PITC ACTIVITIES

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THE PROGRAM FOR INFANT/TODDLER CAREGIVERS

What Are They Learning?

Module: II
Topic: Caregiving Routines as Curriculum
Type: Brainstorm
Group Size: Large Group
Time: 15 - 20 minutes

Purpose:

To support participant's understanding of the learning opportunities during caregiving routines.

What you will need:

Participant Materials	Trainer Materials	Equipment
The following materials: :: Catalogues of Early Childhood Education materials (such as Environments, Lakeshore, Kaplan, etc)		:: Chart paper or white board :: Markers

Directions:

1. Distribute catalogues, one for each participant or one for two participants to share as a pair.
2. Ask participants to pick one picture that best illustrates the curriculum in their program. Give them 2 to 3 minutes to choose a picture.
3. Ask participants to consider: "What is the child(ren) doing and what is the child(ren) learning?" Allow 2 to 3 minutes to reflect on this.
4. Ask the participants to share with the group by holding up the picture and describing what the child is doing and learning in as much detail as possible. Record comments on the chart paper on what children are learning.
5. After each participant has had the opportunity to share, review the range of learning experiences. Talk about the categories of learning experiences (physical, emotional, social, language, cognitive, etc) represented.
6. Remind participants that the topic of the training is Caregiving Routines as Curriculum and ask the participants to review with you the learning experiences listed. Ask whether and how each experience can also happen during caregiving routines.

Variations:

:: Select and cut pictures of children engaged in different activities from the catalogues. Place the pictures face up on a table. Ask participants to choose one picture that illustrates the curriculum in their program. Continue the activity as described above.

:: Add a discussion about the amount of time children spend in caregiving routines each day and the importance of using those times as learning opportunities. Brainstorm with the group and record on chart paper:

- The length of time spent in diapering of a 6 month old.
- The number of times a child is diapered each day.
- Add up the number of minutes.

:: Repeat for feeding, napping, greetings/departures, transitions, dressing/undressing and any other routines. Add up the number of minutes

:: Discuss the amount of time children spend in routines with caregivers and the importance of the intimate contact and one-to-one time spent with each child.

:: Pages from a Special Education catalogue could be used to discuss adaptations.

Links to Head Start Program Performance Standards:

:: 1304.21(a)(1)(i)-(v) Education and Early Childhood Development

:: 1304.21(a)(3)(i)(B) Education and Early Childhood Development

:: 1304.21(a)(3)(ii) Education and Early Childhood Development

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Source Material:

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

Lally, J.R. (Executive Producer/Content Developer/Writer), Mangione P.L. (Content Developer/Writer), Signer, S. (Content Developer/Writer), & Butterfield, G.O. Producer/Editor). (2000). *It's not just routine: Feeding, diapering, and napping infants and toddlers* (Second edition) [Videotape]. United States: The Program for Infant/Toddler Caregivers (Developed collaboratively by the California Department of Education and WestEd).

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