

Introduction to Child Development: Infant, Toddler & Pre-K

Media Type: DVD

Duration: 51 minutes

Goal: To teach students about the developmental needs and concerns of infants, toddlers and preschoolers.

Description: Parents and caregivers who work with and teach children can be more successful by knowing how children learn and develop. This presentation helps caregivers tune into the various needs of children by showing examples of the typical physical, social and emotional development levels of children from infancy through four years of age.

Objectives:

1. To understand the importance of infant care and development.
2. To identify the physical, emotional and social developmental stages of infants, toddlers and preschoolers.
3. To evaluate snacks, books, toys and activities for toddlers.
4. To examine various development theories of children.
5. To learn the importance of preschool safety and education.
6. To learn the importance of child safety and immunizations.



Human Services Career Cluster (HU)

Cluster	Standard
	Evaluate the role of the family, community and human services in society and the economy.
	Use effective communication with human services clients and their families.
	Explain how human development principles enhance the wellbeing of individuals and families.
Early Childhood Development & Services Career Pathway (HU-EC)	Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
	Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Education & Training Career Cluster (ED)

Cluster	Standard
	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Teaching/Training Career Pathway (ED-TT)	Establish a positive climate to promote learning.
	Identify motivational, social and psychological practices that guide personal conduct.
	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
	Demonstrate flexibility and adaptability in instructional planning.
	Implement strategies to maintain relationships with others to increase support for the organization.

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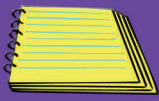
College & Career Readiness Anchor Standards for Writing

Writing Standards							
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.						
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
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Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
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Research to Build & Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
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College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards							
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
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Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.							
Presentation of Knowledge & Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.						
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Lesson Plan

Class 1: Begin class by asking students what they know about caring for infants. If any students have babies at home, allow them to share stories about the infant's needs, schedule and habits. Pass out the *Introduction to Child Development: Infant, Toddler & Pre-K Vocabulary Handout* and *Worksheet*. Show *Introduction to Child Development: Infant, Toddler & Pre-K - Introduction* and *Introduction to Child Development: Infant, Toddler & Pre-K - Basic Infant Care*. Administer the *Introduction to Child Development: Infant, Toddler & Pre-K - Basic Infant Care Assessment*. Complete the *Infant Stages of Development Activity*. Introduce the *Developmental Poster Project* for students to begin for homework.



23 min.

Class 2: Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *Introduction to Child Development: Infant, Toddler & Pre-K - Toddlers*. Administer the *Introduction to Child Development: Infant, Toddler & Pre-K - Toddlers Assessment*. Have students complete the *News Article Activity*.



21 min.

Class 3: Remind students to use the *Vocabulary Handout* and *Worksheet*, and show *Introduction to Child Development: Infant, Toddler & Pre-K - Pre-K*. Administer the *Introduction to Child Development: Infant, Toddler & Pre-K - Pre-K Assessment*. Have students complete the *Fun Learning Activity*. Introduce the *Toy Evaluation Project*.



14 min.

Class 4: Instruct students to complete the *Introduction to Child Development: Infant, Toddler & Pre-K Word Search*. Allow students to finish both projects. Have students present the *Developmental Poster Project*.

Class 5: Have students complete the *Observing Social Development Project*.



Lesson Links

Kids Health

- <http://www.kidshealth.org>

CDC: Child Development

- <http://www.cdc.gov/ncbddd/childdevelopment/index.html>



Career & Technical Student Organizations

Family, Career & Community Leaders of America

- Focus on Children
- Early Childhood
- Teach and Train



Career Connections

- iCEV50506, Stephanie Pepper, Family Services Director, Marco Island YMCA
- iCEV50449, Susan Blair, Social Worker, Happy Hill Farm
- iCEV50311, Bette Baldwin, Elementary Teacher, Tifton ISD

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Lab Activities

Infant Stages of Development

Directions:

Students will fill out the provided table by listing examples and evidence of physical, emotional, social and intellectual development in babies at each of three stages of development.

News Article

Directions:

Working with partners or individually, students will write a newspaper or magazine article which provides information to parents and caregivers about the physical, emotional, social and intellectual growth and development of toddlers. They should include descriptions of common milestones in toddler development and when they occur in the average toddler. Advice for parents and caregivers may also be included.

Fun Learning

Directions:

Students will work in groups of three or four to create a short activity designed for preschool-age children. The activity should be fun and should contribute to children's physical, emotional, social and/or intellectual development. Students will create an instruction sheet for a parent or caregiver to use to guide children through the activity and should also write a paragraph describing how the activity contributes to development.



Projects

Developmental Poster

Directions:

Students will create a developmental poster with drawings, pictures and descriptions representing the various stages and landmarks of a child's life between birth and age four or five. They should include the physical, intellectual and social stages of development where appropriate. Ideas could include eating, crawling, talking, smiling, sitting up, walking, etc.

Toy Evaluation

Directions:

Students will evaluate various toys from a store, catalog or website based on age appropriateness and learning development. Students should use the Toy Evaluation Project sheet to record their evaluations. If time allows, lead a class discussion comparing and contrasting the various toys students evaluated.

Observing Social Development

Directions:

Invite parents to bring their small children or toddlers to class for observation. Arrangements can also be made to visit and observe a daycare center or school. Students will observe the children interacting with other children and adults and should record their observations and responses. Then students will write a one-page report summarizing what they learned from the experience.