



## Getting to Know You

**Module:** II  
**Topic:** Primary Care  
**Type:** Mixer/Ice Breaker  
**Group Size:** Large Group  
**Time:** 20-30min

**Purpose:**

1. To experience how much easier it is to get to know and develop a personal relationship with a small intimate group as opposed to a large group.
2. To help participants understand the benefits of providing primary care for infants and their families.

**What you will need:**

Participant Materials	Trainer Materials	Equipment
<p><b>The following handouts:</b></p> <ul style="list-style-type: none"> <li>:: Getting to Know You (English)</li> <li>:: Getting to Know You (Spanish)</li> <li>:: Primary Caregiving</li> </ul>	<ul style="list-style-type: none"> <li>:: Bell or timer (something to call the whole group back together).</li> </ul>	

**Directions:**

**Note:** *The larger the group, the more dramatic the point of this activity will be. It might be difficult to demonstrate the point in groups smaller than 6-8.*

**Note:** *The activity sheet is designed to be cut in half before distribution.*

1. Distribute a copy of the handout to each participant. Explain that each person is to try to gather the information listed on the handout from each participant in the workshop.
2. Allow about 10 minutes for people to move around and interview coworkers.
3. Call for the participants' attention. As a general question to the whole group, ask them how far they got and how much they remember (it should be clear they couldn't get to everyone).
4. Divide participants into groups of 3-4 (ask them to group with people they have not interviewed).
5. Have them gather the information on the people in their small group.
6. Call the group back together and ask them how the two experiences differed. Invite a few volunteers to share (make sure the point is made that it is much easier to really get to know a small number of people).

Ask what they think this activity could have to do with primary care. Use this to lead into the topic of (or stimulate a discussion on) primary care supported by the handout *Primary Caregiving*.

## PITC ACTIVITIES

### Variations:

- :: This activity could be used, or referred to, in support of small group size.
- :: Different questions could be used, if desired.

### Links to Head Start Program Performance Standards:

### Source:

Cheri Longaker and David Longaker, PITC Certified Trainers

Handout compiled by Cheri Longaker, from the PITC Trainer's Manual Module II, Lessons 1 and 2, and *Together In Care* Child Care Video Magazine.

### References:

Mangione, P.L., Lally, J.R., & Signer, S. (1992). *Together in care: Meeting the intimacy needs of infants and toddler in groups* [Video magazine]. Sacramento, CA: CDE Press.

WestEd. (2000). *The Program for Infant/Toddler Caregivers' Trainer's manual, module II: Group care* (2nd ed.). Sacramento, CA: California Department of Education.



## **GETTING TO KNOW YOU**

**Tell me about:**

- 1. Something you really like to do.**
- 2. Your favorite food.**
- 3. Something you would like to learn about**
- 4. Something you do not like to do.**
- 5. Something you learned recently.**

## **GETTING TO KNOW YOU**

**Tell me about:**

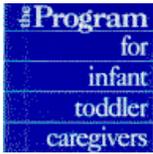
- 1. Something you really like to do.**
- 2. Your favorite food.**
- 3. Something you would like to learn about**
- 4. Something you do not like to do.**
- 5. Something you learned recently.**

### **Getting to Know You / Llegando a Conocerle a Usted**

1. Something you really like to do.  
Algo que a usted le gusta hacer.
2. Your favorite food.  
Su comida favorita de usted.
3. Something you would like to learn about.  
Algo que le gustaría aprender.
4. Something you do not like to do.  
Algo que a usted no le gusta hacer.
5. Something you learned recently.  
Algo que usted aprendió recientemente.

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## PRIMARY CAREGIVING

Each child is assigned to a caregiver who is *primarily* responsible for that child's care while in the program.

The caregiver also is the primary person to relate to the child's family.

The development of a relationship between a child and a caregiver who is special to that child is at the heart of good infant care. Young children thrive when they share a strong bond with a person who cares for them day after day. The consistent attention from a primary caregiver goes a long way toward meeting the child's need for stability and familiarity.

The security of a child's attachment to primary caregivers provides a base for the child's social-emotional development, as well as for all other learning.

### **Key Concepts**



### **Philosophy**

- Through primary care, the caregiver, the child and the child's family begin to develop important bonds of comfort, familiarity, trust, and love.
- The relationship between a child and the primary caregiver is deepened through the consistent sharing of daily routines.
- Deeper adult/child relationship leads to increased trust, cooperation and understanding. This leads to a more responsive relationship and a more enjoyable, beneficial time together for both caregiver and child
- An infant needs a primary caregiver at all times during the day. When shifts change, a second caregiver is assigned.

- Primary care does not mean exclusive care. Primary care works best when caregivers work together as a team. They support each other in many ways as they care for their assigned children through the day, and children and families are familiar with other caregivers.
- Having a special relationship helps all children but especially those who are very young, new to a group, cautious, feisty, or have other special needs.