

*Indicate Special Needs (SN) and Cultural Sensitivity (CS) where addressed

OBJECTIVE (List number from above)	*SN *CS	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
OBJ 1		15 Minutes	<p>Welcome and Introductions</p> <p>Introduction of instructor and participants.</p> <p>Review Training Objectives</p> <p>Key Idea: Early Care & Education professionals hold the keys to implementing appropriate practices to help children develop and learn.</p>	<p>Introductions: Briefly introduce self, training objectives for training session, and training agenda.</p> <p>Exercise: Developmentally Appropriate Practice</p> <p>Large Group Discussion: discuss the elements of developmentally appropriate practice.</p> <p>Group will define DAP.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Newsprint: “DAP is. “ • Markers • Tape
OBJ 2	*SN *CS	45 minutes	<p>Developmentally Appropriate Practice (DAP):</p> <p>Give background information about DAP.</p> <p>The Essence of DAP:</p> <ol style="list-style-type: none"> 1. DAP means taking into account everything we know about how children develop and learn and matching that to the content and strategies planned for them in early care and education programs. 2. DAP means treating children as individuals, not as a cohort group. 3. DAP means treating children with respect— recognizing changing capabilities and having faith in children’s capacity to grow and learn. <p>Each child care professional possesses an array of knowledge and experience related to developmentally appropriate practices. This is derived from both formal education and</p>	<p>Exercise:</p> <p>Small Group: Divide participants in three-four groups. Each group will select reporter/recorder to complete handout 1 and share the results.</p> <ul style="list-style-type: none"> • Identify three attributes of children in their classrooms and explore the teaching practices they think will support these attributes. <p>Large Group: reporters share one trait or attribute and the related early care and education teaching practices identified by the group. Record results on flip chart.</p>	<p>Handouts</p> <p>Article: Recognizing the Essentials of Developmentally Appropriate Practice – Child Care Exchange</p> <ol style="list-style-type: none"> 1. Child Traits or Attributed

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OBJ 2	*SN *CS	30 Minutes	experiential learning. Examples of Child Traits and Attributes: <ul style="list-style-type: none"> • Active learners • Busy • Capable • Careful • Cautious • Challenging • Competent • Curious • Eager to learn • Feisty • Flexible • Hands-on learners • Happy • Inquisitive • Playful • Talkative 	Small Group: participants will consider the practices they identified further. Asking the following questions: <ol style="list-style-type: none"> 1. Is this practice in keeping with what I know about child development and learning? 2. Does this practice take into account children’s individual needs? 3. Does this practice demonstrate respect for children? Large Group: facilitate a summary discussion of the experience, focusing on how much information and understanding the group’s questioning created.	2. Three Questions Resource: Developmentally Appropriate Practices in Early Childhood Programs Materials: Newsprint Markers
OBJ 2 & 3		45 minutes	DVD: Looking at the Basics of Developmentally Appropriate Practice	View a segment of the DVD (15 minutes) Discussion: Participants will discuss key components in the DVD that displayed DAP. Identify key aspects of good teaching. Discuss any misconceptions they may have about DAP. Record responses on newsprint.	Materials: Newsprint Markers

