

Introduction to Caring for Young Children: building healthy relationships, brains, and bodies

Participant Manual

Center for Early Education and Development

6/30/2013

This is an 8 hour training that provides a foundation for adults who care for young children, particularly in informal care settings. The authors are Vicki Hawley and Sue Heisler. This training course was funded by the Minnesota Department of Human Services. Thanks to the reviewers from CEED, MN DHS, the 2012-13 Training grant advisory committee, and contract reviewer Betty Emarita. Thanks also to families, caregivers, communities, trainers, and policy-makers who have the best interests of young children at heart.

Caring for Young Children: building healthy relationships, brains, and bodies

Plan for Training, Participant Handout 1.1

During the whole course, we will:

- Name and talk about safe and healthy places and activities. (Session A)
- Talk about what is most important for children to know and be able to do for success in school and in life. (Session B & C)
- Name, plan, and practice ways to support young children and their families. (Session D)
- Think about our own beliefs about what young children need. Use stories, discussion, and observation. (all Sessions)

Session A: Safe and healthy children

- Share our experiences and roles with young children
- Learn about how young children's brains develop.
- *Learn about healthy eating and movement. (based on "Let's Move Child Care" from <http://www.healthykidshealthyfuture.org/home/startearly/thegoal.html>)*
- Explore the places we care for children in order to support safety and avoid hazards.



Stop and think about where children play outside. Do: *the Hands On Teach to Learn outdoor safety checklist.*

Session B: How children grow and develop

- Watch video to notice and talk about how we help children grow.
- Use Minnesota resources to think about what young children need to know and do.
- Experience and plan everyday activities that help children learn and grow
- Plan one way to practice what we discussed in this module.



Stop and think about when/where to play games: Do: 1. Play a game at least once. 2. Plan and do an outdoor play activity.

Session C: Guiding children's behavior

- Discuss how you expect children to act (what to do, what not to do).
- Discuss how routines and surroundings make a difference for children's behavior.
- Notice and plan for challenging behavior.



Stop and think about: How do you guide behavior? Do: Choose from 1. Use the sheet from the Family Routines section to help you understand a particular child's behavior. 2. Try a strategy that we've talked about tonight that may not be as familiar to you. Try to be intentional about using it. Practice positive statement of expectations and think about whether/how that is different than reacting.

Session D: Getting ready for school

- Talk about what "school readiness" means.
- Talk about how children's play helps them learn and grow.
- Find out and practice ways to build early literacy and math skills



Stop and think: Do: Write your own: _____



Handout 1.2 What's my Role with children?



Who am I (with the children)?



Manager

Teacher

Nurse

Listener

Corrector

Police

Mom

Nurturer



Safety officer

Trainer

Director

Cook



Instructor

Negotiator

Problem-solver

Supervisor

Monitor

Guide

Boss

Encourager

Worrier

Fixer

Comforter

Cheerleader

Other _____



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What the Experts Say Session A: Let's Move Child Care

What is "Let's Move! Child Care"?



- One part of the First Lady's Let's Move! plan to work on the obesity problem.
- Helps providers learn and use best practices for good health. These include: physical activity, screen time, foods, beverages, and breastfeeding through free resources and interactive, online tools.

<http://www.healthykidshealthyfuture.org/welcome.html>
from Mod. 1, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Childhood Obesity

- 24% - 33% of 2 – 5 year olds are overweight or obese.
- Obesity rates for young children doubled in about a 20 year period of time (1980's – 2000).
- Obese children are more likely to become obese adults.
- If children are overweight, obesity in adulthood is likely to be more severe.

<http://www.healthykidshealthyfuture.org/welcome.html>
from Mod. 1, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Knowledge Check

- Children who are obese are more likely to develop:
 - Heart disease
 - Diabetes
 - Cancer
 - Sleep Problems
 - ☐ All of the above

<http://www.healthykidshealthyfuture.org/welcome.html>
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Health Consequences

Obesity makes certain diseases and health problems more likely to happen, such as:

- | | |
|---|--|
| <input type="checkbox"/> Heart disease | <input type="checkbox"/> Stroke |
| <input type="checkbox"/> Type 2 diabetes | <input type="checkbox"/> Gynecological problems |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Liver and Gallbladder disease |
| <input type="checkbox"/> Sleep problems | |
| <input type="checkbox"/> Hypertension | |
| <input type="checkbox"/> High blood cholesterol | |



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Physical Activity: What Children Need

- **Infants:** Short *supervised* periods of tummy time several times each day.
- **Toddlers & Preschoolers:** **Active play time** every day, both indoor and outdoor
 - **Toddlers:** 60–90 minutes or more every day (if they in child care ½ day, then at least 30 minutes)
 - **Preschoolers:** 120 minutes or more (if they are in child care ½ day, at least 60 minutes).

REMINDER: Make sure that kids with special needs can participate in activities too!

<http://www.healthykidshealthyfuture.org/welcome.html>
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How Does Physical Activity Help?

- Helps children stay at a healthy weight
 - In childhood
 - In adulthood – physical activity habits that children learn when they are young can last a lifetime
- Helps children:
 - Develop physical skills and help them be stronger, more flexible, and able to build their strength, flexibility, and able to keep going.
 - Develop and maintain strong bones
 - Improves social skills and brain development
 - Sleep better
 - Feel confident about themselves and their bodies
 - Reduce their risk of feeling stressed or depressed



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Healthy Food

Reasons to Reduce Screen* Time

*this includes TV, phones, iPads, video games—anything with a screen.

- Gets in the way of exploring, playing, and social interaction.
- As kids get older, screen time can get in the way of being active, reading, doing homework, playing with friends, and spending time with family.
- Kids who spend more time watching TV are more likely to be overweight or obese.



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• Toddlers and preschoolers

- Serve a **fruit and/or a vegetable** at every meal (Juice does not count as fruit. French fries, tater tots, and hash browns do not count as vegetables!)
- Limit **fried and pre-fried foods**
Serve French fries, tater tots, hash browns, potato chips, frozen and breaded meats or fish no more than once a month

- **Preschoolers:** Serve all meals **family style** so that children are encouraged to serve themselves with less adult help.

<http://www.healthykidhealthyfuture.org/welcome.html>
from Mod. 1, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Healthy Drinks

- **Water:** visible and available inside and outside for self-serve
- **Fruit juice:** Only 100%; serve no more than 4 – 6 oz. per day per child and encourage parents to support this limit
- **Sugary Drinks:** Never (includes fruit drinks, sports drinks, sweet tea, and soda)
- **Milk:** Serve only 1% or non-fat (skim) milk to children 2 years and older (unless otherwise directed by the child's health provider)

REMINDER: Never serve water in plastic "sippy cups" or bottles!

<http://www.healthykidhealthyfuture.org/welcome.html>
from Mod. 1, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Ways to Encourage Healthy Drinks

- Take water jugs and cups with you outside.
- Try adding fruit slices or berries to water for an extra fun taste!
- Try adding water to 100% fruit juice. This can train children's palette to enjoy less sweetness.
- Show children how you use healthy drinks by avoiding sugary drinks in front of children.
- Instead of juice, serve fresh fruit, which includes important dietary fiber and is a natural source of energy.

<http://www.healthykidhealthyfuture.org/welcome.html>
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Infant Feeding

- Provide a mother's breast milk to infants of mothers who wish to breastfeed and bring their breast milk for you to provide in a bottle.
- Welcoming mothers to nurse their babies at your home – supports parents' decisions with infant feeding.

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Handout 1.3 Inside Safety Checklist

- ☐ Are infants in your care always placed on their backs to sleep?
- ☐ Do infants sleep alone in a crib
- ☐ Do your cribs meet current crib safety standards (crib sides are stationary; no broken or missing crib slats; crib slats no more than 2 3/8 inches apart ?
- ☐ Is the crib mattress firm and fitted snugly inside the crib (no extra room around edges)?
- ☐ Is your baby's crib empty of pillows, comforters, stuffed toys, bumper pads, and other soft items - nothing but a pacifier (not attached to infant) allowed.

☐ Are there safety latches or locks on cabinets and drawers that contain potentially dangerous items?
These items include:

- Vitamins
- Cigarettes
- Plastic bags
- Matches and lighters
- Knives, scissors, razor blades, and other sharp objects
- Cleaning supplies, pesticides, and other poisonous materials – keep these in their original containers
- Guns and ammunition – must be stored separately
- Medications, including over-the-counter medicines
- Energy drinks or alcoholic beverages

Remember: Child-resistant packaging is not child proof.

- ☐ Are small appliances in the kitchen (coffee maker, toaster) and bathroom (hairdryer, curling iron) unplugged and put away? If they cannot be stored in a cabinet or drawer, push them to the back of the counter.
- ☐ Are only back burners on the stovetop used for cooking?
- ☐ Are pot handles turned toward the back of the stove?
- ☐ Is your hot water heater set to never go above 120°F?
- ☐ Are the MN Poison Center phone number (1-800-222-1222) and other emergency contacts posted near all of your telephones, programmed in your cell phone or in an obvious location in your home? It is

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not necessary to keep syrup of ipecac in your home. In case of poisoning, always call the poison center and the experts there will advise you on what to do.

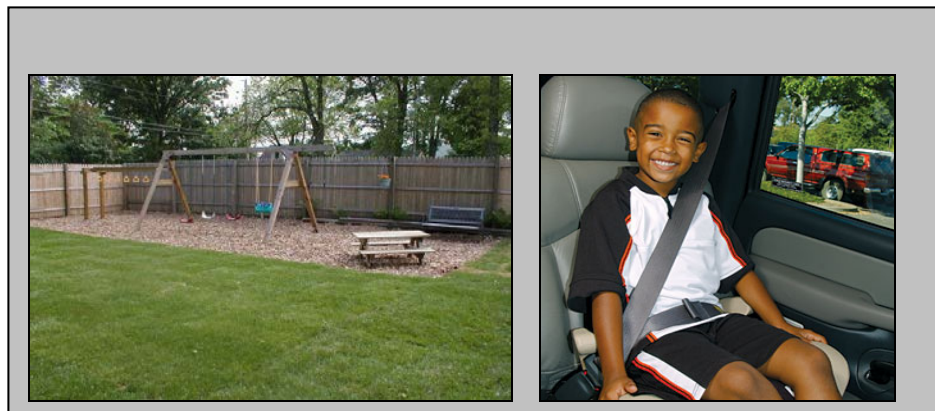
- ☐ Are small toys and objects that infants could choke on out of reach and picked up off the floor? It is important that objects containing button batteries (TV remotes, clocks) have a screw-secured battery cover, and toys with small magnets are out of reach of children.
- ☐ Are working carbon monoxide detectors installed within 10 feet of each room used for sleeping? Carbon monoxide detectors should be tested monthly and the batteries changed every year.
- ☐ Are working smoke detectors placed in each sleeping room as well as in the hallways outside the sleeping rooms? Smoke detectors should be tested monthly and the batteries changed every year.
- ☐ Do you have an emergency exit plan in case of a fire?
- ☐ Is your home smoke-free (no one smokes inside your home)?
- ☐ Are heavy or unstable pieces of furniture, such as TVs, entertainment centers, and bookshelves, anchored to the floor or secured to the wall?
- ☐ Are safety/baby gates installed at the top and bottom of all stairs?
- ☐ Are stationary activity centers used instead of infant walkers?
- ☐ Are the windows in your house or apartment child-safe? Things to do: Move furniture away from windows.
- ☐ Keep windows, especially those reachable by children, locked or have window guards or stops to prevent them from being open more than 4 inches.
- ☐ Are electrical cords in good condition (not frayed)? Arrange the cords so they are out of your child's reach.
- ☐ Are there shock prevention plugs or covers on all unused electrical outlets?
- ☐ Are you keeping your child safe from lead poisoning? Peeling paint or paint dust on walls and windows can have lead if your home was built before 1978. Certain folk remedies may contain lead.
- ☐ Are the cords for windows, blinds, draperies, or baby monitors out of your child's reach? If cords for blinds or draperies are looped, cut them to create two short cords

Handout 1.4 Hands-on Teach to Learn picture outdoor safety list



FAMILY CHILD CARE ENVIRONMENT PICTURE CHECKLIST-1

PART 5: HEALTH & SAFETY OUTDOORS



09/14/2012
Association

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HEALTH & SAFETY OUTDOORS-1

1. The Outdoor play area is fenced.

Gates have childproof latches.



☐ 2. Children DO NOT have access to chemicals, animal excrement, sharp objects, dangerous materials, trash, or machines.



☐ 3. The outdoor play area is safe & free from hazards.



☐ 4. Stairways are NOT dangerous.

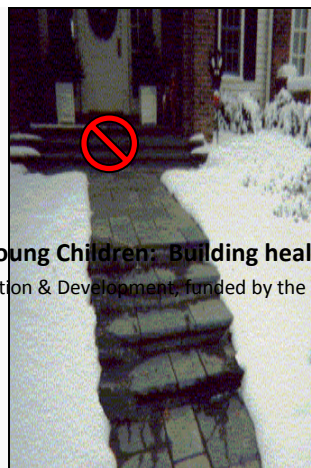


HEALTH & SAFETY OUTDOORS-

☐ . Children DO NOT have UNSUPERVISED access to open water.



☐ Walkways are NOT dangerous.

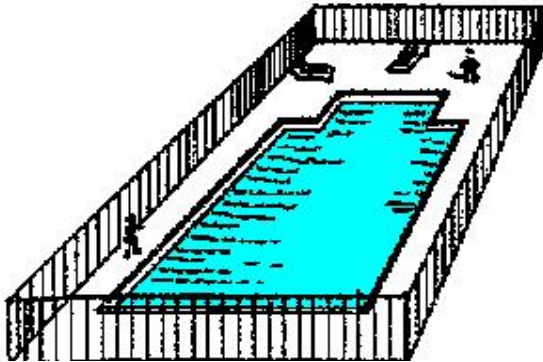


3. Children DO NOT have access to driveways or streets. ☐



4 ☐ Children DO NOT have UNSUPERVISED use of a swimming pool area.

Swimming pools have SECURE GATES WITH CHILD-PROOF LOCKS.



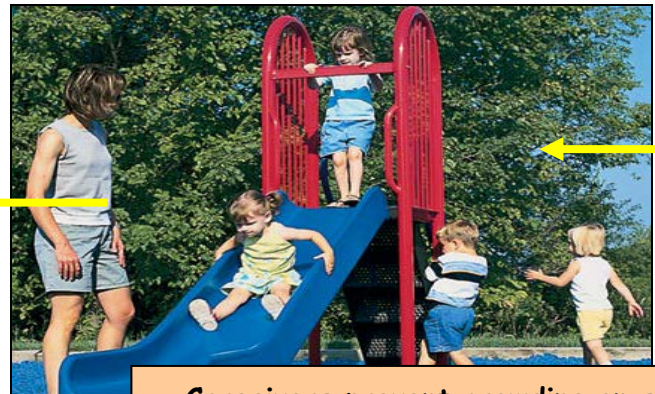
HEALTH & SAFETY OUTDOORS-3

1. Children have access to play equipment that is safe for their size & age.

Correct height for Toddlers
Platforms under 32 inches



Correct height for preschoolers
Platforms under 48 inches



Caregivers prevent crowding on slide.

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Protective surfacing is under play equipment & extends 6 feet out from play equipment.



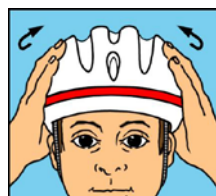
Children DO NOT use trampolines.



Sand boxes are covered when the children are not using it.



Caregivers require children to wear necessary safety equipment.



Caregivers supervise outdoor play closely.

HEALTH & SAFETY OUTDOORS-4

Play equipment is taken care of so that it is NOT dangerous.



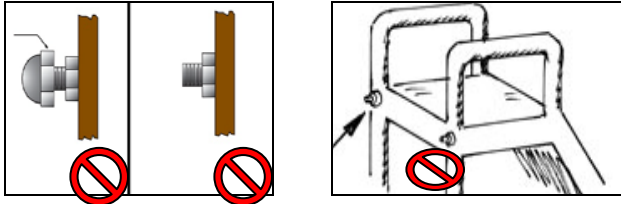
2. There are NO spaces in play equipment BETWEEN 3/8 INCH & 1 INCH where children can get their fingers caught.



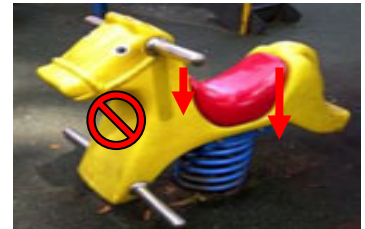
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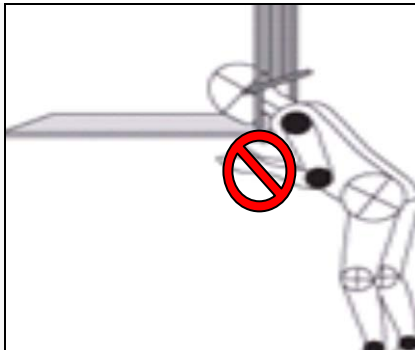
There are NO projections to catch a child's clothing.



There are NO projections to poke a child in the eye.



There are NO spaces in play equipment BETWEEN 3.5" & 9" where children can get their HEADS STUCK or get their legs through & POSSIBLY HANG.



HEALTH & SAFETY OUTDOORS: OUTDOORS - TRANSPORTATION

Children are safe when they are in the car.
ALL CHILDREN SIT IN THE BACK SEAT!

If you transport children in your car, how do you keep them safe?

1. Children birth to 1 year or children who weigh under 20 pounds are safely secured in an approved infant car seat that faces the back of the car.

2. Children 1-4 years who weigh 20 to 40 pounds are safely secured in an approved car seat that faces front.



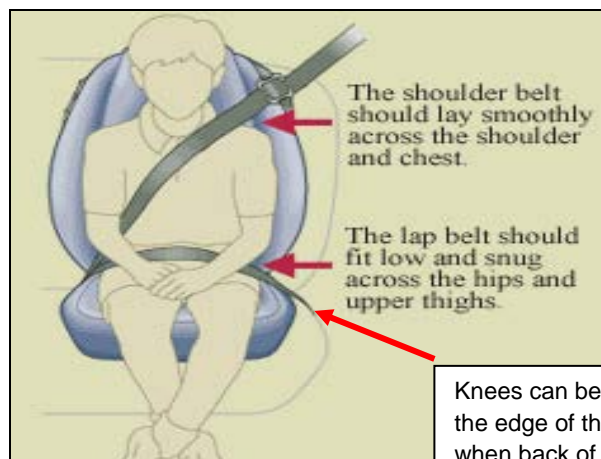
**NEVER
LEAVE A
CHILD
ALONE IN A
CAR!**



3. Children who weigh 40 to 80 pounds & are LESS THAN 57 inches tall are in an approved booster seat.



4. Children who are taller than 57 inches are secured in a car seat. They DO NOT sit in the front seat UNTIL THEY ARE TALLER THAN 5 FEET.



Knees can bend over the edge of the seat when back of child is against back of seat

For car seat inspections nearby, visit www.nhtsa.dot.gov - Click on the 'Child Safety Seat Inspections' link. Or call 1-888-DASH-2-DOT (1-888-327-4236).

Other optional handouts for Session A:

Healthy Eating of Preschoolers MiniPoster

www.choosemyplate.gov/preschoolers/healthyeatingforpreschoolers-miniposter.pdf

10 Tips to a Healthy Plate

www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet1ChooseMyPlate.pdf

Baby bottle tooth decay

www.nationwidechildrens.org/Document/Get/113855

Lead safety

www.health.state.mn.us/divs/eh/lead/fs/dino.pdf (also in Spanish)

Session B: How Children Grow and Develop

Optional handouts for Session B (optional)

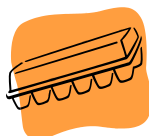
Birth to Three ECIP, pp. 8-9 of:

http://www.dhs.state.mn.us/main/groups/children/documents/pub/dhs16_144668.pdf

Preschool ECIP, pp. 10 and 12 and/or (depending on predominant ages of children in care),

http://www.mespa.net/sites/2961a8e8-4b04-4b38-8da2-75542594a9f1/uploads/MN_Early_Learning_Std.pdf

Handout 2.2 Egg Carton Activities



Game/activity: Egg Carton Activities



Activity 1: Using beans and an egg carton:

1. Write numbers on the inside of an egg carton. Write a different number for each compartment.
2. Give your child some beans or other small items. For each number in the egg carton, have your child count out and put in the correct number of beans.

Activity 2: Using a spinner.

1. Add a spinner to Activity #1. When the spinner points to “5,” for instance, count out 5 beans and put them in the #5 compartment.



Activity #3: Gathering small collections.

2. First make a list of all of the things you could put in the egg cartons. This could include cotton balls, cereal, small toys, etc.
3. Go around the house with the child/ren and add certain numbers of items. (“Let’s find two paper clips, 3 small cars, etc.) and put them in the egg carton.”



How else can you use an egg carton to make/play a game?

There are many other online resources—google homemade activities and games.

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What the Experts Say, Session B: Focusing on Social-Emotional Development



What the Experts Say:

Focusing on Social-Emotional Development

from Mod. 2, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

“It’s all about relationships”

- Children and their caregivers are “wired to connect” from birth.
- Children need warm, caring relationships with parents and other important people.
- When adults pay attention and respond to a young child, they actually help the baby’s brain build connections, too.

from Mod. 2, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Social-emotional development influences all other areas of development.

- When adults love young children and treat them well, children learn how to treat others well. But they learn much more than that. They also learn that they matter, that they can make a difference. They gain skills that affect how they learn—at home and later, in school.

from Mod. 2, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Early strong relationships help children gain...

- Self control. Child development scientists now use a term called “executive function.” These are the skills that help children plan, organize their time, know when to pay attention. “Executive function” affects social skills AND academic skills. Intentionally promote development (examples: serve and return, language)

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How do caregivers make a difference?

- “Serve and return.” These words describe an important way back-and-forth way adults make a difference in social-emotional development.
- Young children try to gain the attention of adults by babbling, smiling, or looking at something interesting (the “serve”). Adults respond in words, actions, or by looking at the same thing the baby is looking at (the “return”).
- Examples: “Oh, you see the kitty. She’s saying meow,” or “You are rubbing your eyes. I see you are sleepy.”)
- Responding in this way helps to create brain connections that build later cognitive and emotional skills.

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Development can be supported or hindered

- Caregivers support social-emotional development in many ways: keeping a routine, talking with children (even babies!), using a warm voice.
- Development can also be hindered. Examples are: ongoing, constant stress, harsh treatment, or ignoring a baby’s “serve” over time.

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Caring for Young Children: building healthy relationships, brains, and bodies
Optional Handout 2.2 Fun Activities to Do with Everyday Materials

1. Paper Plate puppet: decorate a paper plate to look like a face – glue a popsicle stick to the back.
2. Make a castle with egg cartons –cut some smaller to create towers – use your imagination.
3. Egg –Carton Creatures – use the cups to make bird nests, spiders, octopus, cat etc...
4. Milk Jug Bird Feeder – Cut a rectangle from the front of a gallon-size jug and decorate.
5. Milk Jug Watering Jug – drill holes around the upper part of the milk jug and decorate.
6. Nature Scavenger Hunt – Something Fuzzy – Two kinds of Seeds, Two pieces of Manmade Litter – Something Straight – Something Round – Something Smooth- Something Rough – Two different types of Leaves – Something that makes Noise – A Beautiful Rock – Something You Think is Beautiful – A Pinecone – Something Green – A Stick – Something you Think is a Treasure.
7. Garden with the children – vegetable or flower – or both.
8. Collect stones but them in a decorated shoe box.
9. Make a leaf collection book – use a new or used photo album.
10. Examine leaves, flowers, or rocks with a magnifying glass. Measure and chart how long they are.
11. Take a deck of cards and separate by numbers, colors, suits, or letters.
12. Make marshmallow animals with pretzel s as your connectors.
13. Make ants on the log with celery – peanut butter – and raisins.
14. Make a necklace with cereal and yarn. Put it on and then eat it.
15. Dress up and have a play.
16. Look for pictures in clouds.
17. Play kick the can.
18. Get buggy. Look for interesting insects in your own backyard or at the local park. Use a plastic food jar to make a bug jar.
19. Toss rocks – collect rocks from the backyard or a local park. Each player can decorate their rock with their name or a different marking. Then set a target about 10 to 12 feet away and take turns throwing rocks at the target to see who comes closest.
20. Use your lawn chairs, cardboard boxes etc... to set up an obstacle course in your own backyard. Have the children runs through it.
21. Make a Letter book. Have the children cut out pictures out of old magazine of something that starts with each letter of the alphabet.
22. Make sock puppets.
23. Build a fort out of blankets – use chairs, couches, coffee table etc... to hold up blankets.
24. Make lacing cards with their favorite cereal boxes.
25. Put shaving cream and drops of food coloring in a cookie tray and then mix it all around with a paint brush.
26. Toilet paper trail. Give them each a roll and have them make a trail all around the house.
27. Start a journal. If the child can't write, have them tell you what to write.
28. Make a bird feeder with toilet paper rolls. Put peanut butter on it and roll it in bird seed. Hang it with yarn outside and watch the birds come.
29. Make baskets and decorate them out of milk jugs, margarine tubs,
30. Stop, drop, and roll (practicing fire safety). What is your plan and where is your meeting place?

Trainer Resource 2.2: Optional game choices.

Games to use in small or large groups, depending on which option you choose:

Copy the following onto small pieces of paper or cards. (If trainers want to select other games or pictures, use real photos or go to an online source for images <http://office.microsoft.com/en-us/images/?CTT=97> Use any/all games/activities, depending on the option selected in 2.2.



Small group: Infants

Peekaboo

Peekaboo is a game adults play with infants. What are the ways you play this game and when? What are children learning?



Small group: Toddlers:

Ring Around the Rosie

Adults and children hold hands in a circle and circle around as they sing/say (and on the word “DOWN,” fall down):

Ring around the rosie, pocketful of posies, Ashes, ashes, all fall DOWN!

Ring Around the Rosie is a game some adults play with toddlers and preschool children. What are the ways you play this game (or something like it) and when? What are children learning?



Small group: Toddlers

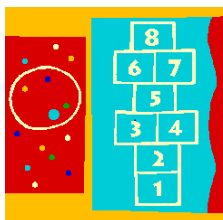
Playing in the sand with sand toys

Playing in the sand with scoops, buckets, cups or utensils is something toddlers enjoy. When do you play in the sand with toddlers? What do you think they are learning?

Preschool: Matching Pictures (toddlers and preschool)

The picture match game gives toddlers an opportunity to look at familiar pictures of people they love and also notice same/different. This is like the game often called “Memory.” One side of a small card is blank and the other side has a picture of a loved one. Glue pictures on the cards so that there are two pictures of each person. (For example, 2 pictures of the mother, 2 pictures of the baby sister. The pictures don't have to be exactly the same but each pair will be pictures of the same person). Toddlers can begin to match with 4-5 pairs.

In order to play the game, turn the cards over so that the blank side faces up. The child can flip over two cards. If they are the same person, the toddler keeps the pair. If not, turn the cards back over. Keep playing until the toddler finds all of the matches



Preschool: Hopscotch

Hopscotch is a game preschool children enjoy. (If there is someone in your group who is not familiar with this game, someone else can describe it). What are the ways you play this game (or something like it) and when? What are children learning?



Preschool: Dominoes

Dominoes is a game preschool children enjoy. (If there is someone in your group who is not familiar with this game, someone else can describe it). What are the ways you play this game (or something like it) and when? Is there more than one way to play with dominoes? What are children learning?



Preschool:

Dominoes is a game preschool children enjoy. (If there is someone in your group who is not familiar with this game, someone else can describe it). What are the ways you play this

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game (or something like it) and when? Is there more than one way to play with dominoes? What are children learning?

There are many blogs and web pages with homemade games for preschool children. The following ideas come from:
<http://jennwa.blogspot.com/2008/01/preschool-games-you-can-make-at-home.html>



Preschool:

Fishing Game

For the fishing pole, tie string or fishing line to a wooden stick or dowel. And on the end of the string add a magnet (a horseshoe shape works well). Make “fish” shapes with letters, numbers, or shapes and a paper clip on each one. The child can “fish” for and name letters. For even more fun, hang a curtain over a chair with the “fish” behind the curtain so that they can’t see their “catch.” What are the ways you play this game (or something like it) and when? Is there more than one way to play with dominoes? What are children learning?



Preschoolers:

The Missing Game

The Missing Game.

You need a tray or a plate, and put random items on it. Let the kids study it and then remove one item, while they close their eyes. Now let them guess which item is missing. The older the child, or the more items you place on the tray. What are the ways you play

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Written by the U of MN Center for Early Education & Development, funded by the Minnesota Department of Human Services 6/2013

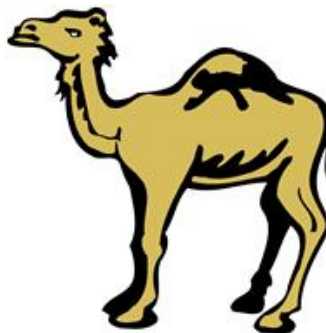
this game (or something like it) and when? Is there more than one way to play with dominoes? What are children learning?

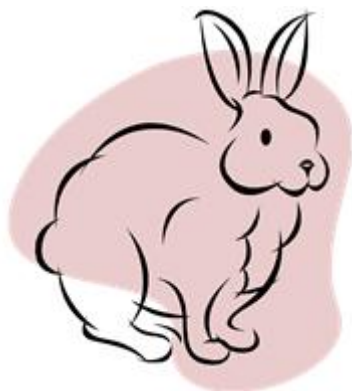
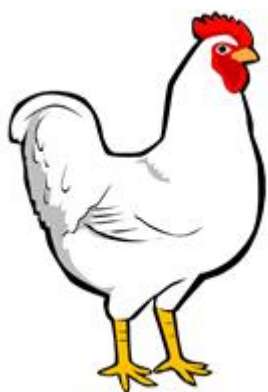
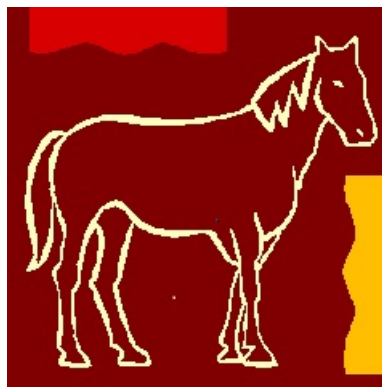
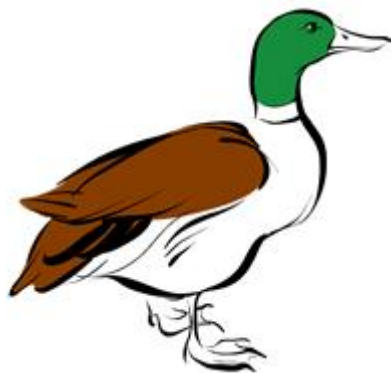
Preschoolers: Freeze game.

Turn on some music, let them dance and then turn the music off. Whoever can stay in that position the longest, wins. What are the ways you play this game (or something like it) and when? Is there more than one way to play with dominoes? What are children learning?

Preschool: Animal charades—write the names of several animals on different pieces of paper or cut out pictures of different animals. Put all the papers or pictures into a bowl. The child chooses a paper or picture from the bowl and acts out that animal. If there are several children present, the others could try to guess and then all act out their version of the animal. What are the ways you play this game (or something like it) and when? Is there more than one way to play with dominoes? What are children learning?

Trainers, pictures have been provided to cut out and use if you want to play this game with the group.





Handout 3.1 Guiding behavior:

Ways adults may teach children what they are supposed to do and not do*

Describe what you expect to see	Tell the child's parent
Show/model the behavior	Give the child a choice (For example, "you can pick up the blocks or you can pick up the doll clothes.")
Ask the child to tell you the rule	
Use a loud voice (yell)	Routines
Take away something the child likes	Let children know what is coming ahead of time (advanced notice)
Threaten to take away something the child likes	Set a timer
Notice and say when the child is doing something right	Explain <i>why</i> a behavior is ok or not ok.
Teach by telling a story	Be proactive: notice another child who is behaving appropriately ("Miriam is sitting and ready to eat. Thank you, Miriam.")
Redirect	
Time out	Be proactive: stand near the child who seems to be starting to have a problem.
Take a break	Other



To think about: *What other approaches or strategies can/do you use? Which strategies correct behavior and what helps the child know what TO do?*

Which strategies result in compliance in the moment and which ones are more likely to teach for long term benefits?

How do you adjust your strategies by the age of the child? How do you adjust by the individual child's personality?

*Not all of these strategies are effective or recommended. They are a list of things that adults may do, but the purpose is to think about what is most effective for helping the child manage their own behavior over the long term.

Trainer Resource 3.1. Print one copy for trainer. Optional: print blank (page 5) for all participants; small group option 2: choose 4-5 routines, one for each small group. Print out enough copies for each member of the small group to have their own copy.

http://csefel.vanderbilt.edu/resources/parent/mod6/family_routine_guide.pdf

What the Experts Say, Session C: Guiding Children's Behavior

It's all about relationships.

- Children learn how to respond to others by the way they are treated.

from Mod. 3, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Environments make a difference.

- Safe places to play ("child-proof") mean fewer ways to get hurt and fewer things to damage.
- Safe places to run, jump, or throw means they don't do these things in places where they (or others) might get hurt.
- Organized toys are easier to put away.

What other things can you think of that can make a difference in the ways environment can help (or hinder) as you guide behavior?

from Mod. 3, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Routines make a difference.

- ***Routines:***
 - are activities that happen at about the same time and in about the same way each day
 - help children feel comfortable and able to learn what behavior adults expect.
 - help young children gain a sense of trust, security and emotional stability.
 - support learning and help young children cope with transitions.

from Mod. 3, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Pay close attention and think ahead.

- When adults pay close attention to children they are able to teach behavior before misbehavior happens.
- Anticipate where there might be problems.
- Move closer to the children.
- Say what you expect to see children do instead of what not to do.

from Mod. 3, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Child development term: Self-regulation

- Children who are "self-regulated" are able to:
 - calm themselves down.
 - think before they act.
 - plan different ways to respond when they have strong feelings.
- "Self-regulation has two sides:
 - the ability to control our impulses and to **stop** doing something that we are not supposed to do.
 - the ability to *do* something even if we don't want to

Infants and toddlers are not expected to "have" self-regulation, but the seeds of self-regulation are planted during this time and supported as children get older.

from Mod. 3, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Ways to help children know how to act

- Give clear expectations that are specific.
- Tell children what *TO* do instead of what *NOT* to do ("Walk, please" instead of "Don't run.")
- Give children a place to "take a break."
- Help children recognize their own body signals when they are starting to experience a strong emotion.

from Mod. 3, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

4.1 School readiness definition and 4.2 What the experts say power point (optional)

Definition of School Readiness

- “School readiness” is defined as the skills, knowledge, behaviors and accomplishments that children should know and be able to do as they enter kindergarten in the following areas of child development: physical development; the arts; personal and social development; language and literacy; and mathematical thinking.

http://education.state.mn.us/mdeprod/ldopk*?idService=GET_File&DocName=0000128&RevisionSelectionMethod=test&elected&rendition=primary

from Mod. 4, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

What the experts say: Early Literacy

The BIG 5 early literacy skills

1. Vocabulary
2. Conversation
3. Phonological awareness (the sounds of language/letters; rhyming, alliteration)
4. Book and print knowledge
5. ABC knowledge

from Mod. 4, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

Not just WHAT but HOW

- Joint positive attention: focus together and enjoy.
- Meaningful—it has a purpose.
- Fun! Children learn best when they are engaged, which happens when adults are enthusiastic, when the activity appeals to a variety of senses, when it is hands on.

from Mod. 4, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

The POWER of vocabulary

- Talk to young children
 - Running commentary (self talk and parallel talk)
 - Repeat and add
 - Rare words (use familiar words to define)
- The 3 million word gap
- For example, “A Trip to Target”

from Mod. 4, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

The #1 thing

- READ! READ! READ!
- Children’s books available
- Several books a day

from Mod. 4, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

And what about math?

- a student’s math skills upon entering kindergarten are a strong indicator of future school success
- Is it just about counting? No!
 - Patterns
 - shape and spatial understanding,
 - measurement,
 - numbers and operations
 - charts and graphs

from Mod. 4, Caring for Young Children: building healthy relationships, brains, and bodies. Center for Early Education and Development, 6/13. Funding by the MN Department of Human Services

4.3 What Helps Young Children Build Language Skills?*

* adapted from CEED LM CLASS handout, from page 25 in the Pre-K CLASS Dimensions Guide / page 75 in the Pre-K CLASS Manual

Strategies (from the CLASS manual on high quality interactions)

Frequent Conversation

Frequent conversations are a regular part of the time adults and children spend together. The conversations are about things that children know and are experiencing. Adults encourage children to be active participants in conversations that stay within a particular topic.

While playing with blocks during choice time:

Adult (A): What are you making?

Child (C): A dinosaur house.

A: Tell me about where your dinosaur lives.

C: This is his bedroom and here is the front door and in the back, this is where he plays with his friend, Indie.

A: How interesting! I really like the way you made a space for both the dinosaur and Indie to play together. What kinds of games do they like to play?

(conversation continues for a few more minutes)

Open-Ended Questions

When children answer open-ended questions, they use more language. Instead of saying “yes” or “no” or answering a “What is this?” question with one word “truck,” adults are able to hear many words in the answer. Open-ended questions increase the amount of language a child uses, and also leads to using more advanced words. Here are some examples:

Good:

While reading a story:

A: What is happening on this page?

C: The bird is flying to the barn.

A: You’re right. Let’s see what happens next.

Better:

A: What is happening on this page?

C: The bird is flying to the barn.

A: Why did the bird fly to the barn?

C: Because he wanted to find his friend.

A: What are they going to do in the barn?

Repeat and expand

Adults repeat what children say, and add a little. This helps children gain confidence in their language and also gives them more advanced words.

A: Tell me about your drawing.

C: Here is flowers and there are houses.

A: I like it! Here are your pink flowers in the corner and here I see the houses with big windows.

Self- and Parallel Talk (“Play-by-play” commentary)

Self- and parallel talk is often something adults do without even noticing! Self-talk is simply an adult describing what she’s doing while she does it. When adults use parallel talk, he connects what the child is doing with words that describe it. Both of these encourage language development by paying attention in the moment to what the child says and adding new words.

Self Talk

A: “Okay, let’s set the table. I’m putting the green cups on this table, one, two, three green cups. Now, I set the folded napkins next to each plate. We’re almost done. Finally, I’m pouring the milk into each of the cups.”

Parallel Talk

A: “You’re doing a nice job cleaning up! You are putting all of the green markers in the green bin. Now, you’re stacking all of the loose papers together. You are just about done- I like the way you’re collecting all of the scraps on the floors into a big pile.”

Advanced Language (words that children do not know)

Advanced language is words that children do not know. When an adult uses an unfamiliar word, s/he also connects the word to something the child already knows. This helps the child

C: “Look at my purple car.”

A: “That’s right, you do have a purple car. That shade of purple is called lavender. You drew a big lavender car.”

hear the word and also understand what it means.

Handout 4.4 Math Resources and Activities

This chart and other activities and resources are from <http://www.getreadytoread.org/early-learning-childhood-basics/early-math/early-math-matters-a-guide-for-parents-of-preschoolers>

Math Aspect	Games and activities
Number sense	<ul style="list-style-type: none">• Count food items at snack time (e.g., 5 crackers, 20 raisins, 10 baby carrots).• Use a calendar to count down the days to a birthday or special holiday. Help your child see the connection between a numeral like "5," the word "five," and five days on the calendar.• Practice simple addition and subtraction using small toys and blocks.• Play simple board games where your child moves a game piece from one position to the next.
Geometry	<ul style="list-style-type: none">• Have your child name the shapes of cookie cutters or blocks.• Arrange cookie cutters in patterns on a cookie sheet or placemat. A simple pattern might be: star-circle-star-circle.
Measurement	<ul style="list-style-type: none">• Let your child help you measure ingredients for a simple recipe - preferably a favorite!• Measure your child's height every month or so, showing how you use a yardstick or tape measure. Mark his or her height on a "growth chart" or a mark on a door frame. Do the same with any siblings. Help your child compare his or her own height to previous months and also to his or her siblings' heights.
Math language	<ul style="list-style-type: none">• Talk through games and daily activities that involve math concepts.• Have your child name numbers and shapes.• Help him or her understand and express comparisons like more than/less than, bigger/smaller, and near/far.
Spatial relations	<ul style="list-style-type: none">• Play games where you direct your child to jump forward and back, to run far from you or stay nearby.• Use songs with corresponding movements to teach concepts like in and out, up and down, and round and round.

And: from: <http://math.about.com/od/reference/a/preschool.htm>

Classification Activities (matching and sorting)

- Ask young children to sort the silverware or the laundry based on color.
- Use shapes to encourage children to determine what comes next---triangle, square, circle, triangle, etc.
- Ask children to think of everything they can write with, ride on, that swims, that flies etc.
- Ask children how many items in the living room are square or round or heavy etc.
- Extend classification activities to include more than one attribute (heavy and small, or square and smooth etc.)

More Pre-Number Activities:

- Arrange items on a tray (toothbrush, comb, spoon etc.) ask the child to look away, rearrange the items to see if they realize the number of items is still the same or if they think it's different.
- Draw a number of circles (faces) and put down a number of buttons for eyes. Ask the child if there are enough eyes for the faces and how they can find out. Repeat this activity for mouths, noses etc. Speak in terms of more than and less than or as many as and how can we find out. .

References and Resources

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Let's Move Child Care, <http://www.healthykidshealthyfuture.org/welcome.html> videos and tip sheets

Minnesota Birth to Three Early Childhood Indicators of Progress, http://www.dhs.state.mn.us/main/groups/children/documents/pub/dhs16_144668.pdf

Minnesota Preschool Early Childhood Indicators of Progress, http://www.mespa.net/sites/2961a8e8-4b04-4b38-8da275542594a9f1/uploads/MN_Early_Learning_Std.pdf

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<http://www.nlc.org/documents/Find%20City%20Solutions/IYEF/Early%20Childhood/school-readiness-ffn-care-mag-jun10.pdf> .

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