



Let's Go Shopping

Module: II
Topic: Environments
Type: Visualization
Group Size: Individual then Large or Small Group
Time: 15 - 30 minutes

Purpose:

1. To learn the different components of the environment.
2. To learn how we are affected by our environment.
3. To understand how the environment affects children' behavior.

What you will need:

Participant Materials	Trainer Materials	Equipment
<p>The following materials:</p> <ul style="list-style-type: none"> :: Paper :: Pen or pencil 		<ul style="list-style-type: none"> :: Flip chart :: Markers

Directions:

1. Ask each participant to close his/her eyes and visualize a favorite place to shop. Explain that this can be any kind of shop (food, clothes, etc.) and should be a favorite place to go.
2. Now ask them to write down why it is their favorite – when they closed their eyes, what did they see, smell, hear, etc. Have them consider who else was there (how many people), what features make that store inviting to them. Allow 5-10 minutes for this.
3. Ask participants to share their experience. If there are more than 20 people, they should share this within the small group and discuss similarities and differences. If less than 20, this can be done with the large group. Tell them that they can name the store if they choose, but the features are what are important. Be sure they include things like lighting, noises, were they greeted when they arrived, what the salespeople were like, etc.
4. List some of these features on chart paper. After all are listed and everyone has had an opportunity to add to the list, facilitate a discussion regarding differences noted. For example, someone might like a very busy place where the items change weekly or monthly, and where they can get a great bargain; others might like a predictable, quiet place where they know where everything is and can get individual assistance.
5. Relate these experiences to what young children experience in their environments. Explain that the very same thing that one person enjoys may be overwhelming to another.
6. End the discussion with the reminder that as an adult, we can choose which store we go to shop in, but young children cannot. They are stuck with the environment we prepare for them. It is important to collect information from families on what their children are used to so that adaptations to the childcare environment might be made to each child's likes and dislikes.

PITC ACTIVITIES

Variations:

- :: Home visitors can have a similar discussion with a parent who is struggling with his/her home environment. This will help him/her focus on what aspects of an environment are appealing to him/her and to his/her child.
- :: The trainer could take the discussion a little further and point out the needs of children with disabilities in relation to the environment.
- :: A follow-up to this activity may be a discussion on how to accommodate the needs of a variety of individuals in one classroom.

Links to Head Start Program Performance Standards:

- :: 1304.21(b)(1)(ii)
- :: 1304.21(c)(1)(i) Education and Early Childhood Development

Activity Developed by:

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Source Material:



