Identify a welcoming environment in a real-life setting

Objective(s)

Learners identify examples of a welcoming environment.

Description

In this activity, learners visit an early childhood setting to identify examples of a welcoming environment.

Required Materials/Resources

Instructor Materials

- Guidance for students on appropriate forms of documentation
- Guidance for acquiring appropriate permissions for visitation and documentation (e.g., photo releases)

Learner Materials

- Documentation of permission to visit an inclusive early childhood program and appropriate program/facility consent.
- Equipment/materials needed for documentation (still or digital camera, video camera, paper or pencil).

This activity is part of Module 2: Transition. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method
Field-Based Learning

Level
Advanced

Estimated Time Needed
5 minutes for instructor preparation

90+ minutes for learner activity

Detailed Facilitator Instructions

1. Instruct learners to visit an inclusive setting or natural environment (home, classroom, community) that includes a child with disabilities.
2. Ask learners to find and document (by taking a photo, video, or writing a description in a journal) examples of a welcoming environment to support transition.
3. Ask learners to share their documentation of example(s) with the class. For each example, learners should:
   a. Describe what is happening, who is involved, where and when.
   b. Explain how the strategy is supporting the child's transition in the program/facility.
4. Ask class members to respond to the example with feedback and reactions.
5. Provide feedback.

Facilitation Tips

- Activity can be completed in class or online through a discussion board.
- Learners can complete the activity individually, in pairs, or in small groups.
- After learners note a strategy, ask them if it was successful or not, what changes or alternatives they would suggest.
- Some learners may need assistance identifying an appropriate setting.
- Parental permission slips may need to be obtained if video or photos are to be taken of children. Consult your agency, college, or university policy.

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 2.7a: Describe a welcoming environment (Discovery & Brainstorming)
- Activity Guide 2.7b: Choose examples of a welcoming environment (Structured Exercise)

Credits

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