



Transcript for the Video:

Guiding Young Children's Behavior

Segment 3: Selecting Classroom Materials and Planning the Schedule

TRANSCRIPT for Objective 7

Planning and Reflection Sessions

This video has captions. You can turn them on by clicking the captions icon at the bottom of the video.

Host: Creating a schedule that gives children planning and reflection time promotes their cognitive development. It also promotes positive behavior. During planning time, early in the day, children have an opportunity to set goals for themselves and then follow their interests independently. Children may become more focused and self-reliant and need less guidance from the teacher. During review time, at the end of the morning or day, children can share their feelings about what they have accomplished. They might talk about what excited them or what frustrated them. Planning and reflection time doesn't have to be long. It just needs to provide children with a chance to think about what they want to do and then share how it went. Let's take a look at how one teacher includes planning and reflection in her daily routine.

Plan

Teacher: Alex where would you like to work at today?

Child 1: In the house area.

Teacher: In the house area? And what will you do in the house area?

Child 1: I will play with camera.

Teacher: Natasha, what are you going to do in the house area?

Child 2: Play with the ice cream.

Teacher: With ice cream? You're going to make strawberry ice cream or vanilla?

Child 2: Vanilla.

Teacher: You think you might make a gingerbread cookie? You think so? All right.

Teacher: Okay.

Child 3: Where'd you put my name on there?

Teacher: There's your name. Where'd you like to work, Maya?

Child 3: Uh, with Natasha.

Teacher: Everyone's going to the house area? And what are you going to do in the house area?

Child 3: Make a gingerbread cookie.

Teacher: What do you think you'll need to make a gingerbread cookie? Think you need flour? And raisins, and peppercorns? Okay.

Child 3: These... put raisins in this?

Teacher: No, they didn't put raisins, but there's icing.

Reflect

Teacher: Now Tray, you may stand up and tell where you worked at. And you may use, Miss Maria made her gingerbread boy, and she said you could use that. What could you tell Miss Maria? Did you say he could have it? Well, wonderful! Where did you work at today, Tray?

Child 4: I worked at the block area. And I worked at the computer area.

Teacher: And let's listen to our friend, Maya. Where'd you work, Maya?

Child 3: The house area.

Teacher: Tell us what you did in the house area.

Child 3: I played with the baby dolls, and I cooked gingerbread cookies.

Teacher: Where'd you work today?

Child 1: Um, in the block area.

Teacher: And tell the boys and girls what you did in the block area.

Child 1: I build.

Teacher: What'd you build?

Child 1: I builded a house.

Teacher: Was it a tall house or a short house?

Host: The ideal time to conduct planning and reflection sessions is at group time. You might schedule a short class meeting at both the beginning and end of the day to do this. There are other ways to plan and reflect with children. Caregivers might ask children informally at breakfast or when greeting on arrival what they plan to do that day. They might ask children in the morning to place a name card on a board in the center where they plan to start their day. Caregivers can ask small groups of children at afternoon snack to reflect on their earlier activities. They might ask individual children just before they go home to talk about what they did that day. A nice time to do this would be when parents come to pick them up. The important thing is to schedule a time for children to plan out what they will do each day and reflect back on what they accomplished. Now we want you to think about your daily schedule. Is there enough free choice and play? Is there a good balance of teacher-guided activities and active play?

Activity 3E: Adjusting the Schedule

Voiceover: Take out the schedule you wrote down for the previous activity. What changes could you make to further support children's positive behaviors? Is there enough free choice and play? Is there a good balance of teacher-guided activities and active play?

Did you consider ...?

Voiceover: Some ideas for adjusting the schedule you might consider include:

- Alternating teacher-guided and child-directed activities
- Alternating quieter and more active experiences
- Scheduling a planning session at the beginning of the day
- Scheduling a reflection session at the end of the day
- Lengthening or shortening play periods, so they are between 40 minutes and an hour

Host: This concludes the information in segment three. Now let's take a moment to review our objectives. First, we described open-ended classroom materials and why they are useful in promoting positive behavior. Next, we discussed the importance of including materials that are relevant to family and culture. We gave examples of quiet and active materials and explained why a balance of these is important in child care. We discussed how having enough materials and choices of things to do will promote positive classroom behavior. We described the concept of "graded challenges" and why it is important for children with special needs. We described the importance of providing free play and a balance between teacher-guided and child-centered activities. And finally, we described the key components of planning and reflection sessions at the beginning and end of the day. You can apply these ideas to your own classroom by completing the ideas into practice for this segment. Or you can return to the main menu and move to another segment.