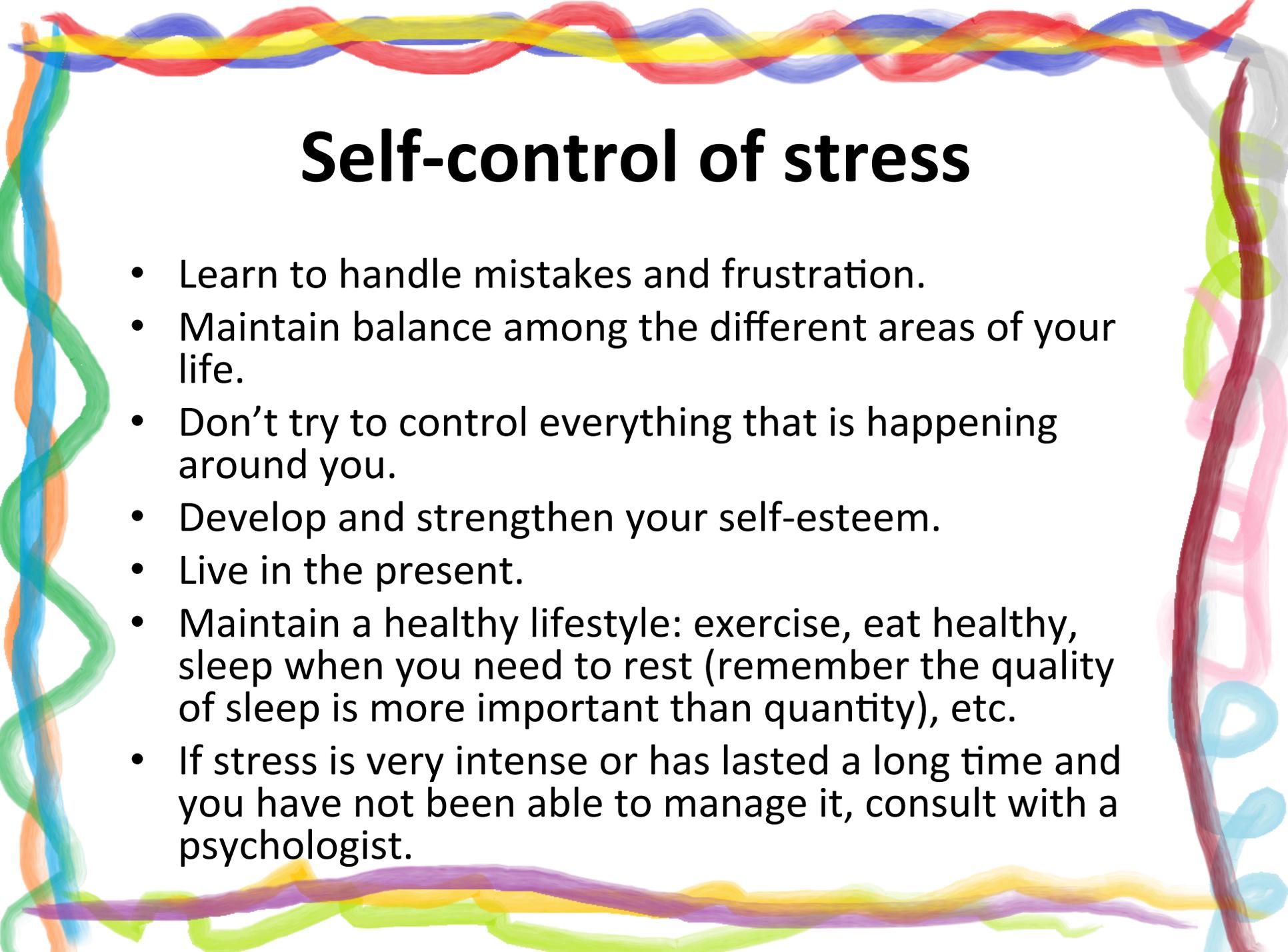
# Self-control of stress

EMOTIONAL MANIFESTATIONS	PHYSICAL MANIFESTATIONS OF STRESS
<p>Feelings of depression Anxiety Confusion Irritability Agitation Loss of interest in normal activities Drug or alcohol abuse Negative thoughts Nightmares Loss of concentration Hyperactivity Nervousness Low self-esteem Worrying Etc.</p>	<p>Lack of sleep Headache Neck pain Stomach pains Frequent urination Constipation Diarrhea Dizziness Muscle tension High blood pressure Palpitations Sweating Lack of energy Changes in appetite Lowering of body's defenses Etc.</p>



# Self-control of stress

- Spend time with family, close friends, or people who are important to you
- Learn to manage your time and set priorities
- Designate various times during your day to take small breaks
- Develop an optimistic attitude toward life.
- Improve your ability to set limits and say “no”
- Know yourself
- Make an effort to delegate and always ask for help when necessary.



# Self-control of stress

- Learn to handle mistakes and frustration.
- Maintain balance among the different areas of your life.
- Don't try to control everything that is happening around you.
- Develop and strengthen your self-esteem.
- Live in the present.
- Maintain a healthy lifestyle: exercise, eat healthy, sleep when you need to rest (remember the quality of sleep is more important than quantity), etc.
- If stress is very intense or has lasted a long time and you have not been able to manage it, consult with a psychologist.

## Every Day is a Creative Day!

### Objectives:

- The value of creativity in the life of children
- How to nurture creativity
- Provide practical suggestions for supporting and extending creativity

### Research

- Isenberg & Jalongo (2006)
- Children who were the most playful were the most creative

### Creativity

- Thinking, exploring, discovery, and imagining
- Inviting creativity by asking the appropriate questions
- Encourage creativity: process vs product
- Teachers encourage creativity with problem solving

### Activities

- Write a poem about Coloring Outside the Lines
- Encourage creativity: process vs product
- Pool Noodle Art
- Scented Play Dough (scented hair conditioner)
- Implementation of a Large Bird's Nest

### Creativity Examples

- Pegboard
- Straw Structure

- Painting with Milk
- Block Play
- Dramatic Play Rainforest
- Bugs in Rice
- Scented Play Dough (scented hair conditioner)
- Engineering with Paper Tubes
- Bird's Nest

#### Reflection

- Illustrate and write about creativity
- Set goals



Everyday is a Creative Day!

Presenter: Lynda Cavazos



# About Me

- Classroom teacher for over 20 years
- Adjunct Instructor at Texas A&M & UIW
- Courses: Education, Bilingual Education, Curriculum and Instruction, and Early Childhood
- PhD Candidate in Org Leadership at UIW
- Educational Consultant
- Texas State Certified Teacher Mentor



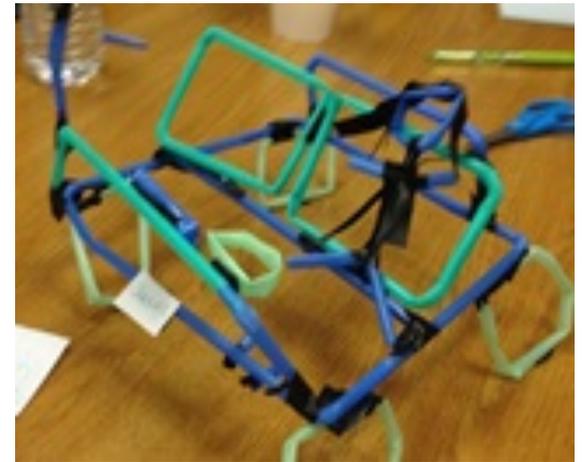
# Objectives

- The value of creativity in the life of children
- How to nurture creativity
- Provide practical suggestions for supporting and extending creativity



# What Does Creativity Mean to You?

- In groups, fold the chart paper in half
- On the left side, draw pictures of what creativity means to you
- On the right side, write words of what creativity means to you



Jeep- UIW Students

# Research

- Children who were the most playful were also the most creative
- Three unique characteristics
  - sensitive to external and internal stimuli
  - demonstrate a lack of inhibition
  - use imagination and fantasy in their play

*Isenberg & Jalongo (2006)*



# Fostering Creativity

- Focuses on the process of forming original ideas through exploration and discovery
- It's not to be confused with talent, skill or intelligence
- It's about thinking, exploring, discovering and imagining



# Creativity

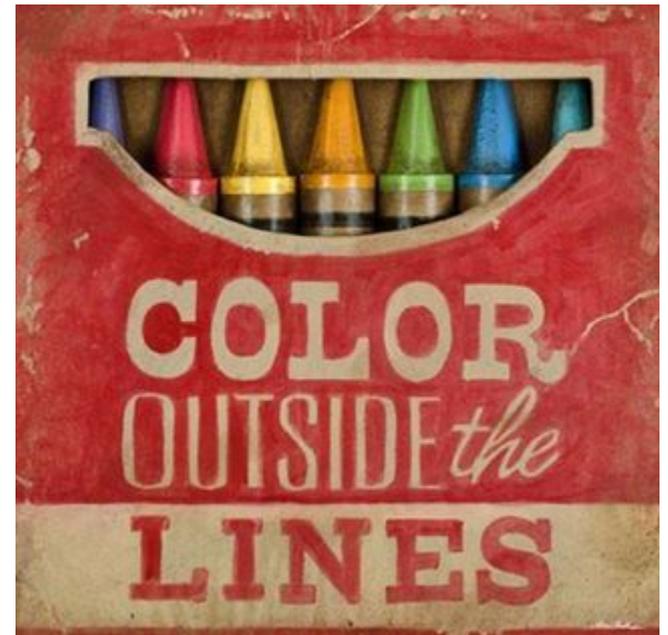
- Thought in all aspects of a growing child's life and can be learned daily
- A scientist discovers a cure for a disease
- How the grocery clerk bags the groceries
- How a parent finds a way to entice a reluctant child off to bed



# Quote

What does it mean to color outside of the lines?

Create a poem



*Early Childhood Educators Rock*

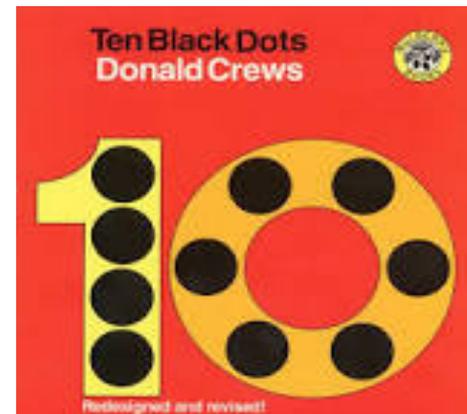
# Getting Started: Inviting Creativity

- Research shows that children who draw frequently do better in reading and math
- Choosing their own drawing materials empowers children and opens their eyes to the world around them
- “Tell me about your drawing”
- “What do you like about your drawing?”
- Evaluates his own creativity while initiating conversation



# Ten Black Dots

- Create a picture with 10 black dots
- Write a paragraph about your picture



# How Can Teachers Encourage Creativity?

- A process that teachers are to open their own channels of allowing, accepting, and turning over some control to the children
- Emphasize process rather than product
- Classroom environment that allows children to explore without restraints



# How Teachers Encourage Creativity?

- Adapt to children's ideas rather than trying to structure the children's ideas to fit the adult's
- Use problem solving in all parts of the curriculum
- Allow time for children to explore all possibilities, moving from popular to more original ideas



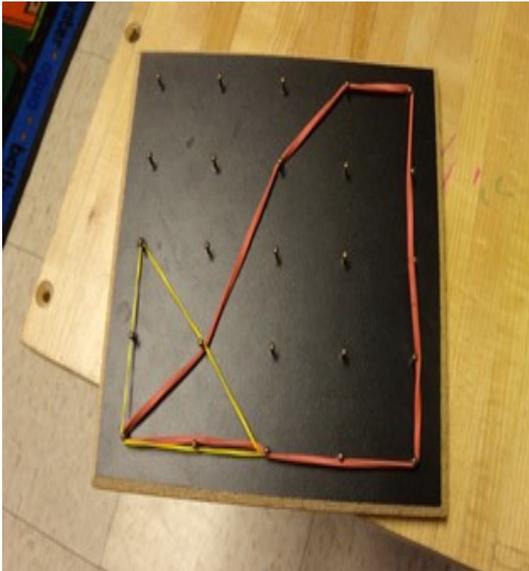
# Pool Noodle Art

- Pool noodles and pipe cleaners
- Create a structure
- Give your structure a name and write a paragraph about your structure



# Creative Activities

Peg board



Straw Structure



# Creative Activities

## Paint with Milk



## Block Play



# Creative Activities

## Dramatic Play - Rainforest



## Bugs in Rice



# Creative Activity

## Play Dough

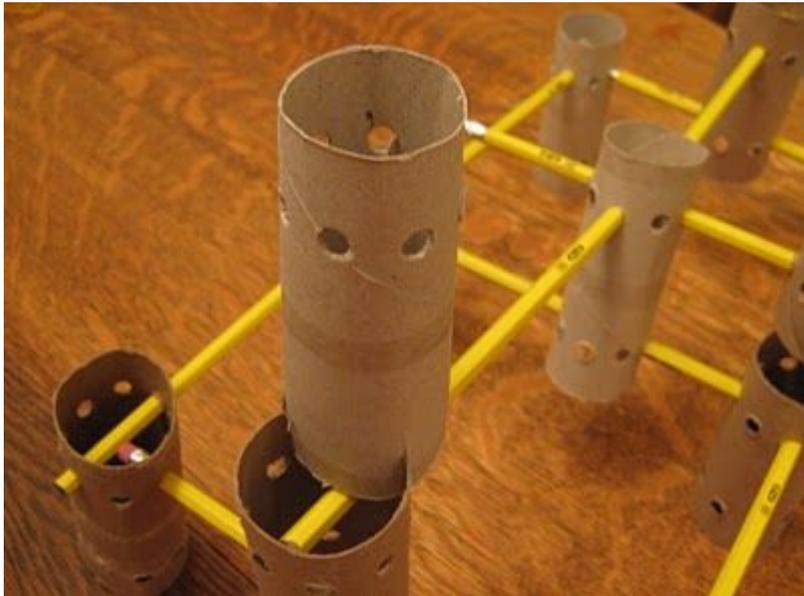
- 1 cup Scented Hair Conditioner
- 2 ½ c cornstarch
- Food coloring
- Create with play dough

*[Laughingkidslearn.com](http://www.laughingkidslearn.com)*



# Creative Activities

## Engineering



## Bird's Nest



# Bird's Nest

- How can you implement the bird's nest activity in your class?



# Reflection

- Draw a picture of what you learned
- Write 3 sentences about your picture
- Create 2 goals and share



# Early Childhood Environment

Session for Teacher

Peru

2015

# Value of Planned Space

- Well organized
- Provide children with choices
- Encourage interaction
- Based on the temperaments of children
- Based on developmental needs

# Value of Planned Space

- Safe environment
- Nurturing
- Children need space to move, create, pretend
- Space provides teachers with easy supervision

# How the classroom supports the development of children

- To promote independence-similar materials are stored together
- To promote independence-materials and equipment are easily accessible to children
- To promote independence-storage is provided for each child

# How the classroom supports the development of children

- To promote self-control-the classroom traffic flow permits children to work without interruption
- To promote self-control-materials are available for children
- To promote self-control-enough space is provided to use materials

# How the classroom supports the development of children

- To promote self-concept-unstructured materials are available
- To promote self-concept-materials are available for child to choose
- To promote self-concept-children's work is displayed

# How the classroom supports the development of children

- To promote language-classroom materials are labeled
- To promote language-books and puppets are available
- To promote language-hOMEMADE language games are available

# Small Group Work

- Draw a room arrangement that includes areas of interest for children. (centers)

# Small Group Work

- Interview your partner and ask her about her classroom arrangement.
- What do you like best and what would you change?

# Brainstorm Learning Centers

- Table Games
- Art
- Science
- Reading “ABC”
- Music
- Dramatic Play
- \_\_\_\_\_

# Learning Center Ideas

Can you fix it?

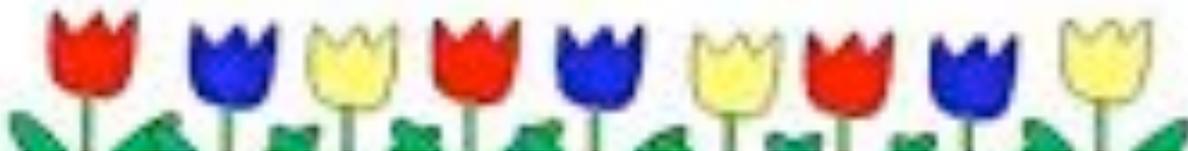


# Outdoor Music



# How can we design these to be child friendly?

1. Use your walking feet
2. Use your inside voice
3. Be kind to each other



# Creating a Safe and Healthy Environment

Planning for safety goes beyond the classroom.

- How do you keep the children in your classroom safe?
- How do we keep the children healthy?

## Early Care and Development Training Institute Module Training Session Format

### **Title of Session**

### **Content Areas**

### **Time line of lesson**

### **Materials needed for Session**

### **Focus activity**

This activity is simple a prompt that focuses the participant's attention before the actual lessons begin. It can be a story, handout, a question on the board, or a curiosity item.

### **Objective**

Answer- What is the purpose of the session and what will the participants be able "do" with the information from today's session. Also how will they show learning as a result made clear by the trainer, includes relative section of national curriculum.

### **Talking points**

Concepts the trainer will impart to the participants through a short discussion or demonstration.

### **Guided practice (training of teachers)**

The trainer leads the participants through the steps necessary to perform the skill (teaching the concept) using the hear/see/do approach.

### **Checking for understanding**

The trainer uses a variety of questioning strategies to determine if the participants have understanding and moves forward or backs up. Include section for both circumstances.

### **Independent Practice: developing activities for children and application to home**

Trainer releases the participants to practice on their own input and understanding, i.e. create their own activity to contribute to a "bank" of activities for Zambian children. Participants are given opportunities to teach/present their activity to others.

### **Home to School**

Participants will provide input to create a connection regarding the skills taught to children and their home environment.

### **Closure**

Review and wrap-up the lesson.

### **Evaluation**

# GENERAL PARENTING GUIDELINES



**\*Set a good example for your children.** Children often learn how to act by observing how their parents act. For example, if parents handle frustrations well, their children will probably learn to handle their own frustrations well. If parents swear and become upset when things don't go well, their children may learn to act the same way. Parents should avoid resorting to the old saying "Do as I say, not as I do."

**\*Don't take your children's good behavior for granted.** Parents should praise their children when they are behaving appropriately instead of just waiting to praise them only when they do something special. Parents should give their children the message that they notice appropriate behavior as much as inappropriate behavior. Catch them being good!

**\*Provide your children with a lot of verbal and physical affection.** Frequent physical contact between parents and their children (such as hugging or brief "love pats") is very important. This positive affection should be provided on a regular basis whenever children are behaving appropriately. Parents should avoid providing this affection soon after their children have misbehaved.

**\*Discipline should be immediate and should be administered in a matter-of-fact manner.** Parents need to avoid becoming upset while disciplining their children. Time-out and grounding techniques can be very effective if they are used correctly. After being punished, children should start with a clean slate. Parents should not remind or nag their children about their misbehavior.

**\*Be consistent and predictable with your children.** Children function best when they know what to expect. Parents should make it very clear exactly what are and are not acceptable behaviors. Children's appropriate and inappropriate behavior should be handled in a similar manner by both parents (e.g., both parents should use the same punishment techniques for misbehavior). Consistency is not only important between parents. It is

also important from day-to-day for individual parents. Parental management of children's behavior from one day to another should not vary according to parental mood. Rather, it should always be based on their children's behavior.

**\*How directions are given to children can have an effect on whether or not the children will follow them.** Parents should make eye contact with their children before giving a direction. Yelling directions from another room is often not very successful. Directions should be given in a very specific and concise manner. Parents should avoid giving vague directions such as "Be good." A parent's idea of being good and their children's idea of being good may be very different. Parents should praise their children when they follow directions. They should also be prepared to enforce directions their children do not follow. If parents do not enforce directions, children learn that their parents don't mean what they say. Parents should avoid giving more than one warning following a direction.

**\*Make rules clear and specific.** Parents should avoid making rules that they cannot or may not enforce. Enforcement of rules should be as matter-of-fact as possible. The

penalty for breaking rules should be stated in advance. When a rule is broken, children should be appropriately punished (e.g., time-out).

**\*Let your children help with as many everyday tasks as possible.** Most children enjoy spending time helping their parents, and it can also be a good learning experience. With younger children, "helping" may involve pretend work in the same area.

**\*Closely monitor your children.** For younger children, parents should praise them when they are behaving. Parents should avoid the trap of not wanting to disturb children while they are behaving. Parents should make sure they know where their children are and what they are doing.

**\*Avoid lecturing, nagging, yelling, and screaming to manage your children's behavior.** These approaches are typically not effective and often make problems worse.



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**[www.parenting-ed.org](http://www.parenting-ed.org)**