

Washington State Training & Registry System (STARS)

Certified STARS Instructor: Lita Tabish, M Ed

Study Guide and Workbook for:  
**STARS 10 Hour Course**

Curriculum & Lesson Building for Schoolage

This is an Internet class please go to the website:

**www.starstab.com**

Click on “Enter your Classroom” and choose your class. You must then enter your password to get into your classroom. All the course assignments are listed.

for any questions, assistance, or to turn in your assignments please e-mail:

**schoolage@starstab.com**

## Information

- 3 Read this workbook and use it as a class resource. All work in this book is kept for your future reference. Do not submit these pages.
- 3 The course assignments can be found at the class website: **www.starstab.com** Once you are at this site go to “Enter your Classroom”.
- ❖ Please be sure to go to the “Class Study Links” page. There you will find a variety of links set up to help you with your assignments. Many of these links are directly related to your assignments.
- ❖ All assignments are turned in by e-mail to:  
**schoolage@starstab.com** AS you finish one assignment go directly on to the next one.
- 3 Remember; “No News is Good News” as you will only be notified if your assignments are incorrect or incomplete. So continue on at your own pace.



## What Is Development?

Development . . . .



follows a pattern of stages. Human development progresses through similar stages in about the same order. For example, babies learn to sit up before they learn to walk.



occurs at a different rate for different people. Each person is an individual and will progress through the stages of development at a different rate. For example, one child may learn to read at six years of age, while another may not read until he/she is seven.



follows a sequence so that skills build on earlier learning. For instance, before a child can speak in sentences, he/she must first learn words. Development follows a step-by-step sequence.



is interrelated. Each different area of development is related to other areas because they are connected in various ways in the brain. Physical, social, emotional, and intellectual development occur continually and are affected by each other.



continues throughout life. Sometimes it happens very quickly, and sometimes it progresses more slowly. It happens the quickest in the first two years of life. It does not stop at a certain age.

# School-Age Module 1

## Child Growth & Development: Ages and Stages

STARS Training HANDOUT #2  
(page 1)

### Growth and Development Chart

SCHOOL AGE DEVELOPMENT 5-7 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Loses baby roundness	Begins to Shift and sort information into categories	Beginning to see others' point of view	Uses more and more words to talk about people, things or feelings	Needs outdoor play
Good eye-hand small-muscle coordination	Learning that words and pictures represent real objects	Beginning to share and take turns	Speech is 100% intelligible	High energy level
Head size is approximately that of an adult	Learning to read	Has two or three best friends	Vocabulary has grown to 2000 - 2500 words	Abie to handle simple tools and materials
May begin to lose baby" teeth	Eager to learn and be successful in school.	Developing conscience	Repeats nursery rhymes, poems and songs	Needs activities to encourage development
Body is adult-like in proportion	Shows a definite purpose in using materials and objects	More independent of parents but still need rules	Recalls events in order	Needs opportunities for large and small groups, cooperative play and playing alone
Skips, climbs, marches, gallops, hops	Classifies objects	Learning to share and take turns	Uses more words to express needs, fears, feelings and ideas	likes to make choices about activities
Tries jumping rope	Is learning to solve problems	Want approval from teacher for achievement	a great talker	needs help understanding feelings and actions
Catches 2 small ball, elbow at sides	Is interested in why	takes responsibility for own actions	Answers questions and asks for information	needs time for music and movement activities
Throws Well	Knows the difference between fantasy and reality	Respects others' belongings		
Girls develop faster than boys		Greater awareness of rules		
Jumps rope, roller skates, rides a bike	Can remember better	Plans surprises 2nd jokes		
		Enjoys dramatic play		
		May exaggerate or brag about self or family to other children		

# School-Age Module 1

## Child Growth & Development: Ages and Stages

STARS Training HANDOUT #2  
(page 2)

### Growth and Development Chart

#### SCHOOL AGE DEVELOPMENT 8-10 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Practices self-care habits such as brushing teeth, combing hair, dressing independently	More capable of organized learning and understanding more fully concepts of time, distance, money, past and future	Develops a strong sense of fair play with peers  Develops an active imagination and interest in creative, dramatic play	Is fascinated by rhymes, anagrams, codes and foreign words  Makes puns and comical sayings with words and phrases	Seeks space and opportunities for games and group activities  Is ready for group play
Likes tag, running games	Understands charts graphs and diagrams	Strong conformation to gender roles		Seeks opportunities for taking responsibility
Has increasing interest in athletics	Growing capability for thought, reasoning and problem solving	Overly concerned about conforming to peer imposed rules		May enjoy craft materials and activities
Performs household chores	Develops an interest in learning special skills (music, sports art, school work)			Likes lists, charts and graphs on which to record jobs or activities
May appear reckless because he uses his skills to the fullest	Capable of prolonged attention.			Take responsibility for their own hygiene
Has better control of own speed	Understands abstract concepts such as time and money			
Is long-legged and gains strength	Still needs teacher approval and attention			
Develops a coordinated sense of balance	Develops an interest in historical events			
Girls are taller, stronger and more skillful	Refines skills in reading, numbers			

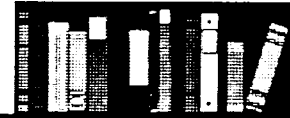
# School-Age Module 1

## Child Growth & Development: Ages and Stages

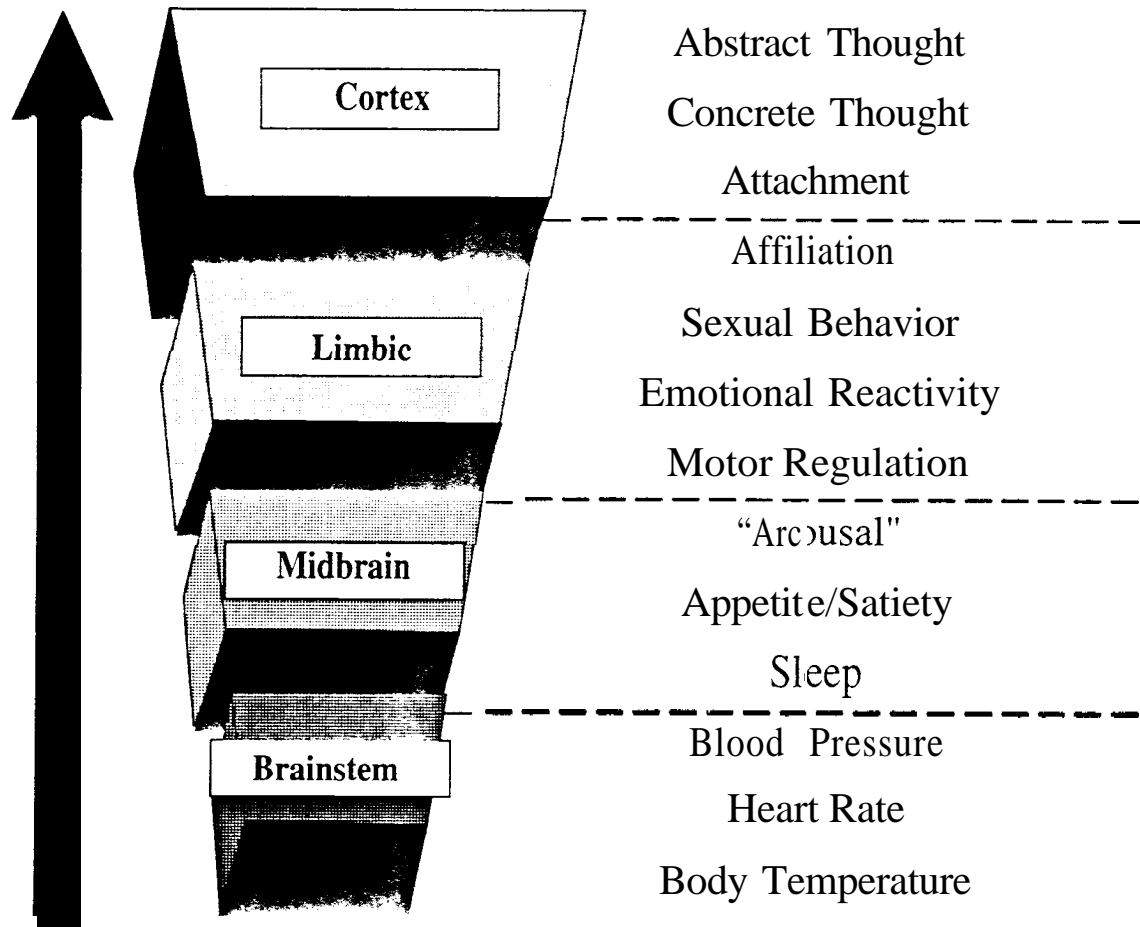
### Growth and Development Chart

PRE-ADOLESCENT DEVELOPMENT 11-13 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Increase in height and weight	Can now move from dependence from concrete thinking to <b>abstract</b> concepts	Searches for identity	Peer influence	Enjoys friends
Growth spurt		Self-conscious	Slang	Enjoys reading
Eyes <b>grow</b> faster resulting in nearsightedness	Begins to question <b>adult</b> authority particularly in school	Interested in opposite gender, girls <b>more</b> than 'boys'	Criticizes <b>and</b> complains in very <b>clear terms</b>	<b>Loves</b> to talk on <b>phone</b>
Body is out of proportion	<b>Develops</b> competitive feelings and the <b>need</b> to belong to a group	<b>Strong</b> bonding with <b>peers</b>	Can be verbally aggressive when interacting with others	Explores <b>new hair styles</b> , make-up, <b>new</b> clothes. <b>2</b> <b>new</b> look
Physical changes that denote the onset of puberty can cause stress		<b>Need to belong</b>	Has <b>good</b> command of spoken <b>2nd</b> written language	<b>3</b> <b>likes</b> cleaning room
Females to <b>age 13</b> are taller, <b>heavier</b> and stronger		<b>Gangs</b> , clicks, group		Music <b>is</b> important
Primary sex characteristics begin to develop		Sports	<b>Shares</b> secrets, handshakes and rituals with <b>friends</b> and club members	Enjoys sports-- both <b>as 2</b> spectator and participant
Major health <b>issues</b> : nutrition, eating <b>disorders</b> , drug abuse, physical and sexual abuse, neglect, sexually transmitted disease, suicide <b>and</b> teenage pregnancy		May <b>be</b> moody		Needs increasing freedom
		Generally <b>prefers</b> own activities and pleasures to anything else		Is <b>ready</b> for organized sports
		Spends increasing amounts of time with <b>others 0</b> : own <b>age 2nd sex</b>		Master physical skills that <b>are</b> necessary to play games
		<b>Ready to make</b> own decisions <b>outside of</b> the family		
		Faced with <b>decisions regarding sex, drugs 2nd</b> alcohol		
		Worry <b>about</b> what others think, especially peers		
		Begins to question adult authority particularly <b>in</b> school		



## Brain Functions



The human brain is organized from the most simple (for example, the fewest cells are in the brainstem) to the most complex (for example, the most cells are in the cortex). These areas organize during development and change in the mature brain in a “use-dependent” fashion.

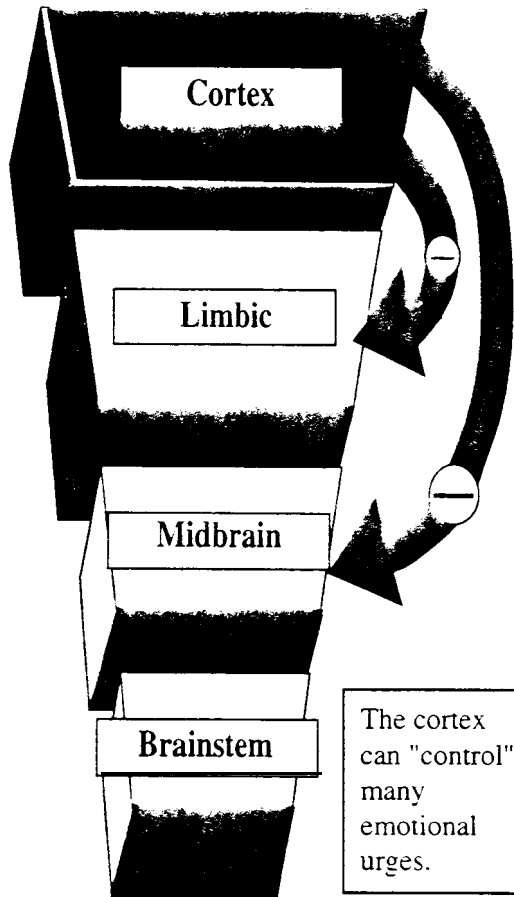
Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the “Cycle of Violence.”* Houston, TX: CIVITAS Child Trauma Programs. Baylor College of Medicine, 1996.



# Brain Development

## Mature Brain

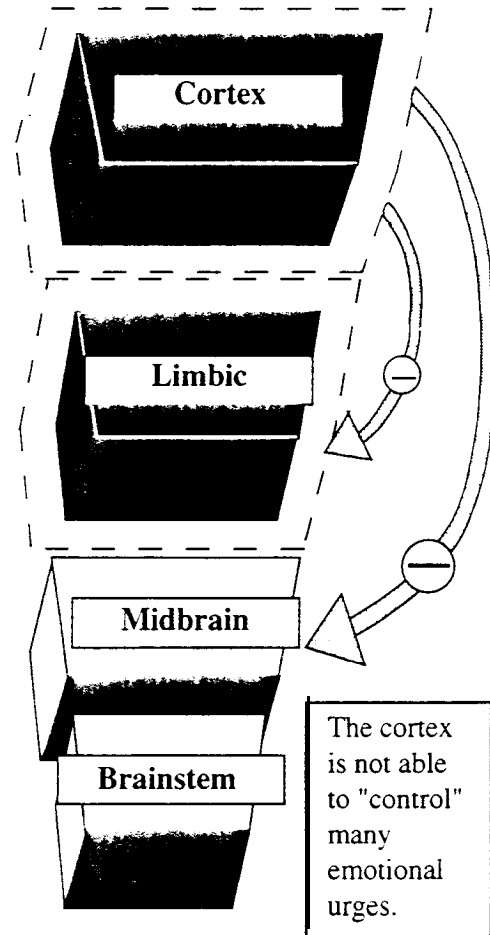
The thinking part of the brain (cortex) is usually in charge.



The cortex can "control" many emotional urges.

## Immature Brain

The thinking part of the brain (cortex) is often not in charge.



The cortex is not able to "control" many emotional urges.

People with mature brains are usually able to tolerate frustration, resist impulsive actions, and calm themselves down enough so they don't quickly show anger or violence

People with immature brains are more likely to get frustrated easily, act impulsively, and quickly show anger or become violent

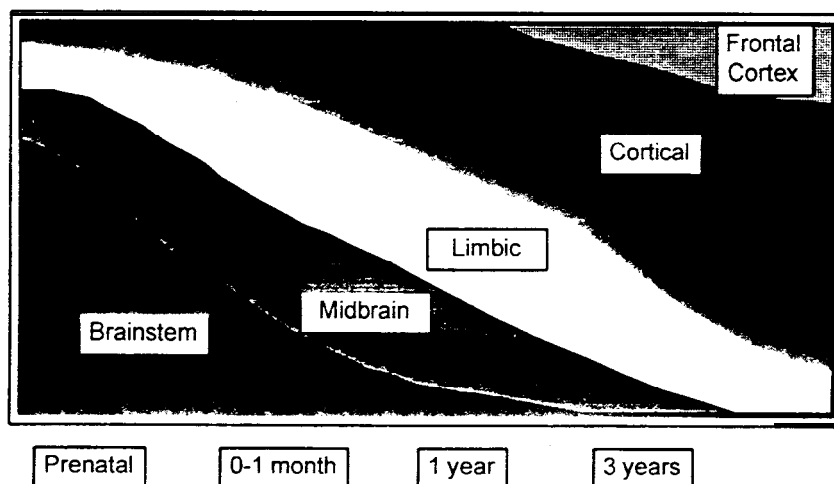
Young children have more impulsive and aggressive actions because the cortex part of the brain is not yet highly developed. Teenagers and adults whose brains did not develop in a healthy way can also act more impulsively, be more aggressive, and become violent very quickly.

Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence.'* Houston, TX: CIVITAS Child Trauma Programs, Baylor College of Medicine, 1996.

# Unit : Enhancing Child Development



Brain development proceeds throughout life, but the vast majority of the critical structural organization takes place in childhood. According to Pen-y (1996), the brain develops 1) sequentially, from the brainstem, to the midbrain, to the limbic region, to the cortex, 2) optimally and most efficiently during critical periods of sensitivity, and 3) in a “use dependent” way. As the more complex areas of the brain organize, they are able to moderate and “control” the “reactive” lower portions of the brain, which helps explain why a six-year-old child is generally more capable of controlling the urge to scream, kick, or bite another person than a three-year-old child. Each area of the brain develops, organizes, and becomes fully functioning at different stages during childhood. The brainstem controls the autonomic system, such as body temperature, heart rate, and blood pressure. The brainstem is mostly organized by one month of age. The midbrain, which controls sleep, appetite/satiety, and “arousal,” is mostly organized by 1 year of age. The limbic region, which controls emotional reactivity, sexual behavior, and affiliation, is mostly organized by age 3. The cortical region of the brain controls “attachment,” concrete thought, and abstract thought. It is well established by age 3 but can be greatly impacted for many years. As shown in Figure 1, the earlier a region of the brain has passed its critical and sensitive periods, the more difficult it is later to change that region of the brain (Perry, 1996).



**Figure 1: Critical and Sensitive Periods of Brain Development**

One myth that abounds about children and their development is “Children are resilient.” Resiliency means that the brain is elastic, and that it returns to its original state. However, the truth is that “children are malleable.” Malleable means that the brain develops according to how it is used. When children are nurtured, protected, and guided in healthy ways, their brains have the potential to develop optimally. When children are inadequately nurtured, protected, and guided, their brains have less-than-optimal development. Some children are even traumatized. The brains of traumatized children develop as if the entire world is chaotic, unpredictable, violent, frightening, and devoid of nurturance (Perry, 1996). These children can have great difficulties, including attachment disorders, learning disabilities, attention disorders, dissociative disorders, lack of impulse control, lack of “conscience,” being very sullen and withdrawn, or acting in violent ways.

## Curriculum Planning

Curriculum planning falls into four categories. You must understand the planning process of all four levels to have a well rounded program. To start the process off you must develop overall goals for your program, or use the established philosophy of the center you work at.

1. **Long-Term Plans (Scope & Sequence):** This curriculum plan is in the form of a statement written out as the overall goals for the children at the center/home. This would be included in the handbook, and includes the type of programming used, if any.
2. **Weekly Plans:** These are usually in the form of a weekly chart. Here is where you take the overall program goals and develop the weekly themes. A theme is a topic that the children will be learning about from many different modes. When planning weekly plans you need to understand that you will not necessarily include every need/goal and every area on everyday or even every week. As you look at the overall plan you will cover all goals. Check to see that several weeks plans flow together in a series, that seems appropriate for the ages, needs, interests, and abilities of the children in your care.
3. **Daily Plans:** These plans are drawn up *from* the weekly overview, taken in detail day by day. Daily plans are set up around your daily classroom routine. As you do this, you need to block out the “set” times throughout the day. List snack times, circle times, nap times, and activity times. This plan is a time generated plan, it should cover the complete day from opening to closing. The plans work as a reminder for everyone involved in that room. If you only work a small shift during part of the day, get together with the other child care providers to complete these plans.
4. **Lesson Plans:** These are individual activity plans. The lesson plans are similar to a recipe for an activity. These plans will include all supplies needed and the step by step process to complete the activity. These types of lesson plans are great to write up and store in a notebook or file system divided by topics or themes.

### **Prop Boxes:**

Prop boxes are containers stocked full of all the supplies needed for a specific activity or theme. These can be prepared ahead of time, labeled, and stored. When you come to a unit covering that topic, pull out the prop box! Prop boxes can also be used to enhance interest areas/centers.

# Planning Formats

## Weekly Plans:

Weekly plans are like a schedule of activities planned around a theme or unit. Please consider the following when you plan:

- ❖ Start with a theme
  - :a Have a general outline
- ❖ Make all activities relate to each other
- ❖ Ensure that activities address all developmental areas
  - 3 Ensure that they are age appropriate
- ❖ Allow for both inside & outside activities
- ❖ Be sure to allow for flexibility

Weekly Plans				
Theme/Unit _____				
Age group _____				
Classroom _____				
Monday	Tuesday	Wednesday	Thursday	Friday

List out your plans for each day's activities

## **Daily Plans:**

Daily plans are like a time schedule. All activities are placed into a time slot. These are used daily as an hour by hour guideline to follow. Please consider the following when making daily plans;

- ❖ Use your weekly planner as a guide for each day
- ❖ Write in specific times for every activity
  - 3 Allow time for transitions
- ❖ Remember to include both active and quiet activities
  - 3 Remember to include both indoor & outdoor activities
- ❖ Be sure to block out times for naps, snacks, & meals
- ❖ Be sure to allow for flexibility

### **Daily Plan**

Theme/Unit \_\_\_\_\_  
Age Group \_\_\_\_\_  
Classroom \_\_\_\_\_

Time	Indoor Activity	Outdoor Activity	Meals Served
6-7			Xx
7-8			Xx
8-9			Xx
9-10	Xx	xx	Snack
10-11			Xx
11-12			Xx
12-1	Xx	xx	Lunch
1-2	Nap Time	Xx	Xx
2-3	Nap Time	xx	Xx
3-4	Xx	Xx	Snack
4-5			Xx
5-6			Xx

List out all activity titles placed at the correct time slot

## Lesson Plans:

Lesson plans are wonderful resources. They are detailed plans to run one activity. As you develop lesson plans you should set up either a file box or a notebook to store them in. Use dividers to organize the lessons by topics, units, or themes.

Things to consider when setting up lesson plans:

- :\* Be as complete as possible
- :+ State the age appropriate level for each activity
- :\* Include all supplies needed
- ❖ State the approximate time to complete
- :+ State any special notes: messy, noisy, difficult.. .
- :+ Be as clear as possible in the steps to follow

<b>Lesson Plan</b>
Activity Title _____
Age Level _____
Approximate Time Needed _____
Developmental Goals & skill overview: _____
Supplies needed:
1.
2.
3.
4.
5.
Step by Step Directions:

## T i p s **for** s u **ccessful Group Times**

- ◆ Schedule group time when all children are well rested and nourished.
- ◆ Hold group time activities in an area that has few distractions.
- ◆ Position yourself and all the children so they can see you.
- ◆ Make sure all the children are ready before you begin speaking.
- ◆ Maintain eye contact throughout the activity.
- ◆ Use your voice and facial expressions to gain and keep the children's attention.
- ◆ Shorten or change activities that aren't going well.
- ◆ End large group activities before the children lose interest.