Transcript for the Video:

Guiding Young Children's Behavior
Segment 3: Selecting Classroom Materials and Planning the Schedule

Objective 3: Quiet and active materials

Host: Classrooms also need a balance of active and quiet materials in order to keep children engaged and interacting in positive ways. If children get overwhelmed by active play, you can guide them toward quieter materials. You can guide children who need to move around toward an active area. With a nice balance of active and quiet materials, you can guide children to the types of activities that will be most beneficial to them.

Host: Let’s see how one teacher uses the materials in the classroom to support a child’s behavior.

Teacher: Dustin, he doesn’t know what you want to say unless you use your words. What would you like to tell him? What would you like to tell him with your words?

Student: Please don’t do that.

Narrator: Teacher Shannon Pimentel uses the classroom environment to guide children’s behavior. Today, for three year old Dustin, that means moving from an active area to a quiet space. Shannon sometimes uses the library area in her classroom as a calming down area.

Shannon Pimentel, Teacher: He sometimes needs a quieter place or an activity to do by himself for a few moments. Just to calm down or quiet down when we’re inside the classroom.

Student: And then the frog went in the water because he went with his friends.

Teacher: Ooohhh, Who are his friends?

Student: There’s one named, another Dustin and another John.

Shannon Pimentel, Teacher: Today we went over and read a book and he was able to be one on one with a teacher, it was a quiet area where he wasn’t distracted by the many other things going on in the classroom.
Host: Now we’re going to ask you to think about the quiet and active materials in your classroom. What additional quiet or active materials would you like to add to support children’s behavior?