

NOE MATHIEUS

# INFANT EDUCATION DAILY SCHEDULE

8 AM	9: 15	10	10:45	11:15 30 PM	1:30	2	2:45	3:15	4PM
NAP	D I A P E R	Science  BASIC  Philosophy	Sociology  RELATIONAL  History	LUNCH	D I A P E R	NAP	D S I N A A P S Y C H O L O G I C A L  Art	CS I  IMAGINAL  RS I R	D I A P E R
	Reading # 1  Language Record	Choral Music	Reading #2	Reading #3  Instrumental Music	Ritualistic Music				
E N T R A N C E	R I T U A L			R I T U A L	R I T U A L			E X I T	

-10-

## RITUALS:

Opening the day: "This is the drum of the City"  
 "This is the day we have."  
 "Universe Man" song  
 "Good Morning..." song  
 Diapering Song. Tune: "Mary Had a Little Lamb."

You are unrepeatable, unrepeatable, unrepeatable.  
 You are unrepeatable.  
 You are unique.

## Closing Ritual:

Negro Heritage: Picture of Negro  
 Negro Heritage Myth  
 Negro Heritage March

## Closing the day:

"What did you do in school today?" song  
 Question to each one: Did you decide  
 to be a minischooler today? (yes or no)  
 Teacher's response to class: Whether  
 you said "yes" or "no", tomorrow is a  
 new day and you can decide all over  
 again!  
 Iron Men Marching Song

BASFC

WEST (North America)

Week I

Day Monday

Date

<p>Content Area Nat. Sci/ Physics</p> <p><u>Task:</u> To provide for encounter with natural phenomena (Physical entities) through observation.</p>	<p>Content Area Philosophy/ Analytic</p> <p><u>Task:</u> To provide for encounter with conceptualization through the names given to objects. (Names represented with picture symbol)</p>
<p>Pedagogical Methodology: Exhibit</p>	<p>Pedagogical Methodology: Picture symbol</p>
<p>Description of Event:</p> <ol style="list-style-type: none"> <li>1. Place children in chairs</li> <li>2. Teacher marches onto "stage area" carefully placing five (5) pieces of colored paper on the floor</li> <li>3. On the paper, the teacher places:               <ul style="list-style-type: none"> <li>a wheel</li> <li>a lever with a fulcrum</li> <li>a cog</li> <li>a piece of rope</li> <li>a hammer</li> </ul> </li> <li>4. Teacher moves to each item and shows how it can be used.</li> <li>5. Teacher distributes to each child a toy comparable to the above listed articles.</li> </ol>	<p>Description of Event:</p> <ol style="list-style-type: none"> <li>1. Two teachers knock at the door</li> <li>2. Walk in together (One has a bag with a hat, a ball, a block, a shoe, and a key)</li> <li>3. Teacher with bag takes out article one at a time, other teacher sketches articles on construction paper with a magic marker. (Articles are put back in bag after initial showing)</li> <li>4. Teacher who has been drawing the articles holds up one picture at a time to ask the other teacher to take the article from the bag</li> <li>5. When the article requested with picture is shown, the drawer cheers and claps his hands.</li> <li>6. Puts pictures and articles on display</li> </ol>
<p>Materials Needed:</p> <ol style="list-style-type: none"> <li>1. See list above</li> <li>2. Colored construction paper</li> <li>3. Round blocks, Wooden hammers</li> </ol>	<p>Materials Needed:</p> <ol style="list-style-type: none"> <li>1. See list in # 1 (in a bag)</li> <li>2. Construction paper and magic marker</li> <li>3. Masking Tape</li> </ol>
<p>Evaluational Comments:</p> <ol style="list-style-type: none"> <li>1. Did the activity hold the interest 1 2 3 4</li> <li>2. Did the children mimic any motions 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>	<p>Evaluational Comments:</p> <ol style="list-style-type: none"> <li>1. Did the activity hold the interest 1 2 3 4</li> <li>2. Did the children clap 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>



## RELATIONAL

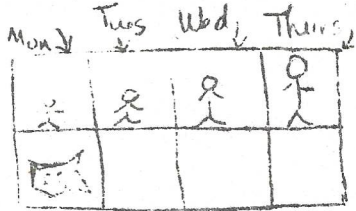
Week I

## WEST (North America)

Day

Monday

Date

<p>Content Area Sociology/Economics</p> <p><u>Task:</u> To provide for encounter with natural resources of an area/ in this case, the people</p>	<p>Content Area History/Objective</p> <p><u>Task:</u> To occasion happening to be remembered which illustrates objective facts. (Specifically change in size and boundary in in chronological construct.</p>
<p>Pedagogical Methodology: cultural doll</p>	<p>Pedagogical Methodology: Chart</p>
<p>Description of Event:</p> <ol style="list-style-type: none"> <li>1. Teacher knocks loudly on door.</li> <li>2. Enters with a box on which is written <u>western man</u></li> <li>3. Kneels on floor</li> <li>4. Takes doll from box and says, Today the class has a visitor from Chicago, Illinois. He is a Western man. He builds computers.</li> <li>5. Can you say "Hello, western man"?</li> <li>6. Hold doll before each child, letting the children touch him.</li> <li>7. Then, taking other family dolls from box, says, This is western man's family.</li> <li>8. Give each child a doll to play with, very small ones are needed for the very young children.</li> </ol>	<p>Description of Event:</p> <ol style="list-style-type: none"> <li>1 Teacher enters with 6'x 3' paper</li> <li>2. Puts it on the wall</li> <li>3. With paint breaks paper into 8 pa</li> <li>4. Take a small strip of construction paper 4" x 11" fold two times, tear into four pieces. space wide on floor</li> <li>6. In left top box of chart draw a baby sized figure; bottom left box sketch grid of country with one small figure for every 10 million in population.</li> </ol> 
<p>Materials Needed:</p> <ol style="list-style-type: none"> <li>1. Box labeled "Western Man"</li> <li>2. White family dolls</li> <li>3. Assorted dolls for play.</li> </ol>	<p>Materials Needed:</p> <ol style="list-style-type: none"> <li>1. Paper 6'x'3'</li> <li>2. Black paint</li> <li>3. Paint brush</li> <li>4. Population statistics for countr</li> </ol>
<p>Evaluational Comments:</p> <ol style="list-style-type: none"> <li>1. Did the activity hold interest 1 2 3 4</li> <li>2. Did the children play with the dolls 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>	<p>Evaluational Comments:</p> <ol style="list-style-type: none"> <li>1. Did the activity hold interest 1 2 3 4</li> <li>2. Were the materials adequate 1 2 3 4</li> <li>3. What changes are needed?</li> </ol>

Curriculum Area Developmental  
 Week I Day Monday

Geo/Social Region West (N. A.)

Date

<p>Content Area Psych/ Biological</p> <p>Task: To provide occasion and stimulation for reaching, touching, grasping textured objects.</p> <p>Pedagogical Methodology: Entice with toy</p> <p>Description of Event:</p> <ol style="list-style-type: none"> <li>1. Teacher knocks, enters (bringing red bag)</li> <li>2. Says "Good morning" in high, squeaky voice.</li> <li>3. Puts bag on floor pulls out texture box, takes to each child allowing time for each child to touch the box (allow more time for youngest children, help them move hand across areas)</li> <li>4. Put all children on floor to play with toys which they pull from the red bag.</li> </ol> <p>Texture box may be constructed by gluing flat pieces of variously textured materials on a small cardboard box.</p> <p>Seated in chairs</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> <li>1. Red net bag with one toy per child plus texture box</li> <li>2. Pedagogical joy.</li> </ol> <p>Evaluational Comments:</p> <p>Did the activity hold the attention of the children 1 2 3 4</p> <p>Did the children want to touch the articles 1 2 3 4</p> <p>Were the materials adequate 1 2 3 4</p> <p>What changes are needed?</p>	<p>Content Area Art/ Impressionistic</p> <p>Task: To provide an image of representational art</p> <p>Pedagogical Methodology: Pictorial art form</p> <p>Description of Event:</p> <ol style="list-style-type: none"> <li>1. Painting (Now covered with a cloth) is "unveiled"</li> <li>2. Teacher #1 points one by one to objects in picture, saying "What is this?"</li> <li>3. Teacher #2 reconstructs still life depicted in picture</li> <li>4. Teacher # 1 holds picture before each child.</li> <li>5. Put all children on the floor to explore the reconstructed still-life.</li> </ol> <p>Seated in chairs</p> <p>Materials needed:</p> <ol style="list-style-type: none"> <li>1. Print of impressionistic art form</li> <li>2. Artificial or real fruit</li> </ol> <p>Evaluational Comments:</p> <p>Did the activity hold the attention of the children 1 2 3 4</p> <p>Did the children play with the still life objects 1 2 3 4</p> <p>Were the materials adequate 1 2 3 4</p> <p>What changes are needed?</p>
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RS1 - Western=Limits= Mon.

Task- Confront children with limits of life, and also to give them the Word about life.

CS.1 Western = Science = science

Task: Confront children with an example of the dynamic nature of the universe.

Pedagogical Methodology:  
Drama

Pedagogical Methodology:  
Demonstration

Description of event: 1st teacher lies on floor with blanket around her. She cries for one minute. 2nd teacher gives her a pacifier. Goat puppet says, "you can live in this situation. (Sticks his head out from under a draped table) 1st teacher stops crying.

Description of Event: Teacher fills large jar or flask with water - in front of children. Then she shows the children a bottle of food coloring. Then she pours the food coloring into the jar and shows jar to the children.

Materials needed:  
blanket, pacifier, goat puppet,  
draped table

Materials needed: Jar, food coloring,  
pitcher of water.

Evaluation comments:  
What was the response from the children to the crying teacher?

Evaluation comments: What was their response to the demonstration?

to the goat?

Did the activity hold their attention?  
1 2 3 4 11111111

Did the activity hold attention?  
1 2 3 4

Were the materials adequate?

Were the materials adequate?

What changes were needed?

What changes were needed?

Basic  
Week 1

West (North America)  
Day -Tuesday

jDate \_\_\_\_\_

Content Area: Nat. Sc./Physics

Content Area Philos./Analytic

Task: To provide encounter with  
variation in dynamics of movement.

Pedagogical Methodology:  
Spoken Word

Pedagogical Methodology:  
Movement-dynamic

Task: Provide encounter with  
verbal symbols for articles.

Description of Event:

- 1 Teacher stands from hiding  
position behind screen.
- 2 Throws 8x11 sheet of paper
- 3 Retrieves paper; folds it to  
make a paper airplane
- 4 Throws airplane (should sail  
across room)
- 5 Another tchr. runs, picks up  
plane, throws it back.

Description of Task: Two  
teachers enter together again  
with bag of articles from  
yesterday. Move through same  
routine as Monday with teacher  
#2 calling name of articles rath.  
then using pictures. Run off  
stage.

Materials needed  
piece of paper, screen

Materials needed:  
bag- hat, ball, show, key,  
block

Evaluational Comments:

Was there a different response  
from the children when the paper  
airplane was thrown than when the  
plain piece of paper was thrown?

Did the activity hold their  
interest?

Were the materials adequate?

What changes were needed?

Evaluational Comments:

Did the activity hold their  
attention?

Did the children try to say  
any of the words?

Were the materials adequate?

What changes are needed?



RELATIONAL  
WEEK 1

WEST (North America)  
Day - Wednesday

Task: To provide encounter with the  
basic units of tools of the  
western american man.

Content Area: Sociology/Economics

Pedagogical Methodology: Cultural  
time-piece.

Description of event: Teacher knocks  
on door, enters-says "good morning".  
"This is a clock ." Show to each child,  
winds clock - lets play. Show  
"real clock" Move hands around-let clock  
alarm. Say "bye,bye clock. Put up  
picture of clock.

Materials needed:  
toy wind up clock, real clock,  
picture of clock.

Evaluational Comments:

1 Did the activity hold interest?  
1 2 3 4

Were the materials adequate?

What changes are needed?

Did the children want to listen  
to the clock?

Date: \_\_\_\_\_

Content Area - History/Obj.

Task: Occasion happening to be  
remembered which will illus-  
trate change which occurs in size  
and boundary of country in  
chronological construct chart.

Pedagogical Methodology: beat or  
rhythm of culture.

Description of Event: Teacher  
walks in; bows to children as  
curtsy. T sits on floor and beats  
out rhythm of culture; then rises  
slowly-moves to chart-beats on  
each major division four times.  
Then add sketch of country when  
figure is 18 years old.

Materials needed:  
paint, brush

Evaluational Comments:

Did the children appear to  
recognize the chart?

Did the activity hold their  
interest?

Were the materials adequate?

What changes are needed?

Developmental West (N. A.)  
 Week I Day Tuesday Date

**Task:** To provide occasion for co-ordinating hand movement, arm movement, eye-hand co-ordination. (Engage child in having physical body)

**Task:** Provide occasion for participation in regularly timed rhythmic movement

**Pedagogical Methodology:** Game (Clapping)

**Pedagogical Methodology:** Walking: Rhythmic (Contemporary Dance)

**Description of Event:**

1. Teacher pops up out of big box (like a jack-in-the-box) holding hand puppet singing: Tune: "Ten Little Indians"  
     I have two hands  
     I have two hands  
     I have two hands  
     That I can clap, clap, clap  
     (claps puppets hands)
2. Pops up and down for each child, points to each child singing same song using child's name...and Teacher #2 helps child clap hands.
3. Pops down into box and closes lid.
4. Put children on the floor

**Description of Event:**

1. Introduce Pre-school child
2. Show him how to march in front of I E Kwan class
3. Give him baton and hat, put record on, ask him to march across stage
4. Say "Now it is time for \_\_\_\_\_ to go." Can you say "Bye, bye"

**Materials needed:**

- 1 Hand puppet
- 2 Large cardboard box

**Materials Needed:**

1. Baton and tall hat
2. Pre-schooler who can march
3. March record

**Evaluational Comments:**

1. Did the activity hold interest? 1 2 3 4
2. Were the children able to participate 1 2 3 4
3. Were the materials adequate 1 2 3 4
4. What changes are needed?

**Evaluational comments:**

1. Did the activity hold interest 1 2 3
2. Did the children participate 1 2 3
3. Were the Materials adequate 1 2 3
4. What changes are needed?



RS1 Western - Limits - Tuesday

Task: Confront children with limits of life, and also to give them the Word about life.

Pedagogical Methodology:  
Drama

Description of Event:

1st teacher walks across the stage

slips, and falls down. (nd teacher is under draped table with puppet)  
Goat puppet sticks his head out and says, You're OK. Pick yourself up. You can live. Then he sings "we are always falling down."

Goat puppet, draped table

What was the children's reaction to:  
falling

goat

Did the activity hold their attention?

. 2 3 4

Were the materials adequate?

What changes were needed?

CS1 Western - Science - Tuesday

Task: Confront children with the universe as understood in the twentieth century.

Pedagogical Methodology:  
Picture and Song

Description of Events:

Sing "Universe" song, while showing pictures of the galaxy. Then show each child the pictures individually.

Materials Needed:

Pictures of the galaxy  
"Universe" song

Did the children like the song or the pictures the best?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

BASIC  
Week I

WEST (north America)  
Day Wednesday

Date \_\_\_\_\_

Content Area Natural Science/Physics

Content Area Philosophy/ Analytic

Task: To provide encounter with  
physical phenomena

Task: To provide encounter with  
written symbols.

Pedagogical Methodology:  
Physical symbol (Model)

Pedagogical Methodology:  
Written Symbols

Description of Event:

1. Teacher runs onto the "stage"
2. Takes clay and sticks from bag and builds a model of an atom.
3. Says, "Let's keep this on the cabinet ." It will be our own special ATOM. Yeah, ATOM"

Description of Event:

1. Teacher runs on to the "stage"
2. Brings bag of articles used on first two days of the week
3. Teacher #1 takes articles from bag , teacher #2 writes word symbols for articles on construction paper
4. Repeats Monday's activity through use of word symbol cards.

Materials Needed:

1. Clay
2. Sticks
3. Drawing of an atom.

Materials Needed:

1. Bag of articles
2. Magic markers
3. Construction paper

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Were the children able to participate in the building  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Were the children able to recognize the articles.  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?



RELATIONAL  
WEEK I

WEST (North America)  
Day Wednesday

Date \_\_\_\_\_

Content Area Sociology/Economics

Content Area History/ Objective

Task: To provide encounter with  
basic units of tools of the  
western american man.

Task: To occasion task of remembering  
happening of two days earlier.

Pedagogical Methodology:  
Meal time ritualistic  
utensils

Pedagogical Methodology:  
Articulation of WORD as western  
man uses it.

Description of Event:

1. Teacher brings in a tray of dishes, a tablecloth, and flatware.
2. Sets the table (flowers)
3. Calls the other teachers by ringing a bell.
4. Teachers sit down and eat using forks, knives, spoons, and napkins. (Requests for food are made by saying "Please pass the \_\_\_\_\_!")
5. Let's go to the other room" closes the meal
6. Participants say "Thank you, that was a delicious meal" to the hostess and leave the room.

Description of Event:

1. Teacher brings in jar of paint , asks where is the chart, looks about room then says, There it is, (pointing to it.)
2. Tells short story of how Johnny does not want to live in this crowded country. Ends by saying "He knows that he can live here, and that he must build structures for such a crowded situation."
3. Paints figure in next box, with skyscrapers in bottom box.
4. Teacher says, "Good-by" and leaves room.

Materials Needed:

1. Table settings for 4  
Tablecloth, napkins,  
dishes, flatware, glasses
2. Flowers
3. Table and chairs for 4.

Materials Needed:

1. Paint and brush
2. Chart from Monday and Tuesday

Evaluational Comments:

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to watch  
without yawning for food?  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

Evaluational Comments:

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to locate the  
chart?  
1 2 3 4
3. Were the materials adequate? 1 2 3 4
4. What changes are needed?

DEVELOPMENTAL

WEST ( North America)

Week I

Day Wednesday

Date \_\_\_\_\_

<p><b>Content Area</b> Psych/ Biological</p> <p><b>Task:</b> To engage children in having physical body through naming parts of their body.</p>	<p><b>Content Area</b> Art/ Impressionistic</p> <p><b>Task:</b> To provide occasion for participation in impressionistic drama.</p>
<p><b>Pedagogical Methodology:</b> Action Story</p>	<p><b>Pedagogical Methodology:</b> Drama</p>
<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>1. Stand child before class say, "_____ has a head, shake your head" (Teacher shakes her head )</li> <li>2. _____ has two arms, wave your arms.</li> <li>3. _____ has two legs, move your legs.</li> <li>4. Lay child on large paper, draw around him and cut figure out.</li> <li>5. While moving appropriate parts of the paper figure, sing: Tune: "Muffin Man" I have a head to shake I have arms to wave I have legs to run Just watch me move.</li> <li>6. Sing again to whole class</li> <li>7. Put paper figure on the wall</li> <li>8. Say "Good-bye" and leave the room.</li> </ol>	<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>1. Teacher walks onto stage with sheet draped across shoulder, looks about room then reads with <u>great</u> inflection, a short selection from selected drama.</li> <li>2. Bows to children and walks out of room.</li> </ol>
<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>1. Large 3'x4' paper</li> <li>2. crayon</li> <li>3. scissors</li> <li>4. masking tape</li> </ol>	<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>1. Sheet</li> <li>2. Playbook</li> </ol>
<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"> <li>1. Did the activity hold interest 1 2 3 4</li> <li>2. Did the children participate 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>	<p><b>Evaluational=Comments:</b></p> <ol style="list-style-type: none"> <li>1. Did the activity hold interest 1 2 3 4</li> <li>2. Did the children listen 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>





Rsl Limits - Western - Wed.

Task: Confront children with limits of life, and also give them the word about life.

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Pedagogical Methodology.  
Drama

Description of Events: 1st teacher, disguised in a costume, knocks on the door. 2nd teacher says to come in. 1st teacher comes in and addresses a child by the wrong name and starts a conversation. Proceeds to each child and calls them all by the wrong name. Leaves and says good-by. Goat puppet sticks his head out from under a draped table and says, "You can live. That's the way life is."

Materials needed:

Puppet, costume to disguise the 1st teacher, draped table.

Evaluational Comments:

What were the children's reactions to being called by the wrong name?

to the puppet?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

CS 1 Western - Science - Wed.

Task: Confront children with a symbol of the 20th century.

Pedagogical Methodology:  
Painting process, pictures

Description of Event: 1st teacher paints  $E=MC^2$  with black paint on a big piece of cardboard. Then she shows a picture of—or draws,—a picture of an exploding atom bomb. Have 2 teachers show pictures and symbol to each child individually afterwards.

Materials needed Paint and brush, pictures of an atom bomb

Evaluational Comments; Did the children like the pictures or the symbol the most?

Did the activity hold their attention? 1 2 3 4

Were the materials adequate?

What changes were needed?

RELATIONAL WEST (North America )  
Week I Day Thursday Date: \_\_\_\_\_

Content Area Soc/ Economics

Task: To occasion encounter with  
western utensils of distribution

Pedagogical Methodology: Utensil  
(Vending Machine)

Description of Event:

1. Cardboard box vending machine is already "on stage"
2. Teacher #1 walks into classroom whistling; walks over to machine says, "I want some candy" and gets nothing. (Repeat 3 times, getting louder each time)
3. Teacher # 2 walks in and says, "You must put money into the machine."
4. "Look, I'll show you." and puts money into machine, gets candy shows it to Teacher #1
5. Teacher #1 gets money from his pocket gets candy from machine.
6. Turns to class and says, "Do you want to buy some candy?" takes each child in turn and puts coin in and retrieves candy.

Materials Needed:

1. Cardboard vending machine
2. candy or cookies
3. Some replica of coins.

Evaluational Comments:

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to put their "coins" in the machine?  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

Content Area History/ Objective

Task: To occasion encounter with a form  
of propaganda concerning the  
population of the United States  
"Remember the past week"

Pedagogical Methodology: Propaganda

Description of Event:

1. Teacher reads pamphlet and says, "The population of the United States is 200 million"
2. Give each child small mimeographed pamphlet with grid and population figures on it.
3. Paints final grid and figures on the chart begun on Monday.
4. Says, "Goodbye and leaves the room."

Materials Needed:

1. Chart
2. Paint and brush
3. Pamphlets

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Did the children look at the pamphlet  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

RS 1 Western Limits - Thursday

Task: Confront children with limits of life, and also to give them the Word about life.

Pedagogical Methodology:

Drama

Description of event: 2 teachers walk in together. 1st teacher pulls 2nd teacher's hair. 2nd teacher cries. Goat puppet sticks his head out from under a draped table, saying, "You can live your life just as it is now. All is good." 2nd teacher stops crying. 2nd teacher pulls 1st teacher's hair. 1st teacher cries. Goat puppet says the same thing to the 1st teacher. 1st teacher stops crying. Both leave together.

Materials needed:

two teachers with hair

What was the children's response to: hair pulling and crying-

to the goat?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

CS 1 Western - Science - Thursday

Task: Confront children with simplified version of jet propulsion.

Pedagogical Methodology:

Demonstration

Description of event: Teacher blows up a balloon and releases it and lets fly across the room. Repeat two or three times.

Materials needed:

Balloon

What was their response to the demonstration?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?



DEVELOPMENTAL  
Week I Day Thursday

WEST (North America)  
Date

Content Area Psych/ Biological

Task: To provide occasion for engagement of total physical being in development of protective falling movement

Pedagogical Methodology: Calisthenics

Description of Events:

1. Teacher enters, blows up large plastic ball in front of class
2. Asks "Who wants to ride the ball?"
3. Places each child over, rolls gently, aiding him in catching with his hands.
4. Cheers, Yeah!
5. Do this with each child while others play with push-pull toys.

Materials needed:

1. Large sturdy inflatable ball
2. Push/Pull toys
3. Pads for children 6 months and younger.

Evaluational Comments:

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to participate  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

Content Area Art/ Impressionistic

Task: To provide occasion for encounter with impressionistic music.

Pedagogical Methodology: String Instruments

Description of Events:

1. While children are placed in chair play record of ballad with guitar music.
2. Have person enter with guitar
3. Play the guitar and sing
4. Let each child touch the guitar
5. Say goodbye to the performer.
6. Play record while children play on floor with toy musical instruments.

Materials Needed:

1. Record player
2. Record of guitar music
3. Live performer with instrument
4. Toy musical instruments.

Evaluational comments:

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to participate  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

RELATIONAL

Week I

WEST (North America)

Day Friday

Date . . . . .

Content Area: Sociology/ Economics

Task: Occasion encounter with methods of distribution of the western culture;

Pedagogical Methodology:

Participation of birth rites

Description of Events:

1. Teacher #1 sitting "at home" says "The new baby will be coming soon. (continues story...
  1. packing suitcase
  2. getting in car
  3. driving to hospital
  4. delivering baby
  5. coming home with new baby

2. Stands, says "goodby" and leaves the room.

Materials Needed:

1. Chair

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Did the children watch the story teller?  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?  
1 2 3 4

Content Area: History/ Objective

Task: To occasion the remembrance of the week's happenings with the dimension of "offering to history."

Pedagogical Methodology:

Celebration

Description of Event:

1. Teacher blows "trumpet" (of signals entry with voiced bugle.
2. Walks into classroom bearing the chart created this week.
3. Holds chart before class and says "Look at the chart we've made this week." Let us offer up to history.
4. Tears the chart into smaller pieces. lights one with a match, puts it into a pot on the floor and with much flourish burns the whole chart.

Materials Needed:

1. Chart
2. Matches and pot

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Did the children respond actively to the tearing of the paper  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

Task: Confront children with limits of life and also to give them the Word about life.

Pedagogical Methodology:  
Drama

Description of Event: 1st teacher builds a house with blocks. 2nd teacher comes in and breaks the house. 1st teacher cries. Puppet sticks head out from under a draped table and says, "You can live your life just as it is now." "Stop crying." 1st teacher stops crying and rebuilds the house, 2nd teacher leaving.

Materials needed:

Blocks

Evaluational Comments:

What was the children's response to the breaking of the house?

to the puppet?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

Task: Confront children with the reality of 20th century.

Pedagogical Methodology:

Story

Description of event: Tell story about space ship taking off and going to the moon. Make noises of space ship taking off. Show picture of moon and spaceship.

Materials needed:

Pictures of moon and space ship.

What was the children's response to the story and pictures?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?



<p><b>Content Area Psych/ Biological</b></p> <p><u>Task:</u> Provide occasion for using whole body in mimicing movement to develop awareness of self as a physical being.</p>	<p><b>Content Area Art/ Impressionistic</b></p> <p><u>Task;</u> To provide occasion for develop skills used in creative art projects.</p>
<p><b>Pedagogical Methodology:</b> Mimicry</p>	<p><b>Pedagogical Methodology:</b> Creative Response</p>
<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>1. Teacher enters (wearing leotards) after ringing a bell, stops in front of the children</li> <li>2. Waves both arms up and down slowly</li> <li>3. Beats on floor with both hands</li> <li>4. Stands, bends, touches toes</li> <li>5. Twirls around pointing to first one child, then another, and takes them out of their seats to play on the floor</li> </ol>	<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>1. Teacher runs into area excitedly</li> <li>2. Plops large sheet of newsprint on floor, runs out of the room</li> <li>3. Returns with a crayon</li> <li>4. Marks all over newsprint (scribble fashion) then holds work up looks at admiringly,</li> <li>5. Says bye-bye. Leaves</li> <li>6. Other teachers distribute paper and crayons, help children mark on paper. (Put children's names on back display pictures on wall)</li> </ol>
<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>1. Leotards</li> <li>2. Indoor jungle gym</li> <li>3. Plastic tubs</li> <li>4. Rattles on suction standards</li> </ol>	<p><b>Materials needed:</b></p> <ol style="list-style-type: none"> <li>1. 12 x 16 paper (for children)</li> <li>2. Crayons</li> <li>3. One large sheet of newsprint</li> <li>4. Masking tape</li> </ol>
<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"> <li>1. Did the activity hold interest 1 2 3 4</li> <li>2. Did the children mimic the movement 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>	<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"> <li>1. Did the activity hold interest 1 2 3 4</li> <li>2. Were the children able to mark 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>