



BEING AWARE OF CHILDREN'S NEEDS: FACILITATOR GUIDE

This form contains sample answers for the *Being Aware of Children's Needs* learning activity. If needed, use the answers to inspire participants during this activity. Be sure that responses to this activity reflect understanding of what it means to be aware of children's needs.

Directions for participants: Feel free to work alone or in small work groups for this activity. For each prompt, record what you could say or do during each of these scenarios as you practice anticipating and being aware of children's needs.

A new child starts today.

Teacher makes sure to greet the new child at arrival. She shows him where to put his things. She shows him the schedule of the day. Teacher makes sure to reteach the classroom expectations. Teacher plays various "name games" throughout the day to help child learn the names of his classmates.

There is a brand-new dump truck in the sandbox, and you are just about to send the children outside to play.

Teacher informs children what to expect when they go outside. She reminds children about the classroom sharing rules. Teacher brings a sand timer outside to help children with waiting for a turn. She brings out paper and creates a sign-up sheet for receiving a turn with the new toy.

You bring out the blender to use during a cooking project, and you notice Raul covering his ears.

Teacher increases proximity to Raul. He acknowledges Raul's nervous feelings about the blender. Teacher gives him ideas for how to handle the noise of the blender, such as covering his ears or sitting in a quiet area of the room while the blender is on. Teacher tells Raul that he will give him a clear warning before turning on the blender.

You have just noticed a child identifying incorrect colors during a color-matching game.

Teacher increases proximity to the child. She reteaches the color names and focuses on only two colors. Teacher provides positive feedback when child labels or identifies correct color.

You are about to take your students on a walk through the building to find examples of printed numbers, instead of going outside to play.

Teacher shows children the schedule for the day and lets them know what part of the day will be different. She tells children what a "number walk" is and what the expectations are for the activity. Teacher lets children know she understands their disappointment about not going outside. She reminds them that the schedule will go back to normal the next day.

The bookmobile has just arrived, and you need to choose six children to check out books for the classroom.

Teacher tells children what to expect with this surprise activity. He gives the children strategies for how to handle feelings of disappointment if they are not chosen for this activity. Teacher reminds them that the bookmobile comes frequently and that he will post a list of names for the next visit.



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