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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Child Guidance |
| **Lesson/Unit Title** | Positive Guidance = Positive Children |
| **TEKS Student Expectations** | **130.278. (c) Knowledge and Skills**  (6) The student applies appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:  (A) discuss the various types of guidance and the effects on children  (B) determine and apply appropriate guidance techniques  (C) distinguish between guidance techniques and abusive behavior |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Recognize the differences between redirection, time-out, and limited choices related to guidance techniques and how they deter abusive behavior * Evaluate scenarios that relate to guiding children using positive guidance |
| **Rationale** | Positive guidance is necessary for the development of young children. Understanding the differences among guidance techniques will help you understand how to more effectively work with children as a future child guidance professional, future parent, or child care provider. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Consistency:** Steadfast adherence to the same principles  **Discipline:** Punishment inflicted by way of correction and training  **Example:** A pattern or model, as of something to be imitated or avoided  **Guidance:** Assistance; showing direction  **Redirection:** To change the direction or focus of a situation  **Self-discipline:** Discipline and training of oneself, usually for improvement  **Time out:** Used when child needs to cool off, keeps parent from yelling; should be used as little as possible |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Use of computer lab or computer cart * Video camera, may be checked out from school library   **Materials:**   * Construction paper, 24 pieces of 8 1/2” x 11” * Markers * Tape * Copies of handouts   **Multimedia/Visual Strategy:**   * Use video camera to video tape students role-playing guidance scenarios. * Have students role play and create a “movie “’ relating to positive guidance techniques. Students can create skits depicting examples of ways child care providers can use redirection, consistency, and time out.   **PowerPoint**   * Positive Guidance is the Key   **Technology:**   * Infographic   + Bullying: What You Need to Know Bullying is a serious problem that affects kids nationwide, and all adults have a role in helping to stop it. Here are some of the most revealing statistics behind bullying – and how to detect it and take action.<http://www.stopbullying.gov/> * Tedx Talk   + Angela Patton: A father-daughter dance … in prison At Camp Diva, Angela Patton works to help girls and fathers stay connected and in each other’s’ lives. But what about girls whose fathers can’t be there because they’re in jail? Patton tells the story of a very special father-daughter dance. (Filmed at TEDxWomen)<https://www.ted.com/talks/angela_patton_a_father_daughter_dance_in_prison>   **Graphic Organizers:**   * KWL Chart Child Guidance   **Handouts:**   * Poem Child Learn What They Live * Handout – Positive Language * Handout – Guidance Scenarios * Rubric for Child Guidance Booklet |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Tape 24 pieces of 8 1/2” x 11” construction paper to the wall.  As the students walk into the classroom, hand each a marker.  Each student is to write one example of positive guidance for children on one piece of construction paper.  Discuss student responses. Identify various types of guidance and their effects on children.  Complete the first two sections of handout KWL Chart Child Guidance. |
| **Direct Instruction \*** | Review lesson objectives, terms, and definitions.  Introduce YouTube video, Behavior Management – Positive Guidance Techniques<http://www.youtube.com/watch?v=mQOpSqMwJNU>  Discuss. Have students write a one sentence summary.  Introduce PowerPoint presentation, Positive Guidance is the Key.  Explain and give examples of the three different types of guidance techniques:   * redirection * limited choices * time out   Inform students that using any one of these positive guidance techniques can help deter abusive behavior by reducing the frustration.  Discuss the importance of using positive language versus negative language when talking with children.  Allow for discussion and questions.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * allowing extra time to answer questions |
| **Guided Practice \*** | Divide class into groups.  Each group will create a list of five negative statements that are often used to correct children’s behavior. Have students practice rewording the negative statements into positive statements. Example: “Don’t leave your toys on the floor” can be converted to “Put your toys back in the toy box.” “Don’t hit the cat!” converts to “This is how you pet the cat.” (model behavior)  Allow students to share their statements.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing for extra time for assignment * providing feedback * continuously checking for understanding |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute and provide instructions for handout Positive Language. Students will complete activity in class.  Why should discipline and guidance differ according to the child’s age?  Divide class into subgroups. Introduce project. Your team has been hired by a state agency to develop a booklet for parents on specific ways to discipline children based on age:  0-3 months  3-6 months  6-12 months  12-18 months  18-36 months  3-5 years  5 years to school age  Child Development Institute  Students may use the following website as one reliable source to obtain useful information on positive parenting guidance. <http://www.childdevelopmentinfo.com/parenting/>  Provide students with a copy of Rubric for Child Guidance Booklet that will be used to assess the project. Review all rubric components.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing student to complete assignments at home * eliminating one of the answer choices for each question on handout |
| **Lesson Closure** | Review terms, definitions, and lesson objectives. Check for understanding.  Randomly select students to give an example of using positive language as guidance.  Provide opportunities for students to give examples of the three guidance techniques that were discussed in the lesson.  Have students complete the last section of the handout KWL Chart Child Guidance. |
| **Summative/End of Lesson Assessment \*** | Assess student project with Rubric for Child Guidance Booklet.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * shorten length of project and/or presentation * using positive reinforcement |
| **References/Resources/**  **Teacher Preparation** | **Website:**   * Child Development Institute  Useful information on positive parenting guidance.<http://www.childdevelopmentinfo.com/parenting/>   **YouTube:**   * Behavior Management – Positive Guidance Techniques<http://www.youtube.com/watch?v=mQOpSqMwJNU> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word Wall * Use of sentence stems:   + It is important to use positive guidance with children because \_\_\_\_\_\_.   + Positive guidance \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Locate and provide handout/poem ‘Children Learn What They Live’ to students. Have students use the prereading strategy “prediction” prior to reading the poem. Have students read the title and briefly scan the poem and make “prediction” the content of the poem they are about to read.  Allow individual students to volunteer read each stanza.  Upon completion, as a class, discuss the connection between the poem and previously acquired knowledge from the lesson. |
| **Quotes** | The path to guidance is one of love and compassion, not of force and coercion. **-Bab**  The years of early childhood are the time to prepare the soil. **-Rachel Carson**  Children require guidance and sympathy far more than instruction.  **- Anne Sullivan** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries**   * When you were younger, how did your parents use positive guidance to correct your behavior? * Recall a time when you were sent to time out. Explain the situation and the outcome. * Why is it important to model good behavior in front of children?   **Writing Strategy**  RAFT Strategy: Students place themselves in the role of a writer.   * Role: Child * Audience: Parents * Format: Poem * Topic: Need for Positive Guidance |
| **Communication**  **90 Second Speech Topics** | * Why positive guidance is needed when working with children. * Positive Guidance Technique |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have student observe a group of children at a child care center or elementary school. Have students document guidance techniques they observe and how the children respond.  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Camp Diva, Angela Patton works to help girls and fathers stay connected and in each other’s’ lives. But what about girls whose fathers can’t be there because they’re in jail? Patton tells the story of a very special father-daughter dance. (Filmed at TEDxWomen)<https://www.ted.com/talks/angela_patton_a_father_daughter_dance_in_prison> |
| **Family/Community Connection** | Have parents and student create two written ‘situations’ where a child becomes upset, angry or wants something. They must tell what type of guidance technique and positive language they would use to appropriately diffuse the situation.  Example: A child comes to you and says he/she is thirsty. How do you handle this situation? (limited choices) |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA)<http://texasfccla.org>   * Focus on Children/Illustrated Talk   Focus on Children – An individual or team event that recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. * Illustrated Talk – An individual or team event that recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation.   Topics could include:   * Guidance and the Positive Benefits * Guidance Techniques |
| **Service Learning Projects** | Child Guidance students can volunteer at a local elementary after school program and practice their positive guidance/reinforcement skills. Students will be required to keep an updated log of their visits, observations, and analysis.  After completion of project, students will write a personal reflection evaluating how their positive guidance/reinforcement techniques impacted the children.   * Do they feel they made an impact? * Did the project achieve its purpose? * What might they do differently next time? * What knowledge did they gain from this experience? |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)