



Match the Phrases

Module: I
Topic: Socialization & Guidance
Type: Mixer/Ice Breaker
Group Size: Large Group
Time: 15 - 20 minutes

Purpose:

To actively introduce key concepts of socialization and guidance as they relate to caring for infants and toddlers.

What you will need:

Participant Materials	Trainer Materials	Equipment
<p>The following handouts: :: Important Points about Discipline</p> <p>The following materials: :: Statement halves cut into strips (one strip per participant)</p>	<p>:: Handout as answer key</p>	

Directions:

Before the Workshop:

- Copy the activity sheet and cut the phrases into strips. Paperclip the pairs together (this will facilitate matching the number of statements to the number of participants who attend the session.)
- Plan ahead to accommodate the number of anticipated participants:
 - For fewer than 12 participants, do not use all the statements. Prioritize the statements you wish to use.
 - For more than 12 participants, plan to allow participants to work in pairs; or make duplicates of some statements; or select and type statements to make additional pairs of paper slips.

At the Workshop:

- Match the number of statements to the size of the group. Use half as many complete statements as there are participants (ideally, have one slip of paper per participant. See #2 above for variations.) Note: Very large groups could be divided into sub-groups with a set of slips for each sub-group. This may help to expedite the process of distributing slips and finding matches.
- If there are an odd number of participants, the trainer can participate; or allow two people to work as a team with one slip of paper; or ask one person to verify the matches using an answer sheet.
- Distribute slips to participants as they arrive or as you are ready to begin the activity.
- Ask them to read their phrase and find the person who has the other half of the statement.
- Be ready to check their matches if they are unsure or ask for your verification.
- Ask each pair to read their statement to the whole group and then distribute the handout.

PITC ACTIVITIES

Variations:

- :: Use this activity as an introductory or wrap up activity to the entire workshop or to create an active element within the body of the workshop.
- :: Enlarge and reproduce statements individually for signs/posters to hang in the learning environment.
- :: Statements can be used to stimulate discussion in large or small groups.

Links to Head Start Program Performance Standards:

Includes but not limited to:

- :: 1304.21(a)(3)(1)(C)-(D) Limits and expectations

Activity Developed by:

Cheri and David Longaker, PITC Certified Trainers, with statements adapted from a Children's Home Society brochure.

Source Material:



Socialization & Guidance Activity Sheet: Statements for Matching

Remember: discipline and punishment are not . . .

. . . the same.

Discipline is guidance and teaching that . . .

. . .promotes POSITIVE behavior.

Punishment is a penalty imposed in reaction . . .

. . . to unacceptable behavior.

Positive discipline is more effective than punishment because desirable behaviors that last a lifetime must come. . .

. . . from within the child rather than imposed by external force.

When you must discipline children, always make sure they understand . . .

. . . that they are acceptable and loved, but their behavior is not.

Humiliating children, scolding them in front of others, or telling them that they are “bad”. . .

. . .will only cause them to feel badly about themselves and do little to promote good behavior.

IMPORTANT POINTS ABOUT “DISCIPLINE”

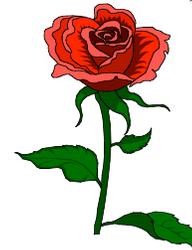
REMEMBER: DISCIPLINE AND PUNISHMENT ARE NOT THE SAME.

**Discipline is guidance and teaching that promotes
POSITIVE behavior.**

**Punishment is a penalty imposed in reaction
to unacceptable behavior.**

Positive discipline is more effective than punishment because desirable behaviors that last a lifetime must **come from within the child** rather than be **imposed by external force.**

**When you must discipline children,
always make sure they understand that *they* are acceptable and loved,**



but their *behavior* is not.

**Humiliating children,
scolding them in front of others, or telling them that they are “bad”
will only cause them to *feel badly about themselves*
and do little to promote good behavior.**

