



Facilitate This!

Module: III
Topic: Facilitating Learning
Type: Scenario - Brainstorm and discuss;
Optional: Role play
Group Size: Large Group and Small Groups
Time: 30 - 60 minutes (or more depending on the number of photo series used)

Purpose:

For participants to identify adaptations and expansions they can make to facilitate learning based on the activities/ exploration in which their children currently are engaged.

What you will need:

Participant Materials	Trainer Materials	Equipment
<p>The following handouts: :: Facilitating Learning: The Caregiver’s Role</p> <p>The following materials: Optional: Photo series of some of children engaged in activities, printed on card stock. (Could be laminated.)</p>	<p>Prior to the training event: :: Digital camera or 35mm camera and pictures developed on CD</p> <p>At the training event: :: Photo series of children in play/exploration</p> <p>Optional: Transparency of two questions asked in the directions, Steps # 3 & 4.</p>	<p>:: Overhead Projector :: Photos on transparency :: Screen</p> <p>or:</p> <p>:: Data projector :: Computer with photos :: Screen</p>

Directions:

Note: This activity is to follow the showing and discussion of the PITC video, *The Next Step: Including the Infant in the Curriculum*. It is intended to provide practice in the application of the facilitation strategies presented in the video.

Part 1 - prior to the training:

1. Arrange to take photos of the children engaged in exploration while you, the trainer, are providing technical assistance on site. Make sure the necessary photo releases have been signed.
2. Create several photo series on computer (each depicting a sequence of exploration by a child or group of children). The photos can be set up for use with an data projector, or put on transparencies.
3. Generate your own ideas of ways to adapt and expand to facilitate these activities so that you can support participants in their brainstorming and so you know the photos you have selected work well for this type of activity.
4. Optional: print a variety of photo series on card stock (several photos per page) for distribution to small groups.

Part 2 - at the training event:

1. Point out that the group is going to look at the process of “serving as a sensitive facilitator” (Third arrow in the top section of the handout).
2. Refer participants to the paragraph under the heading, Facilitating Children’s Learning.
3. Ask and discuss, “What does it mean to follow the child’s lead?”
4. Ask and discuss, “What does it mean to respect what the child brings to the table?”
5. Point out that both of these are necessary if we are to facilitate the child’s learning.
6. Explain that they are going to get to practice applying the concepts of adapting and expanding using photos of children in their care engaged in activities.
7. Review the sections of the handout on adapt and expand.
8. To the whole group, show a photo series on the screen.
9. Ask them what the children appear to be learning from this activity/exploration. Discuss.
10. Ask them what they could do to adapt the environment for this exploration. Discuss.
11. Ask them how they could expand this exploration/learning. Discuss.
12. Repeat with another photo series (as many as desired and/or time allows).

PITC ACTIVITIES

Variations:

Role play adaptations and expansions:

:: After generating ideas for adapting and expanding as a whole group, using one or more photo series, provide printed photo series to small groups (a different series to each group).

:: Ask them to think of ways to adapt for, and expand the exploration and learning depicted and demonstrate/role play this for the whole group. For this approach, the trainer will need to provide the following materials for participants:

- photo series, preferably printed on card stock for durability (could be laminated)
- any props needed to role play the exploration
- After each role play, ask the audience for any additional ideas for adaptation and expansion

:: Invite them to discuss how they can apply their ideas for adaptation and expansion to their curriculum planning process. Consider discussing their curriculum planning process in advance with the host site's contact person so you can support them in this discussion.

Links to Head Start Program Performance Standards:

:: 1304.21 (a)(1)(i), (ii)

:: 1304.21 (a)(4)(i), (ii)

:: 1304.21 (b)(3)(i), (ii)

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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). (2001). *The next step: Including the infant in the curriculum* [Videotape]. United States: The Program for Infant/Toddler Caregivers (Developed collaboratively by the California Department of Education and WestEd).

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ACTIVITY NO. 63 (for administrative purposes only)

FACILITATING LEARNING: THE CAREGIVER'S ROLE

Research shows the most effective way for children to gain the social and intellectual competence needed in school is for caregivers to be responsive to the children's interests rather than teach specific lessons.

This is done by

- sensitively observing and documenting the development and interests of the children
- planning and setting up environments and selecting equipment and material that match children's interests
- serving as a sensitive facilitator, focused on what the child is trying to learn.

Facilitating Children's Learning

Good caregivers take their lead from the child. To effectively help children learn, we must respect what the child brings to the table: the child's own plan for learning driven by motivation, curiosity, and a passion for discovery. It is by honoring and assisting young children as they strive to gain mastery of the world that we prepare them for success in school and life.

ADAPT

Making the most of learning opportunities as they unfold

- Adapt the environment and interactions to the child's changing interests and needs.
- Flow from one type of facilitation/focus to another within a situation, based on the child's changing interests and needs.

SUPPORT PRACTICE AND REPETITION

Respecting and encouraging the development of new skills

- Allow children to do something over and over without interruption.
 - communicates acceptance and encouragement
 - allows children to master skills which support further learning
- Support imitation. (Young children love to repeat what they see and hear.)
 - repeat children's actions and words
 - give them time to imitate one another

EXPAND

Enriching children's learning and development by adding the amount of novelty and complexity for which the child is ready.

- Elaborate on a child's play:
 - pose problems
 - introduce more complexity
 - add challenging materials
- Expand early communication:
 - respond to the child's sounds
 - use words and simple phrases
 - model how to say things
 - as children grow older, add information that relates to child's words and actions

Well done expansions build on what is familiar to children so they can use current knowledge as the basis for further learning. Expansion helps children develop new and more complex ways of thinking and acting.

Programa para Proveedores de Cuidado Infantil
FACILITANDO EL APRENDIZAJE: EL PAPEL DE LA
PROVEEDORA DE CUIDADO

Los estudios demuestran que la manera mas eficaz en que los niños ganan la competencia social e intelectual que se necesita en la escuela es cuando sus proveedores de cuidado sean sensibles a los intereses de los niños en vez de enseñar lecciones específicas..

Esto se hace por medio de:

- observar sensiblemente y documentar el desarrollo y los intereses de los niños
- planear y arreglar el medio ambiente y por seleccionar equipo y materiales que corresponden a los intereses de los niños
- servir como facilitador(a) sensible, enfocado en lo que intenta aprender el niño.

Facilitando el Aprendizaje de los Niños

Buenas proveedoras de cuidado toman la delantera de los niños. Para apoyar eficazmente el aprendizaje de los niños debemos respetar lo que traigan ellos a la situación: el plan para aprendizaje de cada niño impulsado por su motivación, curiosidad y una pasión por el descubrimiento. Es por medio de honrar y apoyar a los niños pequeños mientras luchan para que ganen maestría de su mundo que los preparemos para éxito en la escuela igual que en la vida.

ADAPTE

Aprovechando las oportunidades para aprender mientras surgen.

- Adapte el medio ambiente y los intercambios a los intereses y las necesidades cambiables del niño.
- Cambie de un tipo de facilitación/enfoque a otra dentro de una situación basado en los intereses y las necesidades cambiables del niño.

APOYE LA PRÁCTICA Y LA REPETICIÓN

Respectando y animando el desarrollo de nuevas destrezas

- Permita que los niños haga algo repetidamente sin interrumpirlos.
 - Esto comunica aceptación y aliento.
 - Permita que los niños adquieran dominio sobre destrezas que apoyan aprendizaje futuro
- Apoye imitación. (A los niños pequeños les gusta repetir lo que vean y oyan.)
 - Repita las acciones y palabras de los niños
 - Dé los tiempo para que imiten uno al otro.

EXPANDA

Enriqueciendo el aprendizaje y el desarrollo de los niños por medio de agregar la cantidad de novedad y complejidad para el cual ellos estén listos

- Elabore al juego del niño:
 - proponga problemas
 - introduzca mase complejidad
 - agregue materiales desafiantes
- Expanda comunicación temprana:
 - Responda a los sonidos del niño
 - use palabras y frases sencillas
 - modele como decir cosas

Adapted by Cheri & David Longaker from the PITC Video *The Next Step*.

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- mientras los niños maduran, agregue información relacionada a las palabras y acciones del niño.

Expansiones bien hechas se basan en lo que sea familiar para los niños para que puedan usar su conocimiento actual como la base para el más aprendizaje. La expansión ayuda a los niños para que desarrollen maneras nuevas y mas complejas de pensar y actuar.