

# TRAINING TEMPLATE

## CLASS INFORMATION

**Training Session Title:** Child Development Part 1

**Description of Training Session:** An introduction to the basics of child development including categories, influences, domains, basic principles, historic perspectives and influential theorists.

**Training type:**  Annual or  Initial

**Session Length:** 5 hours

**Session Level:** 1

**Training Delivery Method:**  Classroom/In person  Correspondence  Online  Hybrid

**Target Audience:**  Administrators  Child Care Center  (ECEAP)  Family Home  
 FFN  Head Start  Military  Parents/Relatives  School-Age  Trainers  Tribal Nations

### Core Competencies Early Care & Education Professionals

Hours

- Child Growth & Development
- Curriculum & Learning Environment
- Families & Community Partnerships
- Health, Safety & Nutrition
- Interactions
- Ongoing Measurement of Child Progress
- Professional Development & Leadership
- Program Planning & Development

### Core Competencies School-Age Professionals

Hours

- Child/Adolescent Growth and Development
- Child/Adolescent Observation & Assessment
- Cultural Competency & Responsiveness
- Families, Communities & Schools
- Interactions with Children/Youth
- Learning Environment & Curriculum
- Professional Development & Leadership
- Program Planning & Development
- Safety & Wellness
- Youth Empowerment

**Specific Competency(s) area and sub-content area:** Child Growth and Development: Level 1a:  
Recognizes that development occurs in a continuum

**Training Language:**  English  Spanish  Other:

**Content Focus Group:**  Prenatal  Infants  Toddlers  Preschool Age  Pre-Kindergarten  School-Age  Special Needs  Parents  Staff  Administrators  
 Other

### Training Methods:

- Audio-video with facilitation  Case studies  Demonstration & practice
- Handouts, printed materials  Hands-On activities  Independent study with supervision
- Lecture  Materials display  Observation of children  Panel discussion

Role-playing, simulation   
 Self or program assessment   
 Small group discussion  
 Technical assistance   
 Visual aids   
 Other

## LEARNING OBJECTIVES

### Topic 1

<b>Key conditions</b>	After reviewing PowerPoint materials and handouts and having a large group discussion and watching a video clip, "Ready For Life; Beginnings and Who is My Child"
<b>Desired performance or behavior</b>	Participants will be able to recognize and describe basic developmental principles and domains
<b>Criterion or evidence of learning</b>	And match at least 4 skills to the developmental timeline in the Developmental Principles and Domain activity.

### Learning Objectives: Topic 2

<b>Key conditions</b>	After reviewing PowerPoint materials, video clip "Ready for Life; Feeling Loved"
<b>Desired performance or behavior</b>	Participants will be able to recognize and describe various influences upon development and how they interact with each other
<b>Criterion or evidence of learning</b>	And match at least 4 items in developmental influences activity.

### Learning Objectives: Topic 3

<b>Key conditions</b>	After reviewing PowerPoint materials and handouts, video clips,
<b>Desired performance or behavior</b>	Participants will be able take part in an Erikson Stages activity And be able to identify 3 influential developmental theorists and their main concepts/contributions
<b>Criterion or evidence of learning</b>	

### Add additional Learning Objectives as needed

**School Readiness Objective:** When early learning caregivers are familiar with basic child development knowledge and the underlying theories behind these principles and influences, they will be better prepared to create learning environments that support developmentally appropriate activity and therefore successful school outcomes for their students.

## CLASS OUTLINE/ DETAILED AGENDA

Agenda Timeline	Content and methods
8:00 - 9:00	<b>Before Class Preparation:</b> Set up room configuration for optimum learning; check technology connections; set out handouts and kinesthetic table items; write down agenda

<b>9:00-9:10</b>	<b>Class Overview and Instructions:</b> Greetings; Housekeeping issues; Agenda
<b>9:10-9:20</b>	<b>Introductions/ Icebreaker:</b> Partner Introduction Activity
<b>9:20-10:20</b>	<b>Topic 1:</b> Lecture and discussion (using ppt) about basic child development—why it is important to study, domains, principles (include handouts, large group discussion and Principles/ Domain activities ) <b>10:20-10:30 Break</b>
<b>10:30-11:45</b>	<b>Topic 2:</b> Lecture and discussion (using ppt) about developmental influences (watch video clip—Ready For Life—Beginnings, Who is My Child and Feeling Loved, Developmental influences activity) <b>11:45-12:15: Lunch Break</b>
<b>12:15-1:10</b>	<b>Topic 3:</b> Lecture and discussion (using ppt) about the history of childhood which leads into the developmental theorists—Erickson, Piaget and Vygotsky (include handouts, large group discussion, video clips and Erickson Stages activity) <b>1:10-1:20 Break</b>
<b>1:20-1:55</b>	<b>Topic 4:</b> Finish topic of developmental theorists per above
<b>1:55-2:30</b>	<b>Class Review/ Wrap-Up:</b> Play Review game (in teams); Summarize main points Distribute class evaluations and STARS certificates
	<b>Additional Extended Learning or Follow-Up:</b> Talk about what participants learned that they can apply to their classroom and talk about in Child Development 2.
<b>EFFECTIVE INSTRUCTIONAL METHODS</b>	
<b>How content reflects cultural awareness and learner diversity:</b> Diversity in learning styles is reflected in the variety of teaching methods (see below). Specific discussion about how various cultures play a role in child development	
<b>Varied Learning Styles Offered:</b> (Provide examples for those that apply) Auditory- Power Point Presentation and class discussions Visual- Video clips and DVD, Power Point Presentation Kinesthetic- Pretest, Domain activity, review game. Interpersonal-small and large group discussion	
<b>Varied Student Grouping and Interaction:</b> Independent during Pretest and watching video clips/DVD; Pair Share during opening introduction activity; small group sharing during Principles Activity, Influences Activity, Erickson Activity and Review game activity. Large group sharing during ppt discussion, Domain Activity	

**Research Supported: (Please list sources): Content must reflect current research and best practice. At least one reference within the last 5-7 years. However, some material tied to older research is still valid, and should not be overturned as an idea.**

Developmentally Appropriate Curriculum textbook by Kostelnik, Soderman and Whiren; Pearson Prentice Hall; 2007

Child Development textbook by Feldman; Pearson Prentice Hall; 2004

Exploring Your Role textbook by Jalongo and Isenberg; Pearson Education; 2004

“Why are so Many People in their 20s Taking so Long to Grow up” article; by Henig; New York Times 8/22/2010.

“Development Across the Cultures”; [www.mcckc.edu](http://www.mcckc.edu); 8/28/2010

Healthy Beginnings Brain Research, Comprehensive Health Education Foundation; 2003

### **ADDITIONAL NOTES OR INSTRUCTIONAL TIPS**