



What's In Your Environment?

Module: III
Topic: Discoveries of Infancy
Type: Reflection and Brainstorm
Group Size: Small Groups (primary care or classroom groups)
Time: For the activity sheet & discussion only - approximately 30 minutes spread throughout the workshop. (Allow approximately 5 minutes to complete the two boxes for each discovery, and approximately 5 minutes for follow-up discussion of their responses in each row.)
Note: This does not include the time for the video clips

Purpose:

1. To identify materials and activities currently in the environment that support children's discoveries in order to support a more informed and effective use of materials and activities.
2. To identify additional materials and activities that could be added to the environment to create more effective learning environments that support children's discoveries.

What you will need:

Participant Materials	Trainer Materials	Equipment
<p>The following handouts: :: What's In Your Environment? (activity sheet) :: Discoveries of Young Children (optional)</p>	<p>:: PITC Video: <i>Discoveries of Infancy</i></p>	<p>:: TV/VCR</p>

Directions:

1. After showing the PITC video segment on cause and effect, ask participants to reflect on the items and activities in their environment children can use to explore cause and effect. Ask them to write this in the first box in the first row.
2. Ask them to reflect on what additional items and activities could be added to support cause and effect and write this in the second box in the first row.
3. Invite a sharing of thoughts and ideas with the whole group.
4. After showing the video segment on understanding space, ask participants to reflect on what is in their environments that supports children in exploring and understanding space.
5. Using the second row, repeat steps 1 through 3 for understanding space.
6. After showing the video segment on imitation, ask participants to reflect on what is in their environments that supports children in imitating the actions and words of others.
7. Using the third row, repeat steps 1 through 3 for imitation.

PITC ACTIVITIES

Variations:

Possible additions:

:: The handout, Discoveries of Young Children, may be provided as a summary of the 6 discoveries to support reflection (in order to complete the activity sheet) and for future reference/review.

:: Combine this activity with the activity A Child's Discoveries. Asking participants to look at the discoveries of specific children and environmental support for some of the discoveries at the same time can work effectively together.

Creative/active option (No writing required):

:: Creative representation could be used instead of the worksheet. Participants could be asked to represent items and activities through drawings and/or role plays.

Note: for this option you will need to provide participants with paper and crayons and/or markers. Other creative materials are optional such as, colored paper, scissor, glue, tape.

Links to Head Start Program Performance Standards:

Includes but not limited to:

:: 1304.21(a)(1)(i) Child development and education approach for all children

:: 1304.21(a)(4)(i) . . .using various strategies. . . including experimentation. . . and exploration.

Offering a rich variety of experiences, projects, materials. . .

Activity Developed by:

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Source Material:

Lally, J.R. (Executive Producer/Content Developer/Writer), Mangione P.L. (Content Developer/Writer), Signer, S. (Content Developer/Writer), Butterfield, G.O. (Producer/Editor), & Gilford, S. (Writer). (1992). *Discoveries of infancy: Cognitive development and learning* [Videotape]. United States: The Program for Infant/Toddler Caregivers (Developed collaboratively by the California Department of Education and WestEd).

Mangione, P.L., Lally, J.R., & Signer, S. (1992) *Discoveries of Infancy: Cognitive Development and Learning* [Video magazine]. Sacramento, CA: California Department of Education.



WHAT'S IN YOUR ENVIRONMENT?
Environmental Support for Discoveries of Infancy
Program for Infant/Toddler Caregivers

Currently have in the environment and/or do as activities:	Consider adding/doing:
Cause and effect:	Cause and effect:
Understanding space:	Understanding space:
Imitation:	Imitation:

Additional comments/ideas:

DISCOVERIES OF YOUNG CHILDREN

Program for Infant/Toddler Caregivers

No matter what infants are doing, they are taking in information – they order, classify, and integrate information. They uncover the mysteries of the world a hundred times a day. So many lessons are being learned, and in such subtle ways, that they often are missed by adults. The PITC video, *Discoveries of Infancy: Cognitive Development and Learning*, explores the constant quest for knowledge of infants and toddlers. It shows six major kinds of discoveries made during the first three years of life. Here is a very brief overview of the six discoveries:

Learning Schemes

Young infants use a variety of schemes (actions) such as mouthing, banging, handling, grasping, and reaching to discover the properties of objects. They try out their schemes on just about anything,

Cause & Effect

Early in life, infants are unaware of the relationship between cause and effect. They do not seem to realize how their actions may relate to other actions. Through exploring and experimenting, the connection between cause and effect become clear.

Use of Tools

At first, infants don't realize that they can use things such as a cry, an object or even their caregiver as a tool to get what they want. They begin to recognize the effectiveness of tools as they interact with a world of responsive people and objects.

Object Permanence

Infants are not born knowing about the permanence of objects (that they exist even when one cannot see them). They make this discovery gradually through repeated experiences with the same object. Tracking objects as they move through space is one of the first ways of understanding this.

Understanding Space

The concept of space includes many types of learning such as distance, perspective, size, relationships, gravity, and balance.

Imitation

Imitation is one of the most powerful learning devices used by infants and toddlers. It fosters the development of communication and a broad range of other skills (cognitive, social, emotional).

APPLICATION: *To plan effective, individualized curriculum, watch for signs of these discoveries occurring in young children. Look for ways to support their discoveries.*

Adapted by Cheri Longaker from the PITC Video *Discoveries of Infancy*.

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DESCUBRIMIENTOS DE LOS NIÑOS PEQUEÑOS

Program for Infant/Toddler Caregivers

No importa lo que hacen los infants, están siempre recibiendo información – imponen orden, clasifican, e integran información. Ellos destapan los misterios del mundo cien veces cada día. Son tantas las lecciones aprendidas y en maneras tan sutiles que muchas veces los adultos no se dan cuenta. El video de PITC, *Discoveries of Infancy: Cognitive Development and Learning*, explora la búsqueda constante para conocimiento de los infants y niños pequeños. Muestra seis tipos de descubrimientos hechos durante los primeros tres años de la vida. Aquí hay un repaso breve de estos seis descubrimientos:

Esquemas de Aprendizaje

Los infants tiernos usan una variedad de esquemas sencillas tales como tomar cosas en la boca, golpear, manosear, agarrar, y alcanzar para que descubran las propiedades de los objetos. Prueban sus esquemas en casi cualquiera situación.

Causa y Efecto

Temprano en la vida los infants no son concientes de la relación entre causa y efecto. No parecen darse cuenta como es que sus propias acciones puedan ser relacionadas a otras acciones. Por medio de explorar y experimentar, la conexión entre causa y efecto llega a ser claro.

Uso de Herramientas

Al principio, los infants no se dan cuenta de que ellos pueden usar cosas tales como un llorido, un objeto ó hasta una proveedora de cuidados como una herra mienta para conseguir lo que ellos quieren. Ellos empiezan a reconocer que tan efectivas son las herramientas cuando ellos interactúan con el mundo de objetos y gente que les responden.

Permanencia de Objetos

Los infants no nacen sabiendo sobre la permanencia de objetos (que las cosas existen aún cuando uno no las pueda ver). Ellos hacen este descubrimiento gradualmente a través de experiencias repetidas con los mismos objetos. Una de las primeras maneras en que los infants demuestran su entendimiento de la permanencia de objetos es identificando y siguiendo objetos mientras éstos se mueven por el espacio..

Entendiendo Espacio

El concepto del espacio incluye muchos tipos de aprendizaje tales como la distancia, la perspectiva, la relación por tamaño, la gravedad y el balance.

Imitación

La imitation es uno de los mecanismos de aprendizaje más poderosos usados por los infants y los niños pequeños. Promueve el desarrollo de la comunicación y una gran variedad de otras habilidades (cognitivas, sociales, emocionales).

APLICACIÓN: Para planear un curriculum eficaz e individualizado, busque señales de estos descubrimientos en los niños. Busque maneras para apoyar los descubrimientos de ellos.

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