



## Always, Never, and It Depends

**Module:** II  
**Topic:** Routines as Curriculum  
**Type:** Brainstorm and Discuss  
**Group Size:** Large Group  
**Time:** 30 - 45 minutes

**Purpose:**

Participants will identify:

1. What should always happen in carrying out daily routines.
2. What should never happen in carrying out daily routines.
3. How the ways routines are carried out depend on various factors, such as the family's culture, the infant's age and temperament, the presence of special needs.

**What you will need:**

Participant Materials	Trainer Materials	Equipment
	:: Prepared easel pages :: Markers	

**Directions:**

**Trainer preparation in advance:**

1. List routines on chart paper (one routine per page; 6 pages).  
 (Greetings & Departure; Feeding; Napping; Diapering & Toilet Learning; Transitions; Exploration & Play)
2. Divide each chart into three columns labeled "Always," "Never," and "It Depends".
3. Think about possible answers for each category.

**At the training event:**

1. Taking each routine one at a time, ask participants what "must always be done" and what "must never be done," and what "depends on other factors" such as child's age, temperament, culture, etc.
2. Discuss and record conclusions on the corresponding easel page.

Note: When there are differences of opinion, the action may belong in the "it depends" column. These have the potential of leading to healthy discussions.

Below are just a few examples given by caregivers. Allow each group to generate their own lists and be prepared to raise questions to stimulate their thinking, as needed.

**Greeting & Departure**

Always	Never	It Depends
:: Greet child & parent upon entering :: Be helpful :: Allow child to wave if window is available.	:: Allow child to run out the door after parent leaves :: Leave other children unattended :: Allow parent to leave without telling child goodbye	:: When to discuss issues with parents :: How to help child transition

**Feeding**

Always	Never	It Depends
:: Feed child when hungry :: Watch baby during feeding :: Look for spit up	:: Prop a bottle :: Leave child eating alone :: Put food in diapering area :: Withhold food	:: Give milk to child with fever :: Give child a fork :: Give milk to child with asthma

## PITC ACTIVITIES

### Variations:

:: Divide participants into small groups and each group takes one routine to discuss. Have them record their conclusions on the easel page and share with the whole group.

### Links to Head Start Program Performance Standards:

:: 1304.21 (a)(1)(i)  
:: 1304.21 (a)(3)(iii)

### Activity Developed by:

Developed by Carol Aghayan, PITC Certified Trainer. Modified by Janet Poole, PITC Faculty.

### Source Material:

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



