**Lesson 1: Introduction**

 **Everyday Child Learning Activities - Script**

*Slide* 1

*Narrator:* Welcome to Lesson 1 of the ECPC Everyday Child Learning Activities E-Learning lesson series. In this lesson, we introduce you to the key features of everyday child learning activities for promoting child learning and development.

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*Narrator*: Everyday child learning activities include the many different kinds of experiences children have as part of their everyday lives in and around their homes, in their communities, and in early childhood classroom settings. These different terms are often used to describe everyday activities.

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*Narrator*: These are some of the types of everyday activities that could happen as part of family life.

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*Narrator*: Everyday activities that happen as part of community life include these types of activities.

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*Narrator*: Early childhood classrooms include these different kinds of learning activities.

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*Narrator*: There are hundreds of family, community, and classroom activities that make up a child’s everyday life. Everyday activities can provide many more child learning opportunities than more structured learning activities that may require a great deal more of planning and resources. Some everyday activities, depending on their characteristics, may be better context for learning than others.

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*Narrator*: These are the key characteristics of everyday activities that are most likely to provide lots of child learning opportunities. Let’s look more closely at each characteristic.

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*Narrator*: The activities match a child’s personal interests or have interesting features that captures the child’s attention and invites engagement in the activity.

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*Narrator*: The activities should be ones that can happen often and thus provide many opportunities for child participation and learning.

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*Narrator*: The many different activities a child experiences provide the child lots of different learning opportunities.

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*Narrator*: When a child experiences many learning opportunities in any one activity, a child has the opportunity to practice existing abilities and learn new skills.

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*Narrator*: The activities also provide a child opportunities to practice existing abilities, perfect emerging skills, and develop new competencies.

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*Narrator*: Parents, other family members, caregivers, and other adults use different kinds of activity schedules to increase child participation in everyday activities.

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*Narrator*: There are many benefits to everyday child learning. You can expect that a child will be engaged and interact more with objects and people. You would see the child get better at using existing skills. You could expect that the child would learn new abilities.

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*Narrator*: Let’s watch a video where you can see a child actively engaged in different kinds of everyday activities that have the key characteristics described in this lesson.

 Video within lesson:

On television: Barney singing oh Mr. Sun, Sun, Mr. Golden Sun please shine down on me.

 **Activities happen frequently:** Adult to child: Is that the right way? See look it here, let me show you. The tag, your tag needs to go in the back, okay? Put it over your head. Okay?

 **Breadth of opportunities across different activities:** See you have to turn it this way. When you get the icing, see how Mommy does it? You get a big hunk like that. You put it on there and then you spread it all around, get a big hunk. Now turn it over and put it on like that. And you spread it, you have to get a lot, okay? Now put it on and spread it all around.

 **Multiple learning opportunities within one activity:** Child, what is this? Mother, those are measuring cups. Child: measuring cups? Mother: Yeah, you measure the amount that you put in of the ingredients that you put in the cake, you know if I put some oil in a cake or I put some water in the cake, and then you mix it all up with the cake mixer, child – Yeah, Mother: then you put eggs in the cake, child- yeah, then you beat it up. Mother: yeah you beat them up.

 **Practice and develop new skills:** Mother: what color? Do you want to put in some purple ones? Child – yes, Mother: give me some purple ones.

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*Narrator*: The best learning activities provide a child lots of opportunities to do lots of different things. Everyday child learning activities promote sustained child engagement with materials and people, provide opportunities for children to use existing skills for improvement, and encourage the development of new skills.

**Lesson 2. Practice Illustrations**

**Strategies for Engaging Young Children in Everyday Learning Activities *–* Script**

*Slide* 1

*Narrator*: Welcome to Everyday Child Learning Activities Lesson 2: Strategies for engaging young children in everyday learning activities. In this e-learning lesson, you’ll learn about, and see examples, of particular strategies for using everyday activities as sources of child learning opportunities. Review these key characteristics of everyday activities that are most likely to be good context for child learning, that you learned about in Lesson 1.

*Slide* 2

*Narrator*: Increasing child participation in everyday activities requires an understanding of the makeup of children’s everyday lives. The everyday child learning activities checklist includes strategies for selecting and using the best everyday activities as sources of child learning opportunities. Review these indicators from the checklist and download the checklist to use in this lesson and lesson 3. Let’s look more closely at each of the checklist indicators.

*Slide* 3

*Narrator*: You can learn about a child’s everyday life experiences by observing what the child does, interviewing parents or teachers, or noticing physical clues in the child’s surroundings. Answers to these and other questions, about a child’s activities, will help you paint a portrait about the child’s everyday life.

*Slide* 4

*Narrator*: In this video, notice how the different activities match the child’s interests.

 Video within lesson: - music in background – no voice, just illustration

*Slide* 5

*Narrator*: Watch this video again, and identify the different kinds of learning opportunities afforded this child in the various activities.

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*Narrator*: In this video, notice that the various activities can happen often for different children.

 Video within lesson: - music in background – no voice, just illustration

*Slide* 7

*Narrator*: In this video, notice the many different learning opportunities this child experiences in a single activity of playing at a creek with his mom.

 Video within lesson: child: I found another fish, mother: you found another fish? A rock? Is it a big rock or a little rock? Child: it is a little rock, Mother: it is a little rock. Child: uh oh, Mother, uh oh it is broken, Child: get another one, Mother: okay, get another one. Child: it broke, Mother: yeah it broke, Bird sound: Child: What’s that? Mother: I hear it, what was that sound? Was it a bird?

*Slide* 8

*Narrator*: Watch how the child in this video practices walking and climbing while at the playground.

 Video within lesson: Adult: I see you! The steps are big, definitely advanced for big, big kids.

*Slide* 9

*Narrator*: See how these children have opportunities to use their abilities in different ways in different activities.

 Video within lesson: - music in background – no voice, just illustration

*Slide* 10

*Narrator*: Use a to-do list, a weekly schedule, or other reminder for increasing child participation in everyday activities.

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*Narrator*: Refer to the everyday activities practice guide to find suggestions for other ways you can get experience selecting and using the best everyday activities as sources of child learning opportunities. Next, complete Lesson 3: Mastering the Use of Everyday Child Learning Activities.

**Lesson 3: Implementation Activities**

**Mastering the Use of Everyday Child Learning Activities– Script**

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*Narrator*: Welcome to Everyday Child Learning Activities Lesson 3: Mastering the Use of Everyday Child Learning Activities. In this E-Learning Lesson, you’ll have experiences selecting and using everyday activities best suited for child learning.

*Slide* 2

*Narrator*: Let’s get started by having you imagine that you’re a teacher in an inclusive classroom for two-year-olds. A co-teacher, Sarah, shares the classroom responsibilities with you. Three children who have developmental delays, Quentin, Sydney, and Alberto, recently have joined the classroom. The director of the program has asked you and Sarah to plan learning activities for the children.

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*Narrator*: Right away, Sarah begins to plan individual structured activities that would be directed by a teacher. You want to help Sarah understand that the two of you should use everyday activities as sources of child learning opportunities. Let’s look at some ways you can gather information to make your case.

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*Narrator*: First, identify a person who is skilled at identifying, selecting, and using everyday activities as sources of child learning opportunities. Interview and observe that person to learn about the rationale, strategies, and benefits of using everyday learning activities for promoting child learning.

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*Narrator*: Next, review these different resources to increase your understanding of everyday child learning activities.

Video embedded in lesson (“Everyday Child and Family Activities”): Music in background – no voice, just text and pictures.

 Video embedded in lesson (“Classroom Learning Activities”):

**Two children finger-painting at table.** Adult: Pretty! Are you mixing the colors? \*Moves hand over painting\* Are you mixing orange and yellow and purple? \*Points to each color in painting, then guides child’s hand in the paint\*Child: Uh oh. Adult: Is it cold? Child: It cold. Adult: It’s cold. Child: Yeah. Adult: It’s cold. Child: Yow. Adult: Pretty picture! Pretty, that’s so pretty! Child: Mama, more. Adult: More? More ice? Child: More ice.

**Children and teacher dancing.** Adult: \*Music in background\* Woah, nice, Megan! He can clap it when he does it! \*Song ends\* Okay. Yay! \*Claps hands\* Nice dancing! Child: Yay! \*Claps hands\* Adult: Woo! \*New song starts, and teacher and children start dancing again\* Woah.

**Children looking at photographs.** Girl: I hold one? Adult: You can hold it! And if you put it next to the light you can see what’s in there. Jacob, do you want one to hold? Boy: Yeah. Adult: Miss Felicia has one. What’s in your picture, Sarah? Girl: House. Adult: Hmm? A house? Jacob, what’s in yours? Boy: House. Adult: You have a house? Boy: Yeah. Adult: I have people in mine. See my people? Boy: Yeah. Adult: Then I have a picture that has trees. Do you have trees? Girl: Yeah! Adult: Can I see your trees? Boy: I see my trees. Adult: Can I see Jacob’s trees? \*Gasps\* Look, Jacob! Look, the trees kind of look like the broccoli that we eat. Remember we had broccoli for lunch? Do you like broccoli? Boy: Yeah. Adult: Yeah. What color is broccoli? Boy: Green. Adult: Green.

**Children playing with container full of rice.** Adult: What does it sound like when you pour it out? When you pour it on top of your cup- Sarah, can I see your cup for a minute? \*Takes Sarah’s cup\* When you pour it on top of your cup, it sounds like rain. Listen. Boy: Oh! Girl: \*Laughs\* Adult: You want to try it? \*Gives cup back to Sarah\* Adult: Catherine, what is your rice doing? Girl: Uh oh. Adult: Where did it go, Savannah? Girl: Uh oh. Adult: Where’d all the rice go? Girl: Uh- on the floor! Adult: Can we sweep it up later? Girl: Yeah. Adult: Yeah. It’s okay. Girl: Sweep it up. Adult: Yeah, we’ll sweep it all up later. It’s okay, no big deal. Girl: No big deal. Adult: No big deal. Girl: No big deal. Adult: We’ll take the broom and sweep it all up. This one has a hole in it! \*Holds up plastic circle\* Do you think the rice will stay in it? Girl: I don’t know. Adult: Let’s see. I’ll pour the rice in! Where’s it going?

*Slide* 6

*Narrator*: Finally, use the information you’ve gathered to develop a case for using everyday learning activities for the three children.

*Slide* 7

*Narrator*: Once you and Sarah have decided to use everyday child learning activities, you’re ready to choose the classroom activities that would be best for the three children.

*Slide* 8

*Narrator*: Use the everyday child learning activities checklist to remind yourself of the practice characteristics you need to consider. Remember that you’ll be focusing on classroom activities.

*Slide* 9

*Narrator*: First, you’ll want to identify interest-based activities for the three children. One way to do that is to use a classroom interest activities tool. Download the tool at the link provided here. Read through the instructions and the description of the children’s interests. Then, work with a peer or colleague to identify different interest-based classroom activities. For more exercises, use this additional tool for identifying interest-based family and community activities for infants, toddlers, and preschoolers.

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*Narrator*: To select the best interest-based activities, you’ll need to consider the potential learning opportunities afforded by each activity. Together with a peer or colleague, take one interest activity you identified for Alberto and list possible learning opportunities that could be afforded him in the activity. Check out the video here for additional examples of how a single activity can provide many different learning opportunities.

 Video embedded in lesson (“Identifying Learning Opportunities: Making Pudding with Grandma”): Grandma: Okay, we’re going to make pudding. Child: Pudding! Grandma: Okay, you wanna help me? Okay, here’s the- what is that? Child: Uh- Cup. Grandma: Cup. Okay, that’s the cup. Go- and this is the, umm, whisk. You wanna go put that over on the table? \*Child brings supplies to table\* Grandma: Okay, come get the bananas. Child: Dat. Grandma: Bananas. Okay, you got them? Take them all! Child: All. Grandma: Okay, go put them on the table! Child: Table. \*Brings bananas to table\* Grandma: Okay, let’s see what else we need. Can you get them on the table? Child: Table. Grandma: Okay, we need cookies! Child: Cookies! Grandma: Cookies! \*Box of cookies falls on the floor\* Grandma: Woops, sorry. Can you pick it up? Child: Up \*Picks up box of cookies\* Grandma: Okay, thank you. Child: Ki-do. Ay! \*Brings box of cookies to table\* Grandma: Okay, you wanna take this box? We’ll use these cookies first, ‘cause that’s the ones we use the last. Child: Cookie dough! \*Brings another box of cookies to table\* Grandma: Okay, thank you! Child: Ki-do. Grandma: Okay, pudding. We need pudding. Child: Pudding! Grandma: Pudding! \*Changes scene to child stirring bowl with Grandma\* Grandma: Oh, yes. Keep mixing! Keep that stirring, stir- it takes a long time to stir it. Yeah, Grandma will help you if you get tired. Okay? Keep stirring! We have to mix it all up. Child: Stir. Grandma: Stir, yes, you’re stirring the pudding. \*Putting cookies in bowl\* That’s one, two, three, four. Okay, let’s start again. One- can you say one? Child: One. \*Laughs\* Grandma: \*Laughs\* One. Ask Momma how many cookies you can get. Ask Momma. Child: One? Mom: You can have four. Grandma: Oh! Okay, count how many you can have. Two. Child: Two. Grandma: Okay, get another one. Oh- only one at a time. How many did you get? Oh, you got too many. Oh, you got too many. Okay, count and see how many that is. Child: Three, four. Adult: Three, four. Yeah, one, two, three, four.

*Slide* 11

*Narrator*: This list shows some of the potential learning opportunities for Alberto, participating in finger-painting. Note the number and range of different learning opportunities in this activity. How does that compare to the number and range of learning opportunities you identified for the activity you chose?

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*Narrator*: Now that you are able to see the learning opportunities afforded by each activity, you’re ready to select interest-based activities best suited for everyday child learning. Work together with a peer or colleague. Look again at the interest-based activities you identified using the classroom interest activities tool. For each child, consider which of the interest-based activities provide the child lots of learning opportunities to do lots of different things, can happen often, and provide the child opportunities to practice existing skills and do new things.

*Slide* 13

*Narrator*: Once you have selected the interest-based activities that have lots of learning opportunities and can happen often, you need to make sure the children have many opportunities to participate in the activities. Reminder lists, weekly calendars, and other activity schedules can be used to increase child participation in the activities. Use the link to download samples of these tools. Complete one of the tools to learn how you can provide interest-based activities for the children. For more information, check out the additional resource on increasing child participation in learning activities.

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*Narrator*: In this next task, use the everyday child learning activities checklist to examine your practices. Determine the extent to which your practices were consistent or inconsistent with each of the checklist indicators and why. Consider whether you could have done anything differently to make your practices better match an indicator.

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*Narrator*: The more you use everyday child learning activities for promoting child learning, the more knowledgeable and skilled you will become with these types of learning activities. Try one or more of these additional tasks to increase your ability to use everyday activities as sources of child learning opportunities.

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*Narrator*: Spend some time with each of these additional resources to learn more about increasing child participation in everyday child learning activities.