

## Module 2: Learning Environment and Curriculum

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### Overview

This module is designed to teach participants how to plan developmentally-appropriate activities for a group of children based on their ages and individual needs.

### Student outcomes

Student Outcome	Washington State Core Competency	Corresponding WAC	
		Centers	School-age
<p><b>Outcome A</b> The student will describe environments which nurture children and stimulate learning.</p>	<p><i>Content Area II: Learning Environment and Curriculum</i> 1b. Understands that the physical space / environment can impact teaching and learning</p>	<p>WAC 170-295-5020 WAC 170-295-5040</p>	<p>WAC 170-297-4225 WAC 170-297-6575</p>
<p><b>Outcome B</b> The student will plan developmentally appropriate activities for children in a variety of settings.</p>	<p><i>Learning Environment and Curriculum:</i> 1a. Understands that lesson plans are the blueprint for implementing curriculum and follows an activity plan. 1c. Recognizes that children and youth learn best through fun, engaging, hands-on experiences.</p>	<p>WAC 170-295-2130</p>	<p>WAC 170-297-4225 WAC 170-297-4925 WAC 170-297-6575</p>
<p><b>Outcome C</b> The student will list a variety of ways to incorporate child and youth choice, reflection, planning and leadership.</p>	<p><i>Learning Environment and Curriculum:</i> 1d. Recognizes the importance of providing children and youth with choice in the process and content of curricular activities. 1e. Understands the importance of providing children and youth with opportunities to reflect on past or present experiences. 1f. Recognizes the importance of providing children and youth with leadership opportunities. 1g. Recognizes that children and youth are capable of making plans.</p>		<p>WAC 170-297-6000 WAC 170-297-6075 WAC 170-297-6575</p>

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Handout #1

### SCIENCE IS COOL! Observation Tool

Questions:	Observation & Possible Resources:
<p><b>What are the kids excited about?</b> <i>Example: Children playing with the magnet kit seem excited about the magnetic force and notice that the magnets do not stick when flipped around.</i></p>	
<p><b>What are some of the questions they are asking or might ask that are beyond my level of expertise?</b> <i>Example: Why don't the magnets stick together when I flip them around? or What other things use magnets or this "special power"?</i></p>	
<p><b>What are some possible resources I can find to help them explore these questions?</b> <i>Example: Resources such as encyclopedias or websites that define and explore magnetic force or internet resources involving projects around magnets.</i></p>	

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**What are some materials I can supply to further their inquiry?**

*Example: Resources involving compasses and the materials to make your own – bowl, water, pin, magnet, and a cork.*

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### Handout #2

#### Math Infusion Goal Sheet

PLANNING STEPS	GOAL #1	GOAL #2
<p><b>GOAL</b>            What will the program/staff accomplish?            Example:  <b>Children will participate in a weekly math club</b></p>		
<p><b>POSSIBLE BARRIERS TO REACHING THIS GOAL</b>            Example:  <b>Children won't like the idea of math club</b>  <b>Staff feel unable to develop a club</b></p>		
<p><b>STEPS NEEDED TO REACH THIS GOAL</b>            What activities, meetings, etc. must occur to meet this goal?            Example:  <b>Get training or books on math clubs</b>  <b>Talk to school about existing math clubs.</b></p>		
<p><b>POSSIBLE RESOURCES</b>            What are possible existing resources for this activity?            Example:  <b>School math teachers</b>  <b>National math organizations</b></p>		
<p><b>HOW WILL SUCCESS BE MEASURED?</b>            How will you know you have been successful?            Example:  <b>Club will have at least 6 members by mid-year and will meet regularly</b></p>		