

parents
guidance counselors
course teachers
students
fieldsite teachers
children
administrators
community
resources

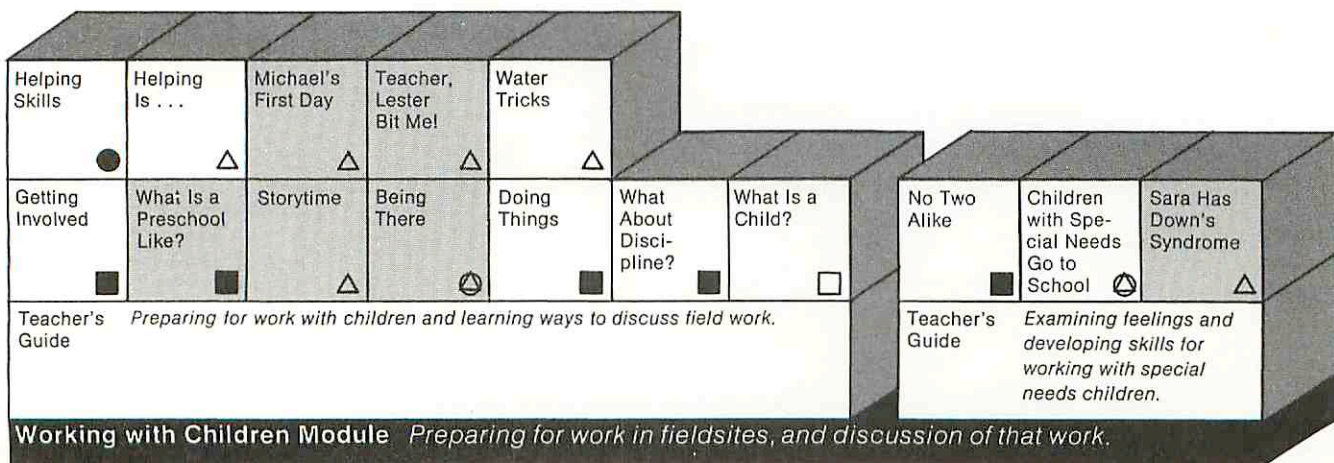
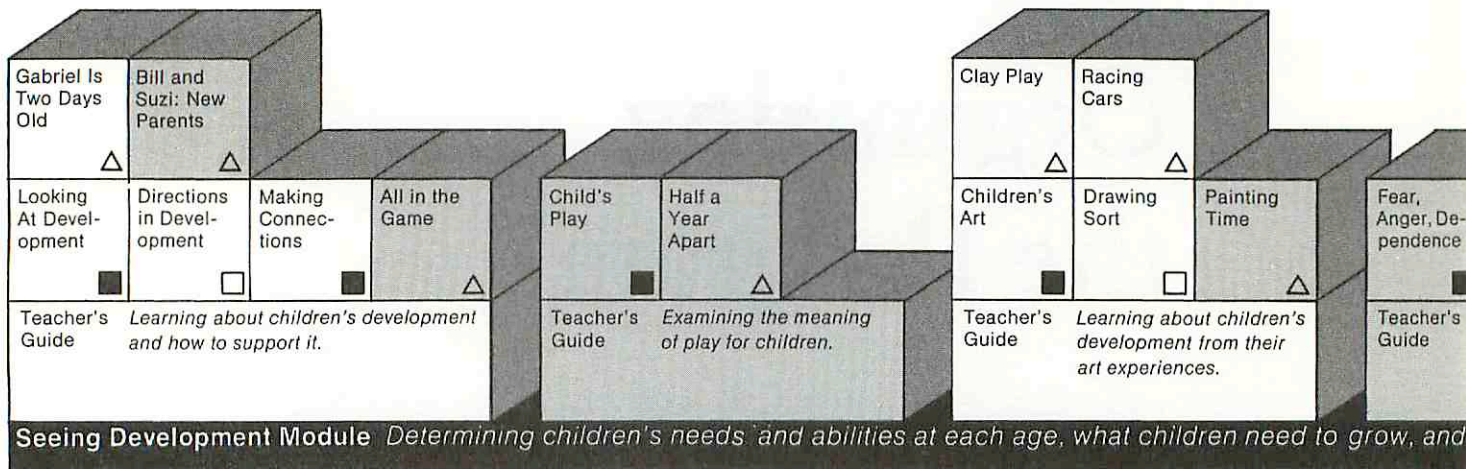
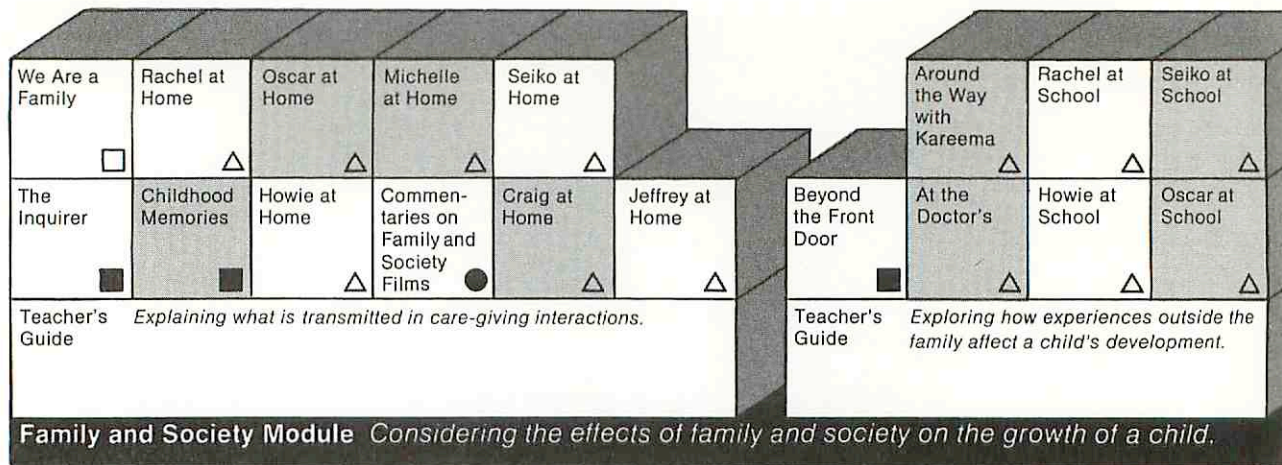
Organizing
the Program

Exploring Childhood

Organizing the Program

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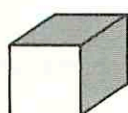
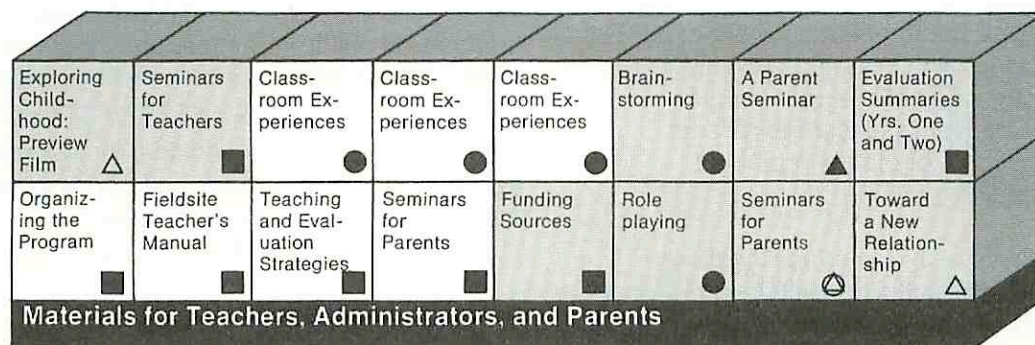
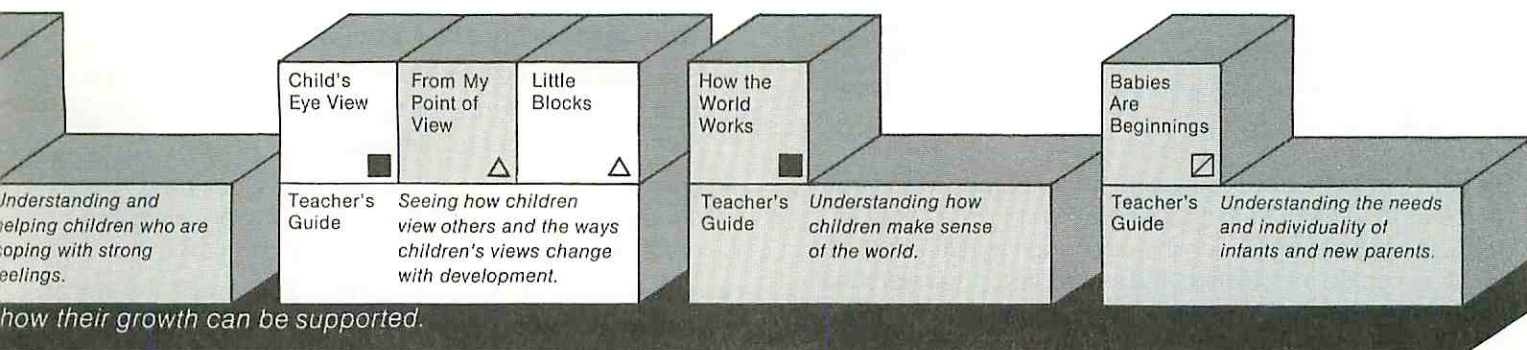
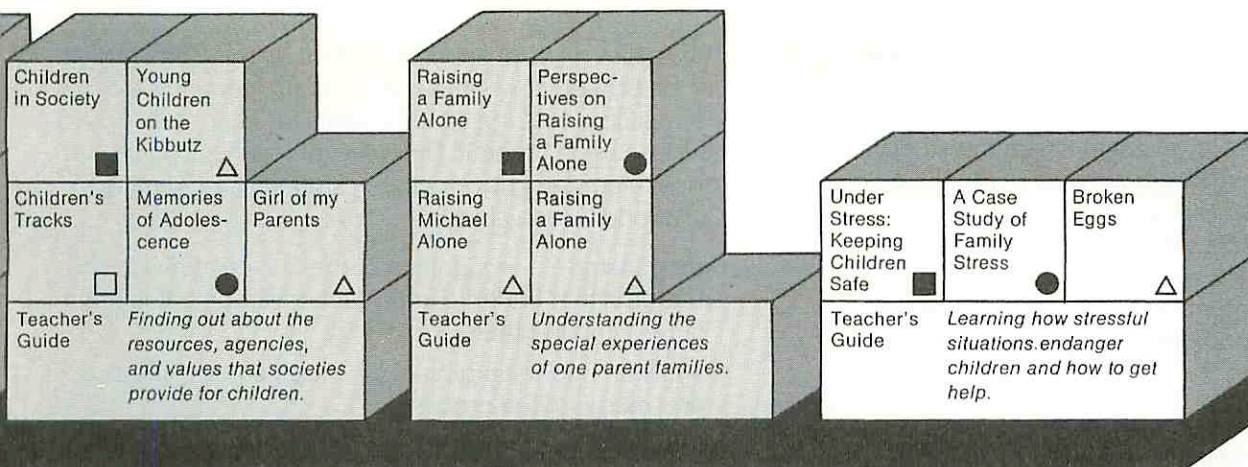
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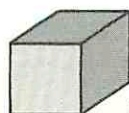
Exploring Childhood

Key

- Booklet
- Poster
- ⊠ Cards
- △ Film
- Record
- ▲ Cassette
- ⊙ Filmstrip and Record



Full Year Course Selection



Supplementary Materials

Learning Objectives of *Exploring Childhood*

Exploring Childhood is a program in which the study of child development is combined with work with young children on a regular basis. The program gives students opportunities to develop competence with children, and provides a framework for understanding the forces that shape human development. At its most general level, *Exploring Childhood* promotes learning and growth in four major areas:

- concept development
- skills in working with others
- inquiry and observation skills
- personal awareness

Exploring Childhood students learn about factors that shape human development. Concepts such as maturation, egocentrism, modeling, and reinforcement are considered to help explain caregiving and child behaviors which students observe in themselves and in the children they work with.

Students' growth in working with others comes from experience as an aide in fieldsites serving children, as well as from classroom work which includes such activities as applying course information and concepts to their personal experience. For instance, by role playing and analyzing incidents that involve helping children, students integrate their own experience with new concepts and information about human growth and development. Such understanding can then be put to use in their continuing work with children.

Course pedagogy emphasizes discussion and small-group interaction, which increase students' ability to share experiences, information, and ideas with one another. This view of learning as a sharing, integrated experience, in which students work cooperatively and learn to respect the experience and point of view of others, promotes social skills as well as cognitive growth.

Skills of inquiry developed through *Exploring Childhood* include observation techniques, collecting and using evidence to form and test hypotheses, posing questions and seeking their answers, and analyzing and evaluating data.

In the area of personal development, the course enables students to view the behavior of others and of themselves from several perspectives, to think through relationships with family members, to gain insight into their own behavior, to become more sensitive to the needs and point of view of others, and to recognize how one's values and beliefs shape one's actions.

These four general areas of student learning and growth can be broken down into the following learning objectives. (Please note that the specific goals for each unit of the course can be found in the relevant teacher's guide.) In terms of concept development, students of *Exploring Childhood* will be able to:

- demonstrate a recognition of the universal needs and patterns that underlie individual development in themselves and in others.
- show an understanding of development as a lifelong and multifaceted process.
- identify some of the changes in abilities and needs that occur as a person develops, particularly from birth to age eight, but including the full development cycle (e.g., significant aspects of adolescence and stages of adulthood).
- use the developmental theories of Erikson and Piaget as hypotheses in understanding the behavior they observe in children they work with.
- combine sensitivity to the individual child's uniqueness with relevant information about universals in development (developmental patterns).
- demonstrate knowledge of cultural values held in different societies, values that influence the behavior and emotional patterns of caregivers and children.
- demonstrate an understanding of the significance of play for all ages.
- identify appropriate expectations for children's behavior at various ages (e.g., in children's play, interactions with others, fears, etc.).
- demonstrate an understanding of the child's stage of egocentrism when working with him or her.
- identify possible causes and consequences of strong emotions in children (such as fear, anger, and dependence), and explain how such feelings and ways of coping with them change with development.
- demonstrate an understanding of how stress can affect a caregiver's ability to keep children from harm by analyzing causes of stress and potential sources of support in cases of stress involving caregivers.

In working with others, *Exploring Childhood* students will gain in ability to:

- consider the point of view of others involved when solving problems.
- work cooperatively with other adults in the fieldsite.
- carefully observe and listen to children in order to be sensitive to their needs, interests, and perspectives, and to identify when children need help and when they are best left alone.
- recognize and expand opportunities for children to

express themselves and stretch their emerging capabilities (e.g., through art, fantasy, vigorous play, or manipulation of materials); to expand such opportunities by providing children with appropriate settings and materials, and emotional and intellectual support.

- use age-appropriate levels of communication and discipline when working with children.
- show respect for the traditions, life styles, and values of families different from their own.
- recognize messages that are damaging to a child's sense of self-esteem, consider ways to limit such messages, and help children cope with them when they occur.
- affirm the capabilities of children and others in seeking mutual goals.
- demonstrate in class a notion of learning as a shared experience, through participation in cooperative classroom ventures and through the exchange of information.

Exploring Childhood students develop many skills, including the ability to:

- demonstrate skill in observing and recording behavior, forming a question, taking notes, collecting data, keeping a journal, and setting up situations or activities in order to diagnose specific abilities in children.
- organize data collected, present findings, and plan actions based upon what has been learned.
- separate fact from inference when reporting, discussing, and analyzing children's behavior.
- focus on the details of observed natural behavior (from life or film) and offer careful interpretations of what values they see reflected.
- identify factors in the neighborhood, community, and society that influence children's development (e.g., people, institutions, traditions).
- take into account the influence on children of the values and expectations of parents, caregivers, and society when considering the behavior of children.
- identify messages transmitted in everyday interactions between children and caregivers.
- analyze the means people use for influencing children's behavior, in terms of the values that are reflected and the underlying theories of how children learn.
- analyze differences and similarities between the values and expectations of a child's home and those of his or her school.
- identify resources families need for raising children, and indicate how to obtain some of these resources in their own community.
- assess the suitability of play environments for children, and, where possible, make positive contributions to the

quality of a play environment.

- identify suitable adaptations in a school, family setting, and society to help children with specific special needs.
- recognize factors that contribute to childhood accidents and identify accident prevention measures appropriate to children of different ages.
- draw on their own values for children to propose some concrete, specific improvements in how their own community (and/or society) can meet the needs of children and their families.

Finally, *Exploring Childhood* students develop greater personal awareness, becoming able to:

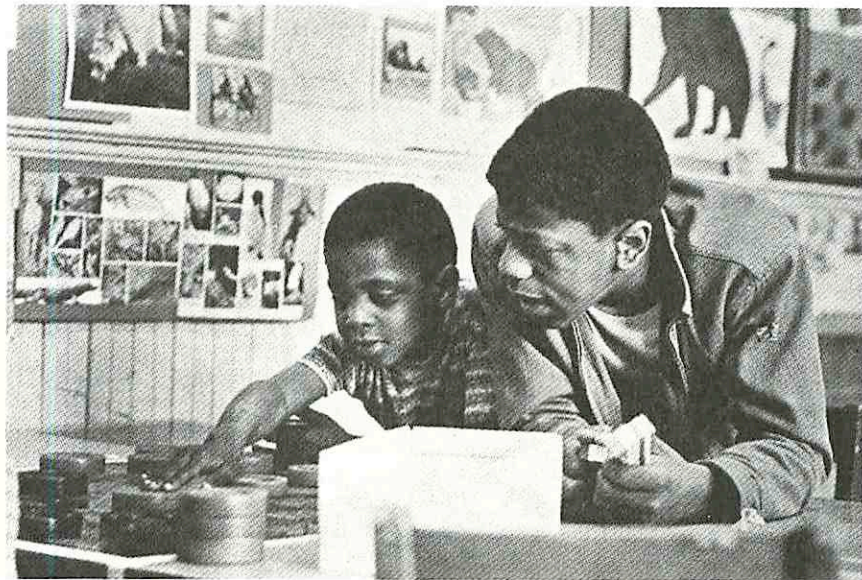
- articulate their own values for children, their theories about how children develop, and their feelings about issues of child care, and identify ways in which these beliefs and feelings affect their behavior with children.
- assess their own strengths and limitations as caregivers, and take these into consideration in working with children.
- articulate significant factors in their own lives, past and present, that have contributed to their sense of who they are (as individuals and as caregivers) and where they are headed.
- apply the concept of egocentrism in understanding their own behavior.
- recognize signs of stress in their own lives, and develop ways of dealing with personal feelings of anger or frustration and of gaining help or support in stressful situations, especially with children.
- recognize their growing competence in helping children meet their needs.

Organizing the Program, based on an earlier version by Jim McMahon, was developed and produced for EXPLORING CHILDHOOD by the following people.

Developer: Barbara S. Powell
Editor: Anne Glickman
Cover: Bruce Margan
Production: Scott Paris and Maria Rainho
Photographs: preface, Mark Harris, opp. p. 1, Edward T. Joyce; p. 4, Rogier Gregoire; p. 9, Rogier Gregoire; p. 16, Edward T. Joyce; p. 31, Robert Hower.

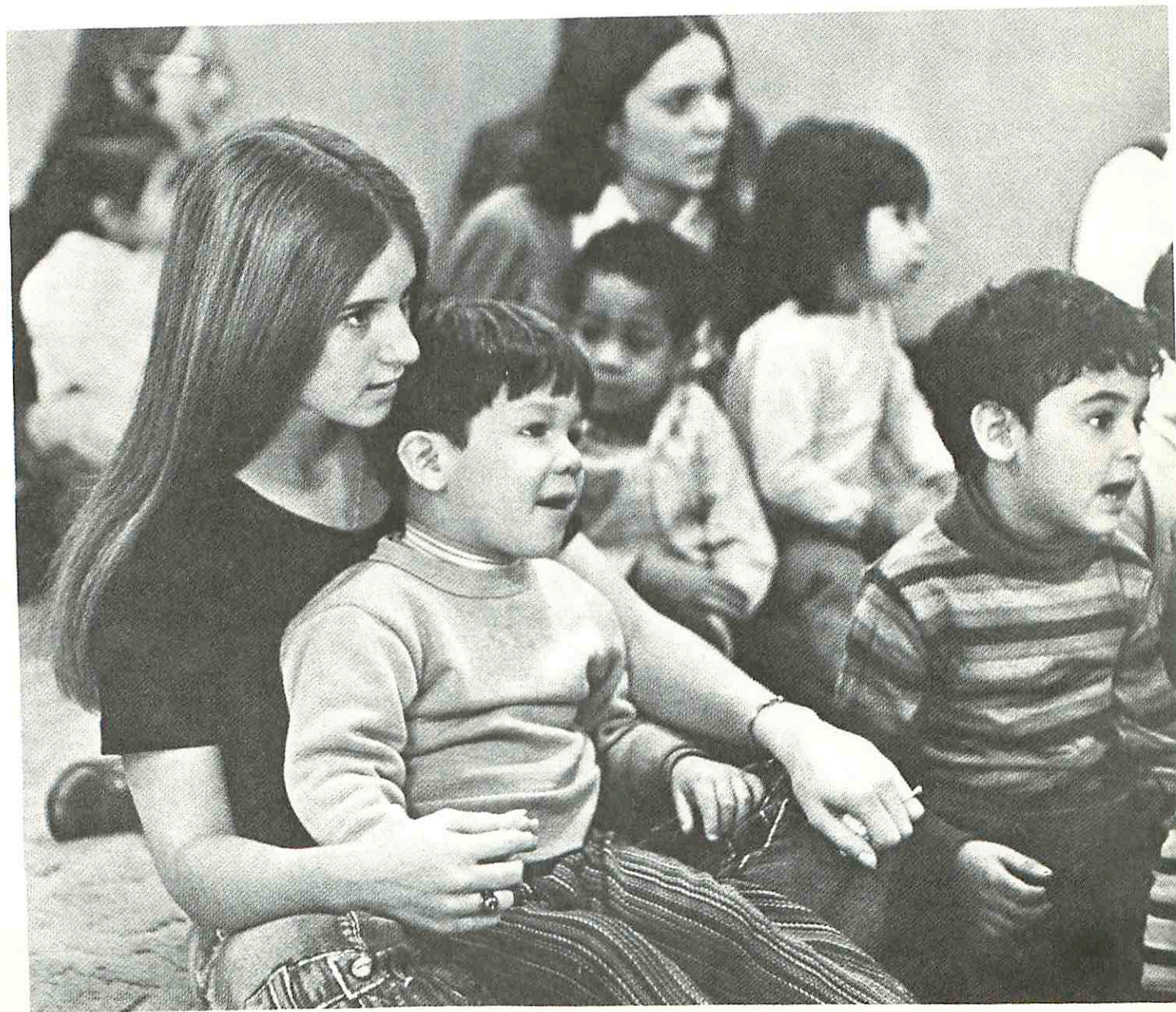
Preface

This manual was prepared to answer a need expressed by EXPLORING CHILDHOOD teachers. It deals primarily with the practical aspects of running an EXPLORING CHILDHOOD program, and was prepared to help you know what to do, when to do it, and who to go to for help. Suggestions regarding selection of fieldsites, scheduling, transportation, medical and legal requirements, and finances are included, as well as advice on how to maintain contact with fieldsite teachers, how to select students, and how to involve administrators and parents in the program. We hope you find it a useful aid.



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The Exploring Childhood Program

PURPOSE

EXPLORING CHILDHOOD is a program in which adolescents work with young children while learning about child development and their own identities. It gives adolescents the chance to have responsible roles working with young children, to develop the skills to perform those roles, and to prepare for parenting and careers involving the care and welfare of young children.

EXPLORING CHILDHOOD can bring together many segments of the community around a common concern and task: supporting the growth of young children. Any agency that provides child care--nursery schools, day care centers, churches, community centers--can become a fieldsite where EXPLORING CHILDHOOD high school students spend a few hours every week working with children. Kindergartens and elementary schools are also suitable fieldsites. Parents who are interested in the program may become involved through seminars. And professionals who deal with children's care (health, safety, legal protection, and so on) can become valuable resources to the program.

PERSPECTIVE

The perspective of EXPLORING CHILDHOOD can be simply stated: Human development is a process of continual growth and potential in which the individual, from the moment of birth, influences the people and the world around him, and is shaped by those people and that world. This view might be defined as mutuality, reciprocity, or interaction. However defined, the message declares that one is influenced by one's past, by one's peers and elders, and by one's culture; but that one is bound by none of these. More than promoting any specific body of information or any particular skill, EXPLORING CHILDHOOD suggests an *attitude* toward development that stresses the capacity of the person--whether child,

adolescent, or adult--to synthesize past experience and to continue to grow in relationship with others.

We view the young child as an active being endowed from the start with resources for coping, for growth, and for human interaction. It follows that we see the high school student's role as supporting and extending a young child's normal daily experience rather than, for example, redirecting a child's activity for narrowly defined cognitive and/or affective learning goals.

Why should students have a field experience?

- Adolescents need the experience of taking on roles that are interesting and useful in order to develop a sense of worth; they need tasks in which they can be aware of their own growth of competence and in which they are likely to have some success.
- In order for learning to occur, there must be a dynamic tension between experience, knowledge, and reflection. The experience must be the kind that adolescents find worth doing; for many students, work with children is such a worthwhile experience. From their work with children, students can generate questions and insights, thereby actively influencing their own learning.

Thus, course and field work draw upon and enrich each other throughout the year. What students explore in class gives them insights that make them better able to support children's growth. At the same time, fieldsite experiences form a basis for understanding ideas presented in class; the student can always say, "How does this fit with what I have observed and done with children?" One course teacher said:

Because the kids have been out at the fieldsite, they have so much input in class that it has really given our whole program a boost. I have been able to stop talking as much as I usually do.

IMPLEMEN- TATION

Because EXPLORING CHILDHOOD is a program whose resources and impact go beyond the classroom, the written and visual materials we provide are only one aspect of a successful program. In addition, the program needs the following elements:

- A Practicum at a Fieldsite

Regularly scheduled field work with children allows students to take responsible roles, develop a sense of competence, and gather ideas, questions, and feedback daily from the demands of real experience. At least two hours a week of work with children is recommended as a practicum.

- Full School Year Use of the Course

The classroom materials are designed to give students the opportunity to consider the biological and social factors that affect human development. Participation in EXPLORING CHILDHOOD for a year allows students to consider both children's development and children's interactions with family and society. Equally important, they work with children over a long enough period to see real growth and change in young children as well as in themselves.

- Participation of Male Students

Half of the people who affect the growth and future of children are male. Having a male perspective in the classroom, and having male students involved in the care of young children, creates a realistic learning environment for all and provides for male students an opportunity to learn about children and themselves.

- Teacher Services

During the year there will be five full-day workshops for EXPLORING CHILDHOOD course and fieldsite teachers. The workshops are designed to help teachers learn about the program, explore new teaching techniques, and develop ways of creating a supportive atmosphere in the classroom. They give teachers an opportunity to share experiences, reexamine perspectives, see alternative models and techniques, and practice using new materials. These skills are directly related to creating a classroom environment in which students feel comfortable discussing attitudes, values, their own childhood, and fieldsite experiences. Five Regional Field Coordinators (RFC's), located in New York City, Atlanta, Chicago, Denver and San Francisco, will conduct workshops. It is important that schools allow teachers adequate time to attend the workshops.



• Parent and Community Participation

Because family and community are central forces in the lives of the young, their participation in EXPLORING CHILDHOOD enriches the program. Parents of young children who visit the high school classroom and discuss a particular aspect of childrearing which they have experienced can add an element of reality into the program that will make it more meaningful to students. A series of seminars have been developed for the parents of high school students and young children so that they can become familiar with EXPLORING CHILDHOOD materials and continue discussions at home of values and childrearing ideas.

Facing photo: At a teacher workshop, course and fieldsite teachers try out one of the student activities for Children's Art.

Critical Time Elements

In planning your schedule for EXPLORING CHILDHOOD be sure to allow adequate time for the following:

Field work, at least two full hours at the fieldsite each week, to encourage significant involvement with children, and to allow for special observations and planned activities that students must carry out at the fieldsite in connection with course work.

Class work, at least two and a half hours each week, in which students can discuss their experiences with children, and explore issues of child development and child care. Part of this time should be devoted explicitly to immediate issues arising in students' day-to-day work, and to ways of working with children.

Periodic conferences between course teacher and fieldsite teacher(s), to discuss the problems and progress of individual high school students, and of the group as a whole; to clarify when and how students will carry out assigned observations or activities at the fieldsite; and to give fieldsite teacher(s) a chance to review materials and films. One meeting should occur before field work begins.

Conferences between students and fieldsite teacher, in which students can discuss the behavior of the children and ways to work with them that contribute to the fieldsite program (e.g., fifteen minutes after each visit or at the end of each week).

Fieldsite visits by the course teacher, once at the beginning and several times throughout the year, to observe and share the students' experience in working with children. *Classroom visits by the fieldsite teacher* to discuss goals and program at the fieldsite.

Travel time, during which students will travel to the fieldsite and, following their work at the site, return to the high school.

What to Do When

The chart below suggests when to address various concerns in order for the program to run smoothly. This is followed by notes about the EXPLORING CHILDHOOD team, which describe how each member can help.

PREPARATION BEFORE THE COURSE BEGINS (PREVIOUS SEMESTER)	BEGINNING OF THE FIRST SEMESTER	THROUGHOUT THE YEAR
Present program to administration, staff, and guidance department	Arrange student visits to fieldsites	Invite fieldsite teachers to visit class and to see course films
Recruit students	Arrange student placements in fieldsites	Attend teacher workshops
Contact potential sites	Arrange schedule and transportation	Talk regularly with fieldsite teacher
Meet with interested fieldsite teachers; review course and discuss their role	Plan "team-building" meeting (see Helping Skills section of <i>Getting Involved</i>)	Visit fieldsite and observe students
Find out about medical and legal requirements	Arrange speakers and field trips (see boxed information in teacher's guides)	Discuss field work issues with students
Arrange schedule for adequate class and field work	Present program to parents, describe parent seminars	Arrange and (if possible) attend parent seminars
Read materials; plan overall organization and integration of course		Arrange field trips and visits to class by people concerned with children
		Plan and implement evaluation procedures

The Exploring Childhood Team

EXPLORING CHILDHOOD differs from most other high school courses in that it requires a variety of people and a number of settings in order to achieve its full potential. The EXPLORING CHILDHOOD team includes:

- Administrators (principals and department heads)
- Course teachers (high school or junior high teachers)
- Fieldsite teachers (preschool and primary school teachers)
- Guidance counselors
- Students

Each team member has a distinct role to play in order for EXPLORING CHILDHOOD to function smoothly.

COMMUNICATION

Communication among all members of the team, particularly between course and fieldsite teachers, is extremely important if a program is to run well. Yet with all the logistical problems, communicating with each other is often neglected because of lack of time. Teachers have expressed these problems:

I can't visit my fieldsite teachers because I don't have the time. I can't afford to leave the nursery lab. Because if I leave, and anything happens, it's my responsibility.

I have fifteen fieldsite teachers and can't possibly get to all of them.

My school won't give me released time.

However, teachers who have managed to talk with each other regularly find that they avoid misunderstandings and the program becomes a cooperative venture:

My school has provided released time for the high school teacher to go out and talk to the field-site teachers. Trying to work it out on our own after school would be difficult because people come from vastly different areas. With regular site visits you pick up your students' good points so that you can build on them in class.

On the next few pages some of the specific tasks of each team member are described.



High school students play with children's toys during Child's Play unit of Seeing Development.

ADMINISTRATORS:

- Arrange released time for teachers to attend workshops, observe students at the fieldsite, and confer with fieldsite teachers, parents, and community groups
- See that students' school schedule allows time for field work at optimal periods during the fieldsite schedule
- Help set up the program in the spring
- Help with funding
- Explain program to staff and community
- Help program meet legal and medical requirements
- Decide which department(s) would be most appropriate for EXPLORING CHILDHOOD (social studies, home economics, English, psychology, behavioral sciences)
- Encourage interdepartmental teaching of the course

As teachers we realize how important the administration's support of this program is to our own feelings of success and competence. Those of us who are new teachers have a little bit of difficulty convincing the administration that there is a definite inadequacy of support and that it is not the inadequacy of ourselves....

--Course Teacher

COURSE TEACHERS:

- Teach EXPLORING CHILDHOOD: bring together course work, field work, and students' experience
- Select students for course (including recruitment of boys)
- Select fieldsites
- Organize schedule of class and field work
- Arrange transportation
- Meet with fieldsite teachers to discuss the program, the students' role, and the importance of working as a team
- Maintain regular communication with fieldsite teacher about students' field work, content of course, and teacher workshops
- Visit fieldsite to observe students with children
- Attend teacher workshops, parent seminars, meetings with fieldsite parents

The students go out on a Thursday morning and they immediately get involved. The fieldsite teacher helps them decide what they will do. Toward the end of their two hours there, she takes the students for fifteen minutes into a conference room, and they discuss what they have seen and done that day. It is an immediate reaction. If this didn't happen, by the time I got them in class two days later the field experience would have died.

--Course Teacher

FIELDSITE TEACHERS:

- Discuss students' role with fieldsite parents
- Supervise students at the fieldsite (suggest activities, explain routine and daily program)
- Discuss day's work (problems, activities, goals) regularly with students
- Confer with students periodically about changes in the children and the relationship of the field experience to ideas studied in class
- Communicate with course teacher about students and program
- Attend initial high school classes to explain goals and philosophy of fieldsite
- Become familiar with EXPLORING CHILDHOOD materials and build on them at the fieldsite
- Begin to learn strengths of high school students
- Attend teacher workshops, parent seminars

Mrs. S. gave me a set of materials on Children's Art--it was fantastic--so for the first amount of time I had the girls with me, that's where I spent most of my time, showing them notes--"Look at this painting, what do you see? Watch that four-year-old paint, and watch that five-year-old paint, and see if you can tell how they react differently. This one is interested in making the brush push out, but that one's interested in painting a house."

--Fieldsite Teacher

One of the things that we shared at the teacher workshop is the way we look at young children, our nursery children, much differently now. I watch their changes in a much more careful way, since I may want to point them out to the teenagers. I see how the children have changed more carefully than I did before the students were with them.

--Fieldsite Teacher

GUIDANCE COUNSELORS:

The role of guidance in EXPLORING CHILDHOOD will vary depending on how the guidance department functions in individual schools. Here are some possible roles:

- Help course teacher facilitate scheduling, so that students have ample time for field work
- Help with recruitment of boys in the spring preceding the course
- Help with setting up opportunities for interdepartmental teaching of the course, if appropriate
- Give students information about jobs and study in the areas of child care and child development

STUDENTS:

- Work with children in ways that are comfortable and that support their learning and growth (i.e., with groups, with individuals; as tutor, confidant, friend, advisor; as participant, organizer, helper)
- Work closely with fieldsite teacher in planning activities with children
- Share feelings, experiences, ideas, and concerns openly with high school class in order to build a support group and to promote group learning
- Attend teacher workshops when appropriate, fieldsite parent conferences, and parents' night at the fieldsite

Selecting Students for the Program

I have twelve students. I would say five or six of them are immensely interested in children, three or four are really going to be teachers. A few of the others took it because they thought it might be an easy course. So I have had to grow in the sense that I basically believed that everybody loves children and loves the subject, and I've learned that that's not entirely true, or that their enthusiasm for it is not as great as mine is.

--Course Teacher

There are several things to take into consideration when selecting students for EXPLORING CHILDHOOD.

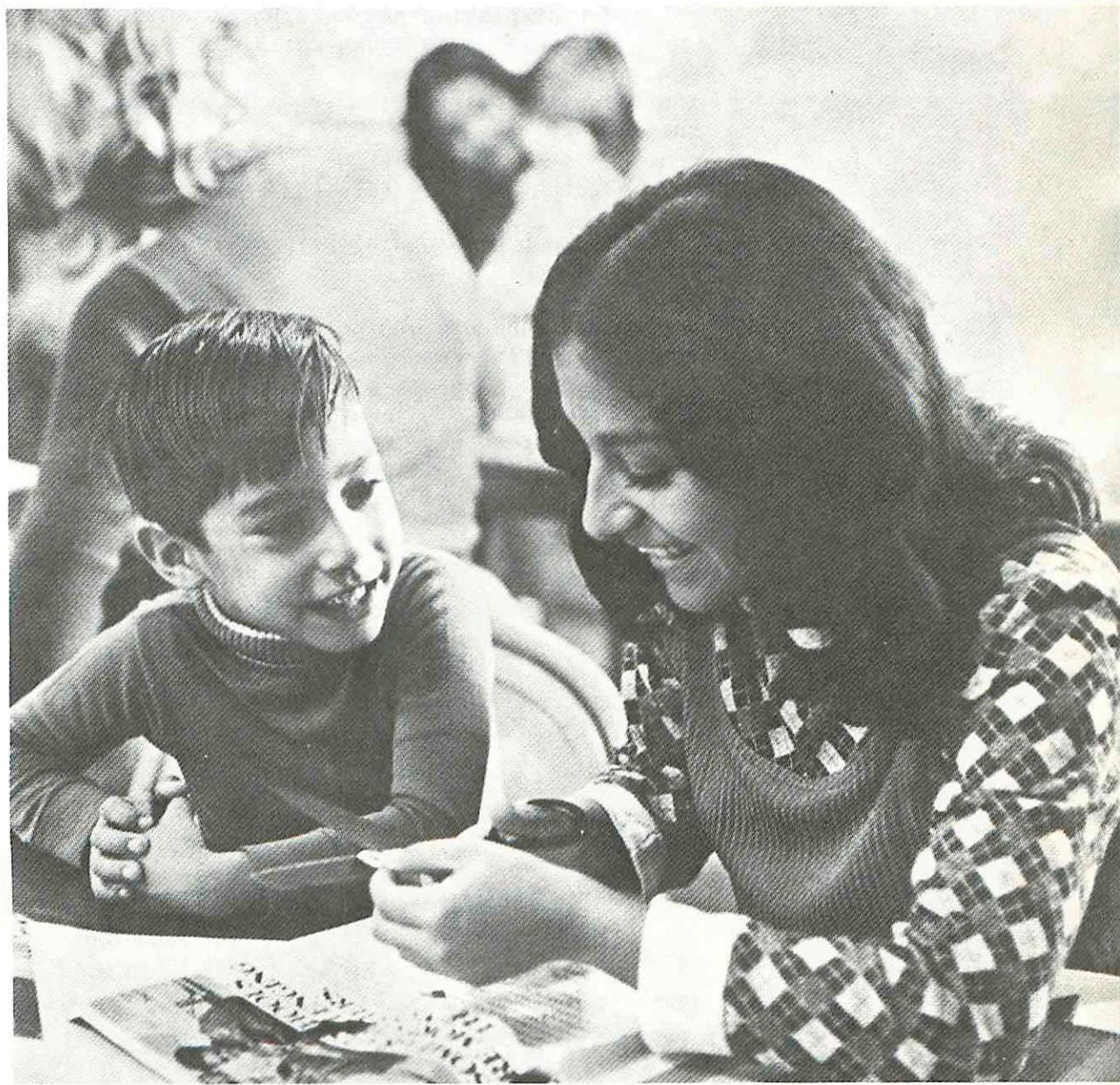
- If your school has a number of different programs (academic, business, vocational) it is interesting to have a diverse group of students representing each area. This tends to lead to a rich sharing of experience and perspective.
- EXPLORING CHILDHOOD has often been successful with students who have been seen as "problems" and are generally uninterested in school.
- Some students don't particularly like working with children, and probably should not be encouraged to take EXPLORING CHILDHOOD.
- Invariably, the EXPLORING CHILDHOOD programs which have male students indicate that the boys add a tremendous amount to the program. Teachers have encouraged boys to join by a variety of means:

- enlisting the cooperation of the guidance counselor
- bringing male child care people to school in the spring to talk to prospective students
- personally recruiting boys in the locker room (a male teacher did this), or during athletic practice (a female teacher did this)
- having an interdepartmental approach with, for instance, a home economics teacher and a male behavioral science teacher
- displaying photographs of males in professions related to young children

You may want to interview students who express interest in the course. Ask them:

- Why they want to take the course
- How much previous experience they have had with children

Interviews can help you select students in order to have a diversity of interests and experience represented in class. You will have a chance to get to know your students, and to plan better how to work with them. You will also be able to make clear to them the relationship between working with children and learning about human growth, to give them a realistic picture of what the course will entail.



Choosing a Fieldsite

DECIDING WHAT'S BEST FOR YOU

In deciding what kind of fieldsite would be best in your situation, there are several questions to keep in mind:

- What are the field work opportunities for students in my community?
- Should students go to several sites or should all students go to the same site?
- Should I start a nursery lab school in the high school?

EXPLORING CHILDHOOD programs have organized field work in a variety of ways. During the first year of the program, the course teacher will have the usual concerns involved in teaching any new course--learning the material, devising teaching techniques, and so on--in addition to organizing the program. Therefore, we suggest that fieldsite arrangements be kept fairly simple. For example:

First year

- If students will be working in several fieldsites, try to choose sites where you know the teachers, which are conveniently located, and which are somewhat similar (for example, two or three nursery schools). This will make the problems of preparing students for field work and of integrating their fieldsite experiences into the classroom discussion easier to handle during the first year.
- You may not want to set up a lab school, because of the added problems of equipping and running a nursery school.

facing photo: Students work with children in many ways--as program planners, listeners, observers, friends, and playmates.

Second year

- If students will be working in several fieldsites, consider providing a variety of sites--for instance, a drop-in center, a kindergarten, a handicapped classroom, a second-grade classroom--in order to enrich class discussions about children of different ages and experiences.
- If you do want to create a fieldsite at the high school, this would be a good time to do so, particularly if students, fieldsite teachers, parents, and other people who participated in the program during its first year are available to help plan and set it up.

What are the field work opportunities for students in my community?

In starting an EXPLORING CHILDHOOD program, teachers and administrators should survey the possible fieldsites in their area. In addition to contacting existing preschool and elementary sites, check to see if community groups, churches, unions, and other organizations are setting up new sites. Any setting can serve as a fieldsite as long as students can play an active role with children and receive adequate assistance from a fieldsite teacher.

Here are some of the types of fieldsite that may be available:

- A *nursery school* has a variety of group and individual activities and materials aimed at the development of young children (ages three to six). Nursery schools are usually in session for two to three hours a day, and meet three to five days a week, morning or afternoon. Some high schools have set up their own *nursery lab schools* for EXPLORING CHILDHOOD students.
- A *day care center* extends nursery school services to a full-day program, which includes time for rest, meals, and play (ages six months to five years). Children may spend all or part of the day there. Some centers provide a wide variety of services for children and their families (health clinics, counseling, etc.).
- A *home day care (or family day care) center* provides child care in a family setting. In a typical arrangement, a qualified person may care for a few children (infancy through primary grade) at home, often with her own children.

- An after-school care center provides care for children (ages six to fourteen) at the end of the regular elementary school day.
- A kindergarten is the first step in an elementary school (age five). While having most of the characteristics of a nursery school, it focuses its educational program more specifically on preparing students for first grade. Most schools have a morning and an afternoon kindergarten, with different children at each session.
- A primary grade classroom (grades one to three) introduces children (ages six to eight) to the fundamentals of reading, math, language, social studies, and the arts.

In the spring, program organizers should contact teachers they know who work with young children, explaining to them the goals and structure of EXPLORING CHILDHOOD, and asking if they would like to have students in their classrooms. Such teachers may know others who would like to take part in the program. If teachers are interested, you might give them a copy of the EXPLORING CHILDHOOD Preview Package. If they decide to take part, they should receive the *Fieldsite Teacher's Manual*.

Should students go to several sites or should all students go to the same site?

Many EXPLORING CHILDHOOD teachers wonder if their students should go to several sites or to the same site. There are several things to take into consideration when deciding what is best for you:

- The number of students
- Size of fieldsites
- Location of fieldsites
- Availability of transportation
- Ease of communication between course and fieldsite teachers
- Diversity of experience; potential richness of class discussion

In most cases, if the EXPLORING CHILDHOOD class has more than twenty students, a teacher will want to select more than one fieldsite. One advantage of having several fieldsites is that students can share different experiences back in the classroom--they may be working with children of different ages and with teachers who have different philosophies and methods. By being exposed to a range of experience, students gain a broader view of both basic developmental stages and individual differences. In addition, if students can choose among several sites, they are more likely to find sites that suit their needs and interests.

However, having several sites requires careful planning and coordination of scheduling, transportation, and teacher conferences. It is important to work with only as many fieldsites as you can manage comfortably. Teachers have found that it is better to have six fieldsites, with five students in each, for example, than to have fifteen fieldsites with two students each. The group of five students can work together and form a mutually supportive team. Also, with fifteen sites it is difficult to maintain contact and exchange visits with fieldsite teachers.

If you have a small class--for example, twelve students--you might consider having them all work at the same site. They will share a common experience, and will be able to discuss the needs and behavior of individual children, the values and methods of the site, and the style of the teacher. Transportation and scheduling are easier to arrange for one site, and the course teacher will need to confer with only one fieldsite teacher. One fieldsite teacher said:

I think the advantage of having a lot of high school kids in a fieldsite are that they each have a different personality. A lot of the children need a certain kind of personality, and by having several high school kids work in the fieldsite, some are quiet, some are loud, some just never stop talking, and each one brings another personality.

On the other hand, some fieldsites may not want to have so many students. They may not have the room, the fieldsite teacher may not want responsibility for so many students, and the children may be confused by so many students. Most fieldsites have children of a particular age (nursery schools have three- and four-year-olds, for example). If all students are at the same site, the class will not have the opportunity to learn about children at different stages of development that working with children of different ages would provide.

Should I start a nursery lab school in the high school?

Some EXPLORING CHILDHOOD programs have created their own nursery lab school for neighborhood children. Teachers and administrators considering setting up a laboratory school should contact early childhood professionals in the community and the school system for advice and clarification of state laws. (For example, will the site be subject to laws governing construction of day care centers, or to laws governing public school classrooms?) Local officials administering building and health codes should also be consulted.

MATCHING
STUDENTS TO
THE FIELDSITE

There are several ways to go about placing students in a fieldsite:

- Have students visit various sites which the course teacher has already contacted, and then decide where they would like to work.
- Suggest that students choose the site that will let them exercise their talents. For example, a student with a special musical skill might find a place during "music time" at a day care center. Students with an interest in tutoring may prefer primary grade classrooms.
- Find out what age students would prefer to work with, and place them accordingly.
- Consult with the fieldsite teacher about his or her preferences.
- Consider proximity of the fieldsite; will the student be able to get there easily, from either school or home?

Students probably should not continue working at a fieldsite if, after the initial period of adjustment, they feel uncomfortable with the methods and values, the personnel, or the children.

Arranging Schedules and Transportation

SCHEDULING

Course and fieldsite teachers should consult together and construct a field work schedule that is mutually convenient and optimally beneficial to the students.

Students should spend at least two hours a week working with children, in order to be significantly involved with them. When considering arrangements for students' work time, it is helpful to keep in mind the personal needs of the students and the children, and the scheduling needs of the fieldsite and the high school. The most common arrangements for released time are work-study time, double periods, or after school hours. In the past, EXPLORING CHILDHOOD students have worked at the fieldsite either for an hour, two or three days a week, or for a longer period.

Advantages of shorter, more frequent periods:

- Students and children would be together several times a week, which makes it easier for children to remember individual students.
- Students may learn more about the day-to-day changes in children's behavior and have a greater range of experience at the fieldsite.
- Fieldsite teachers may need students' help at a particularly demanding time several days a week rather than for a long period on one day only.

Advantages of a long working period once a week:

- Students would be involved in a complete morning or afternoon of activity.
- Students would not have to interrupt an interaction with a child in order to return to the high school.

- Students would spend less total time in traveling. This is particularly important when the fieldsite is far from the high school.

TRANSPOR- TATION

There are three kinds of transportation needs for the EXPLORING CHILDHOOD program:

- Visits by students to observe a variety of fieldsites during orientation
- Regular transportation to work at fieldsites beyond walking distance
- Field trips by students to child care agencies, or field trips by students and children to factories, parks, markets, etc.

Here are some ways transportation has been handled by EXPLORING CHILDHOOD programs:

- Students take public transportation, paid for by the program or by the student
- Rented buses or taxis transport students
- Teachers, teachers' aides, or custodians drive students
- Parents or community volunteers drive students
- School buses and drivers are used during school hours
- Students walk to fieldsites, which are either near the school or near their homes
- Students drive their own cars
- Students drive themselves and other students (make sure there is insurance coverage and no infringement of local regulations)

The transportation arrangements will depend in part on the community. One teacher, whose students did not have cars and could not afford public transportation, scheduled field work at sites within walking distance of their homes.

Legal Issues

EXPLORING CHILDHOOD administrators should be aware of the laws concerning three areas: medical checkups, transportation, and minimum age for working in child care agencies.

MEDICAL CHECKUPS

State regulations governing child care centers and elementary schools usually require that persons working with young children be examined and certified free from contagious diseases prior to working with children. All persons must be tested for TB as a prerequisite to working with children.

Here is an example of a state's handling of the health issue (from *Law Providing for the Licensing of Day Care Centers for Children and Rules and Regulations Pertaining Thereto*, published by the Department of Health and Welfare, State of Maine):

There must be a medical form prior to employment in a day care center from a duly licensed physician for each member of the staff, certifying that the staff member is free from communicable and contagious diseases, including tuberculosis and venereal disease, and is not known to be a typhoid carrier. This must include an annual negative mantoux, tine or heaf skin test, or in the case of a positive skin test, the staff member is required to have an annual X-ray of the chest. A staff member after returning from a communicable or contagious illness must provide a written statement from a duly licensed physician concerning his ability to return to work.

For a list of state regulatory agencies, you can consult the Day Care and Child Development Council of America, 1401 K Street, N.W., Washington, D.C. 20005.

The *Federal Interagency Day Care Requirements*, which apply to child care facilities supported directly or indirectly by federal funds, require that staff of the facility and volunteers have tuberculin tests or chest X-rays and periodic physical checkups.

TRANSPOR- TATION

A host of legal questions arises when high school students leave school premises to travel to fieldsites and work with children. For example:

- What happens if a student is involved in an accident on the way to the fieldsite? Does school insurance cover the injury?
- Are students allowed to drive other students to the fieldsite? Can teachers drive them?
- What if a student is involved in injury to a small child at the site? Who is legally responsible? Does the fieldsite's liability insurance cover the actions of students? Can students be sued?
- Do existing permission slips for field work adequately protect the schools conducting this program?

The answers to these legal questions vary from state to state, and may depend on the terms of insurance arrangements made by schools and fieldsites. It is recommended that:

- Legal counsel advising the school system and the field-site meet to determine the legal situation and to determine whether existing insurance arrangements are adequate.
- Program organizers contact existing work-study programs that may have relevant experience in dealing with the state's laws.

MINIMUM AGE REGULATIONS

Many states have regulations (usually set by the state agency that licenses child care centers) setting a minimum age for working in any official capacity with children. Teachers and administrators of EXPLORING CHILDHOOD should become familiar with the laws in their state, since high school and junior high students often fall below the minimum age.

The exact regulations differ from state to state; some have sixteen as the minimum age, others eighteen. Some states have regulations covering day care but not nursery schools or public school kindergartens. Some states are ambiguous about whether regulations for day care also apply to family day care. There may even be conflicts between state-sponsored training programs--such as home economics programs in child care, which set fourteen as the minimum age--and state minimum age requirements for child care work. Program organizers may wish to contact the state office that makes and interprets the regulations. It should be remembered that students working in sites within the public school system (kindergarten or first grade, for example) will be subject to rules governing public schools; to clarify students' status, local and state boards of education should be contacted.

In Massachusetts, for example, the 1963 *Rules and Regulations Governing Day Care Centers* states that "aides" must be at least sixteen years of age. But the Massachusetts Day Care Advisory Council has indicated that in child care centers where good day care is the practice, persons under sixteen may serve if they do not replace trained staff. The council stresses the need for effective supervision of high school students working with children.

Program organizers should also be aware of federal minimum age regulations. The *Federal Interagency Day Care Requirements* (1967), published by the Federal Panel on Early Childhood and applicable to a variety of early childhood centers receiving federal funds (either directly or indirectly), says:

Volunteers may be used to assist paid staff responsible for a group (of children). They may include teenagers...who are often very successful working with young children when under adequate supervision.

The general tone of the federal standards is clear; teenagers are not only permitted to assist in child care, they are encouraged to do so.

Finances

EXPENSES

An EXPLORING CHILDHOOD program can be set up without spending a great deal of money. However, here are some areas where expenses may be incurred:

- *Salary for fieldsite teacher.* In many programs, students will be working at existing child care sites or in classrooms where the teacher already receives a salary. However, if a new fieldsite (such as a nursery school in the high school) is being constructed for the program, the salary of the fieldsite teacher may have to be included as a program cost.
- *Transportation.* Students traveling to a fieldsite by public transportation, rented buses, or taxis will need funds for transportation.
- *Costs of setting up a fieldsite.* If program personnel are setting up a fieldsite rather than using an existing site, they will have to consider how to pay for construction (if a new structure is needed), and for materials (those that can't be supplied by students and parents).
- *Released time.* Schools will have to pay for teachers to visit fieldsites and attend workshops.

SOURCES OF FUNDS

Child development programs typically draw on one or more of the sources listed below:

- *School boards* have provided teacher salaries, transportation money, and, in some cases, money for setting up a fieldsite in or near the high school.

- *State vocational education offices* have established child development programs, using funds from the federal Vocational Education Act. Such funds usually go to high school home economics departments for programs whose general aim is to introduce students to careers in child care or to prepare students to be effective parents. Vocational education funds have paid for teacher salaries, transportation, and setting up a fieldsite, including some construction costs. Program organizers should contact their state vocational education office for details.
- *Title I of the Elementary and Secondary Education Act* allocates funds for educational programs for young children. Some child development programs have used these funds to help pay the costs of setting up a fieldsite. These funds have been used for the fieldsite teacher's salary, for materials for the young children, and for transporting the young children to the site.
- *Local businesses and private groups* have been approached successfully to help defray some or all of the costs of a child development program.

With the advent of revenue sharing and the decentralization of federal funds, the funding sources for an EXPLORING CHILDHOOD program may be administered at the state, rather than the federal, level.

Parents and Exploring Childhood

There are three questions to consider when thinking about parents and EXPLORING CHILDHOOD:

- What are parents' concerns about the program?
- How can parents become resources for the program?
- How can parents get together in seminar groups to talk about issues raised by EXPLORING CHILDHOOD?

What are parents' concerns about the program?

Parents of young children at the fieldsite are very much interested in the impact EXPLORING CHILDHOOD students will have on their children. They want to know what preparation students will have for working with children, and what assistance they will get from the fieldsite teacher. Secondly, they wonder if high school students will have access to personal information about them and their children. If the fieldsite is a parent cooperative, parents are also concerned about their own working relationship with the students. The fieldsite teacher, in conjunction with the parents, should decide how to handle the sharing of confidential personal information with students. Early in the fall, there should be a meeting with fieldsite parents to discuss the role, training, and supervision of students at the fieldsite. The course teacher might attend this meeting to explain the EXPLORING CHILDHOOD program.

Parents of high school students also have concerns about the program. They wonder about the learning value of the fieldsite experience, about having their family life and values discussed in class, and about such practical issues as safety in getting to and from the fieldsite. There are a number of ways teachers may deal with these concerns:

- Inviting parents to become resources for the program
- Organizing parent seminars
- Informing parents about the legal issues involved in EXPLORING CHILDHOOD

How can parents become resources for the program?

Parents of both fieldsite children and high school students have actually experienced many of the issues and concerns raised by EXPLORING CHILDHOOD. Parents have had experience raising children, thinking about what they wanted for their children, dealing with their children at different ages, resolving differences, socializing their children into the expectations and values of the larger society. Therefore, parents can be a tremendous asset to the program. Here are some suggestions for what parents might do:

- Parents could come and talk about their own experience. Some parents may have had to deal with a particular set of circumstances, such as retardation, learning problems, death, adoption, divorce, handicaps, or twins.
- Parents who work with community action or political groups could discuss what effect they think social conditions (poverty, educational inequality, lack of enforcement of housing and health codes, etc.) have had on children, or they could become resources for community study projects.
- Parents who are specialists in the field of child care (teachers, pediatricians, nurses, therapists, school or day care center administrators, social workers) can come and talk to students about their particular interests with children.
- Parents who work with government or private agencies serving children and families (AFDC, health and safety agencies and organizations, etc.) could organize field trips to their place of work.
- Fieldsite parents could come to the high school and discuss the impact of EXPLORING CHILDHOOD students on their children.
- Fieldsite parents could come during the showing of family films and discuss the values and childrearing practices they see.

facing photo: Parents who want to become involved with EXPLORING CHILDHOOD can be valuable resources for the program.

How can parents get together in seminar groups to talk about issues raised by EXPLORING CHILDHOOD?

Early in the development of EXPLORING CHILDHOOD, a group of parents of preschoolers and adolescents met to discuss their children's involvement in the program. The result was five seminars, each about one and one-half hours long, during which parents can discuss program issues and use student materials. The seminars for parents, which are organized by parents with the help of the teacher, include such topics as *Introduction to EXPLORING CHILDHOOD*, *The Fieldsite as an Extension of the Home*, and *Different Childrearing Styles*.



Materials for the Program

Teaching techniques include journal writing, working in small groups, reading, observing, data collecting, analyzing, film viewing, role playing, brainstorming, discussing.

MODULE	GOALS	MATERIALS
<p>WORKING WITH CHILDREN</p> <p>Time: Six weeks at the start and then throughout the year</p>	<p>To build a sense of competence in working with children.</p> <p>To build the class into a mutual support group in which problems as well as successes can be discussed.</p> <p>To integrate students' experience and knowledge of children and recollections of their own childhood with their field work.</p>	<p>(S) Getting Involved, Doing Things</p> <p>(T) Working with Children</p> <p>(F) Helping Is, Storytime, Water Tricks, Michael's First Day, Teacher Lester Bit Me</p> <p>(Fs) Being There</p> <p>(P) What Is a Child?, What Would You Do?</p> <p>(R) Helping Skills</p> <p>(S,T) What About Discipline?</p> <p>(S,T) No Two Alike: Helping Children with Special Needs</p> <p>(F) Sara Has Down's Syndrome</p> <p>(Fs) Children with Special Needs Go to School</p> <p>(W) Introduction to Exploring Childhood, The Role of the Adolescent</p> <p>(T,R) Brainstorming and Role Playing</p>
<p>SEEING DEVELOPMENT</p> <p>Time: Fifteen weeks (November-March)</p>	<p>To look at what children are like: How are they different from older people? How do they experience the world?</p> <p>To look at individual beliefs, abilities, interests, fears, and areas of growth, and to understand how they relate to levels of development.</p> <p>To integrate students' fieldsite work with children, their sense of their own development, and course materials about development.</p>	<p>(S,T) Looking at Development</p> <p>(P) Directions in Development</p> <p>(F) Gabriel Is Two Days Old</p> <p>(S,T,W) Children's Art</p> <p>(P) Drawing Sort</p> <p>(F) Painting Time, Racing Cars, Clay Play</p> <p>(S,T,W) Child's Play</p> <p>(F) Half a Year Apart</p> <p>(S,T) Child's Eye View</p> <p>(F) From My Point of View, Little Blocks</p> <p>(S,T) How the World Works</p> <p>(S,T) Fears, Aggression, and Dependence</p> <p>(S) Making Connections</p> <p>(T,W) What Did You See?</p> <p>(F) All in the Game</p>

<p>FAMILY AND SOCIETY</p> <p>Time: Eleven weeks (March-June)</p> <p>To consider what is transmitted in the commonplace social interactions in a child's world.</p> <p>To ask, "What are my values and beliefs about a child? How do my actions relate to my values and beliefs?"</p> <p>To look at how a society affects the conditions in which a family rears a child.</p> <p>To integrate the students' own values for children with a realization and respect for the values, traditions, and practices of others.</p>	<p>(S) The Inquirer</p> <p>(S) Childhood Memories (eight autobiographies)</p> <p>(P) We Are a Family</p> <p>(F) Howie at Home, Rachel at Home, Craig at Home, Jeffrey at Home, Oscar at Home, Michelle at Home, Seiko at Home (R) Commentaries on Film (T,W) Family and Society, Part One</p> <p>(S) Beyond the Front Door (F) Rachel at School, Howie at School, Oscar at School, Seiko at School, Around the Way with Kareema, At the Doctor's (T,W) Family and Society, Part Two</p> <p>(S) Children in Society (Packet) Children's Tracks (F) Young Children on the Kibbutz, Girl of My Parents (R) Memories of Adolescence (T,W) Family and Society, Part Three</p> <p>(S,T) Under Stress: Keeping Children Safe (R) A Case Study of Family Stress (F) Broken Eggs</p>
<p>Note: F = Film Fs = Filmstrip P = Poster R = Record S = Student booklet T = Teacher's Guide W = Workshop Guide</p>	<p>OTHER MATERIALS FOR TEACHERS AND PARENTS</p> <p>Organizing the Program</p> <p>Fieldsite Teacher's Manual</p> <p>Seminars for Parents</p> <p>Evaluation Strategies</p>

Accreditation

EXPLORING CHILDHOOD has been used as an accredited course in a number of different departments: Home Economics, Social Studies, Behavioral Sciences, English, and Health Education. The number of credits students receive usually depends on how many hours of class and field work are involved. For example, ten hours of work (five in class, five at the field-site) might count as a double course, whereas five hours of work (three in class, two at the fieldsite) might count as a single course. Although the program can be offered as a noncredit course, we have found that students prefer taking the course for credit; they feel that academic credit indicates the support of the administration and faculty.

Administrators may also want to explore ways to give credit to teachers who participate in the series of teacher education workshops held during the year. Two possibilities are:

- Building the workshop into a school system's existing in-service program
- Arranging for a nearby college to offer the teacher education seminars for credit