Lesson Plan 2 Indirect Guidance Reading

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Adams</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Specific Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with Children</td>
<td>Understanding Indirect Guidance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Assignment:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect Guidance excerpt from Working with Young Children Text pages 277-278</td>
<td>Arizona Child Care Association Training Module 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Objectives:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After completion of the lesson, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Read professional publications to learn current techniques of guidance</td>
<td></td>
</tr>
<tr>
<td>2. Implement indirect guidance strategies to promote pro-social behavior related to the physical environment, schedules, positive feedback and clear expectations</td>
<td></td>
</tr>
<tr>
<td>3. Anticipate probable behaviors in the absence/presence of specific guidance strategies</td>
<td></td>
</tr>
<tr>
<td>4. Write three paragraphs with the proper format</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE &amp; CCSS</td>
<td></td>
</tr>
<tr>
<td>RST.2 Determine the central ideas of conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</td>
<td></td>
</tr>
<tr>
<td>WHST.2 b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use Sensible Sentence Highlighting to pull out the important descriptors in each of the 4 indirect guidance subcategories.</td>
<td></td>
</tr>
<tr>
<td>Students extrapolate 3 examples from the text and write a paragraph on each example using the format given.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Google document Indirect Guidance Reading which includes an excerpt of text, grids to complete and the paragraph outline PDF excerpt from the Arizona Child Care Association on Indirect Guidance Sensible Sentence assignment</td>
<td></td>
</tr>
</tbody>
</table>
### Procedure:

**Literacy Strategy used:** GRAPHIC ORGANIZER  SENSIBLE SENTENCES (ADAPTED)

**WRITING GOOD PARAGRAPHS**

Use a graphic organizer to see the correlation between a guidance strategy and the behaviors desired/not desired.

Use the 5 sentence paragraph to write 3 paragraphs – one on each guidance strategy

**Entire Class:**

**Introduction and Method of activating prior knowledge –**

Review the Label/Group/List guide of words from the last class

Review the definition of discipline. Introduce the definition of guidance by writing on the other side of the card a response to “What does it mean to guide someone along? Give a detailed example of how a person can be guided by another person or by technology.”

**Method of setting purpose –**

Watch a short video clip of a child playing in the preschool. Write down the behaviors that are pro-social and behaviors that are undesirable.

**Individual:**

*Open the Google document and make a copy. Title the copy: Indirect Guidance*

**Reading:** YOUR NAME.

*Read the passage from the textbook on Indirect Guidance and complete the grid.

*Read the PDF from Arizona Child Care Association and complete the second grid.

*Model for students how to write a good paragraph using the format*

**Topic sentence**

For example

This shows that

This is important because

As a result

*Students write three paragraphs that reflect the three guidance strategies using the template for a 5 sentence paragraph.*

**Group:**

Share one of your paragraphs with your table group of 4 students.
**Application of Material:**

Go to the preschool observation room. Look for anecdotal evidence of a pro-social behavior. Write the example and be prepared to share it with the group. Consider the four categories of indirect guidance and the factors that might be influencing this pro-social behavior.

**Extension Questions:**

How would you change the following corrections into expectations for behavior?

- Don’t run with those scissors!
- Stop yelling!
- You are not being nice.

**Accommodations needed:**

Students can elect to share Google assignment with instructor in order to have assistance with examples and/or writing paragraphs.
Setting Children Up for Prosocial Behavior

Directions: Go to File and choose Make a Copy. Title your copy “Indirect Guidance Reading: Your Name.” Use the highlighting text feature to highlight for Step 1.

Step 1: Read the following excerpt on Indirect Guidance from our textbook. While you read, highlight specific techniques teachers can use to indirectly guide children towards prosocial behaviors. In the grid after the excerpt, put 3 desired prosocial behaviors in the first column, the indirect guidance strategy in the middle column and the misbehavior prevented in the last column.

Indirect Guidance
Excerpt from pages 277 and 278 of Working with Young Children by Judy Herr, 2008

Indirect guidance involves outside factors that influence behavior. The physical setup of a center is a form of indirect guidance it can indirectly influence both the children’s and teacher’s behavior.

For example, a well-planned facility makes supervision easier. If you can supervise properly, it will help you feel relaxed and in control. The children will feel safer knowing they are being protected.

In order to carefully supervise young children, an open classroom is best. Stand with your back toward the classroom wall. You should be able to view the entire room. Such an arrangement will allow you to observe and give help when needed. It will also reduce your own fatigue, since you will have to run back and forth between areas less often.

A healthy, safe environment can be promoted through the physical setup of the facility. In one large room, you will be able to see everything that happens. Therefore, you can step in when dangerous situations arise. For instance, the behavior of two-year-old children needs close monitoring. Many two-year-olds will hit another child instead of saying, “I do not like that.” With the proper physical arrangement, you can see such situations occurring and step in immediately.

Young children, and especially two-year-olds, often do not have well-developed gross-motor skills. They often stumble, trip, or fall. To reduce the number of these accidents, large, open areas are best. Shelving units should be placed around the outside walls of the room.
Children’s independence can also be encouraged though the physical setup of the facility. Independence should be a learning objective of every early childhood program, no matter the ages of abilities of children in the program. For example, you should encourage toddlers to use the washroom if they have developed control of their bowels and bladders. For this reason, the washrooms should be easy to find and use. Sinks, toilets, and hand dryers should be set at the children’s level.

Children can also be encouraged to hang up their own coats and assist with cleanup. To encourage this, provide low hooks for hanging coats and hats. Low shelf units and sinks will encourage children to help with cleanup. All toys and materials should have a designated place in the classroom. Placing a picture of the item on a shelf or container is one way of assisting the children. When containers are marked, teachers are usually more successful in having the children replace toys and equipment to the proper storage place.

<table>
<thead>
<tr>
<th>Prosocial Behavior</th>
<th>Indirect Guidance Strategy</th>
<th>Prevented Misbehavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers <strong>supervise properly</strong> by sitting with the children (perhaps between them) to help with negotiating and sharing of materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Read the handout from the Arizona Child Care Association Training using the Sensible Sentences Strategy. Complete the following grid with 3 more Indirect
Guidance Strategies that could be used to encourage prosocial behavior and prevent misbehavior.

<table>
<thead>
<tr>
<th>Prosocial Behavior</th>
<th>Indirect Guidance Strategy</th>
<th>Prevented Misbehavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 3: Write a paragraph on each of the three indirect guidance strategies that you have identified. Follow this format:

Topic sentence
For example,
This shows that . . .
This is important because . . .
As a result . . . (transition?)

Topic sentence (transition?)
For example,
This shows that . . .
This is important because . . .
As a result . . .

Topic sentence (transition?)
For example,
This shows that . . .
This is important because . . .
As a result . . .
You can erase the formatting instructions above after you have written the three paragraphs.
Indirect Guidance Techniques: Prevention
(excerpt from Arizona Child Care Association Training Module 5)

As you read the list of issues that cause behavior issues in child care centers, you may have thought of some ways to prevent the issues creating the problems. It is possible that your solutions involve indirect guidance techniques. Indirect guidance methods are used to prevent behavior issues when developing the physical environment, class rules, and program content.

Young children are influenced by their environment, the people in it and the physical surroundings. In an early learning and care center, children’s behavior is shaped by the physical space, the curriculum and program activities, expectations of the early childhood teachers, and teacher responses to the child’s behavior. Indirect guidance methods can be divided into the same four areas.

**Physical Space**

The physical environment of a classroom provides both cues for appropriate behavior and temptations for inappropriate behavior. A wide open space in a classroom will encourage children to run. A small space with pillows and interesting toys will encourage one or two children to sit down and play with the toys. Other suggested indirect guidance strategies for the classroom environment include:

Create a classroom environment that provides clearly defined areas and learning centers. Allow enough space in the classroom for children to move freely from area to area.

Learning centers should have adequate space for a limited number of children. Label areas with the number of children allowed in one area and monitor the number of children.

Label areas and provide children with expectations and instructions on use of learning center materials.

Provide adequate toys and equipment in each learning area so children are not expected to share.

Equipment and learning materials should provide a challenge to children. Learning activities that are too difficult can create frustration and cause inappropriate behavior.

Activities that are too simple, lead to boredom and encourage the children to find inappropriate ways to use the materials.

Activities that are too simple, lead to boredom and encourage the children to find inappropriate ways to use the materials.

**Curriculum and Program Schedule**

Children with a consistent daily schedule that offers a variety of interesting and fun activities are less likely to misbehave. Consistency is especially important for younger children who form attachments based on developing trusting relationships with teachers.

Consistent daily schedules and routines help children transition between activities and routines.
A curriculum that offers a variety of meaningful activities that appeal to children’s interests and abilities minimize the occurrence of misbehavior by allowing the children to self-select activities. Offer activities that are age appropriate.

Provide children with the opportunities during the day to choose activities. Meaningful choices encourage self-control.

Plan and prepare for activities by having materials ready, enough materials and equipment to prevent wait times. Have additional activities planned for children who finish early.

**Clear Expectations**

Set clear and reasonable expectations for acceptable behavior. Provide children with specific boundaries and limits on behavior.

Establish class rules stated in positive terms that tell children what to do rather than what not to do. For example: Instead of “No running.” Say “Walk in the classroom. Running is for the playground.”

Explain the reasons for rules and limits. Example: “After you finish playing with blocks, put the blocks back on the shelf so someone does not stumble and fall down. ”

Older children can be included in developing and posting classroom rules. Involving the children in developing rules creates ownership and encourages the children to regulate their own behavior. Posting the rules is a visual reminder. Remember to refer to the classroom rules when talking about behavior and expectations.

**Recognize and Respond to Children’s Positive Behavior**

Recognition of children’s positive behavior can be the most effective method for children to learn positive behaviors. Children need teacher’s support, recognition, and acknowledgement for making the decision to act in an appropriate manner. When teachers use praise the child learns there are positive consequences for appropriate behaviors.

Use effective encouragement that is specific and positive to provide meaningful feedback and help children develop self-esteem. Effective encouragement is sincere, selective, specific, focused on an individual child or small group of children, and used to acknowledge a specific appropriate behavior.

Examples of effective praise:

Comparing each child’s progress with their past performance not on the accomplishments of others. “Jack, you participated in the group game today.”

Focuses on improvement of process rather than an evaluation of a finished product. “Brian, you really focused on finding the right pieces to make the lego truck.”

Connects children’s behavior to their feelings of enjoyment or satisfaction or how their behavior affects another person. “Lea, you and Ky had a great time learning to play the new game.”