**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Human Services |
| **Course** | Child Guidance |
| **Lesson/Unit Title** | A Caregiver’s Responsibilities |
| **TEKS Student Expectations** | **130.278. (c) Knowledge and Skills**  (2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:  (A) Apply ethical codes of conduct in a child care setting  (B) Create coherent written communication between parents and child care staff  (5) The student analyzes the effect of play in the development of children. The student is expected to:  (A) Create examples of play that promote the physical, intellectual, emotional, and social development of children |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Understand and recognize the roles and responsibilities of caregivers and how they have an impact on the development of all children including those with special needs * Understand the influences of ethical behavior * Proofread and edit a caregiver’s notes to check for spelling and grammatical errors * Devise an example of a letter written between a parent and a caregiver * Select statements within the passages and relate to promoting social, intellectual, emotional or physical development of a child * Develop the daily activities for three days of a day care center keeping in mind the physical, intellectual, emotional and social development of the children |
| **Rationale** | Caregivers play a vital role in the development of children, especially children with special needs. What are the roles of a caregiver? How do the roles different when caring for children with special needs? Making the right decisions in the work environment will promote a positive work ethic. One role and responsibility of child guidance providers is writing and speaking standard English. It is necessary to be able to write directions, letters, and notes. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall** | **Assimilation:** Children take in new information and try to make it fit with what they already know and understand  **Concepts:** General ideas formed from other information—increases rapidly with emerging language skills  **Emotional development:** Process by which infants and children begin developing the capacity to experience, express, and interpret emotions  **Ethics:** Moral principles that govern a person’s behavior  **Intellectual development:** Refers to the growth of children in such a way that their brain becomes more and more capable of understanding and evaluating concepts to make sense out of the world around them  **Integrity:** The quality of being honest and having strong moral principles; moral uprightness  **Physical development:** Physical development is the progress of a child’s mobility, thought processes and sexual characteristics  **Social development:** Learning the skills that enable a person to interact and communicate with others in a meaningful way  **Special needs:** A child whose physical, mental or emotional abilities or needs are different from those of other children, require special attention |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (Be sure to follow district guidelines for Internet access)   **Materials:**   * Ball for lesson closure * Book: The Crippled Lamb by Max Lucado or another book depicting children with special needs. * Construction paper * Code of Ethics (one copy)   + National Association of Child Care Professionals Code of Ethics   + National Association for the Education of Young Children Code of Ethical Conduct<http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf> * Glue * Index cards * Magazines * Markers * Scissors * Copies of handouts   **PowerPoint:**   * A Caregiver’s Responsibilities   **Technology:**  Dr. Terrie Rose-From the Baby’s Point of View Founder and executive director of Baby’s Space, Dr. Terrie Rose uses her own experiences as a mother and child psychologist to approach and develop ideas and research based on child development.  **YouTube:**   * Working with Special needs children Uploaded by Ecuador volunteers on Apr 25, 2011 This project host children with severe brain disabilities and they need help from all over the world to learn about sharing love and care. We want to invite you to be part be of this program where the love is something important for who received it and who give it.<http://youtu.be/VLTaV6fBqX8>   **Handouts:**   * A Caregiver’s Responsibilities Group Project * A Caregiver’s Responsibilities Spelling and Grammar Challenge * Golden Moments with Kids * Hotlines and Online Resources * Rubric for A Caregiver’s Responsibilities Group Project |
| **Anticipatory Set** | **Before class begins:**  Note to teacher – Become familiar with:  Read the following article to become familiar on how to teach about ethics.  How to Teach Code of Ethics Teaching strong values to young people means helping them establish their own moral compass and learning how to apply it in to their own life circumstances. <http://www.ehow.com/how_5647233_teach-code-ethics.html>  Locate and set up props in your room to assist students’ memories about childhood activities:   * Bicycle * Books * Crayons * Coloring books * Dolls * Jump rope * Play doctor set * Play dough * Toy dishes   Gather materials and place on a table for students to observe as they enter the classroom.  As class begins, distribute index cards to students and have them write an example of how a caregiver can help children develop emotionally, socially, physically and intellectually. Example: read books-develop their cognitive skills.  Place index cards from the Anticipatory Set in a bag and draw one out at a time. Read the example to the class and discuss the importance of caregivers.  Allow students to participate in discussion. Explain there are many ways that a caregiver can positively impact a child’s development. |
| **Direct Instruction with Special Education Modifications/Accommodations** | Introduce lessons objectives, terms, and definitions.  Teacher note: Please preview the PowerPoint A Caregivers’ Responsibilities to determine which sections to share with the students.  Introduce PowerPoint, A Caregivers’ Responsibilities.  Distribute Hotlines and Online Resources handout to identify various resources available for effective management of multiple adult roles that affect child care.  Teacher note: As enrichment, you can assign a different resource to each student to research what different services are available.  Show You Tube video: College students interacting with special needs children<https://www.youtube.com/watch?v=VLTaV6fBqX8>  The Daily Oral Language exercise is a sentence written on the board with errors, I. e. punctuation, grammar, spelling and capitalization which the instructor uses to guide students as they make corrections.  Write a Daily Oral Language statement on the board and as a class, re-write and correct the sentence.  Writing and speaking standard English is an important responsibility of child guidance providers. It is necessary to be able to write directions, letters, and notes.  Have students brainstorm types of written communication and documents that may be necessary in the Child Guidance profession.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * providing positive feedback |
| **Guided Practice with Special Education Modifications/Accommodations** | Ask students how they would describe Honesty, Integrity, and Respect of others. Why is this important as a caregiver? You may refer to:   * Code of Ethics   + National Association of Child Care Professionals Code of Ethics   + National Association for the Education of Young Children Code of Ethical Conduct<http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>   Students will use their own notebook paper. Divide the sheet of paper into three sections. Label each section – Caregiver – Parents – Children. They will determine how honesty, integrity, and respect influence ethical behavior of a caregiver. Students are to describe three situations in each section which occur that promote positive ethical behavior in a child care setting.  Distribute Golden Moments With Kids. Select students to read passages. Have students select statements within the passages and relate to promoting social, intellectual, emotional, or physical development of a child. Example: They instantly feel better with a hug and a kiss from a loved one. Student will write (and sing) the lyrics to a song or joke that focuses on the healthy emotional development of a child.  Distribute handout A Caregiver’s Responsibilities Spelling and Grammar Challenge. Students will proofread and edit Sam’s notes. Check for spelling and grammatical errors.  Instruct students to write three to five sentences at the bottom of the page devising an example of a letter written between a parent and a caregiver. Express the importance of writing standard English.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extended time for writing assignments * providing more time for practice of certain tasks |
| **Independent Practice/Laboratory Experience with Special Education Modifications/Accommodations** | **Scenario:** You have recently been hired at a local day care center. You have been assigned the task of developing the daily activities of the day care center keeping in mind the physical, intellectual, emotional, and social development of the children at a day care center.  Distribute A Caregiver’s Responsibilities Group Project handout. Students work in groups of four to research the developmental stages of a child and determine strategies optimizing the physical, intellectual, emotional, and social development of children, including those with special needs. The project will be assessed by Rubric for A Caregiver’s Responsibilities Group Project and an individual reflection.   * Note to teacher: You may invite a day care owner/worker as a guest speaker. She can evaluate the student’s three-day planning activity. She shares an insight view of being a caregiver and provide the students with suggestions and advice on their three-day planning activity.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * minimizing auditory distractions * encouraging participation * extending “wait time” |
| **Lesson Closure** | **Ball Toss Review:**  At the end of the lesson, have students review what they have learned by participating in a Ball Toss Activity. Instruct everyone to stand in a circle and toss the ball to each other. The student that catches the ball must answer a review question. If a student does not know the answer, he/she may pass the ball to another student for assistance.  Sample questions may include:   1. What is meant by physical development? 2. How does a child develop intellectually? 3. What are the four components of the developmental process? 4. Explain the responsibilities of caregivers. 5. Give examples of how the responsibilities of special needs children are different than those of other children. 6. List a minimum of five grammar rules to remember when writing a letter. 7. What is social development? |
| **Summative/End of Lesson Assessment with Special Education Modifications/Accommodations** | Students will be assessed by Rubric for A Caregiver’s Responsibilities Group Project  Reflection: Using the information gathered in A Caregiver’s Responsibilities Group Project, each team member is required to write a reflection on their role in this group project and a brief analysis of how this project will assist them with the roles and responsibilities of a caregiver. The reflection and rubric will be submitted for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * simplifying instructions * repeating instructions |
| **References/Resources** | **Textbook:**   * Stephens, K., & Hammonds-Smith, M. (2004). Child & adult care professional. (pp. 449-472). Peoria: McGraw Hill Glencoe.   **Websites:**   * National Early Childhood Technical Association Center Promoting Social-emotional Wellbeing in Early Intervention Services<http://www.nectac.org> * Texas Department of Health  Information for Children with Special Health Care Needs Services Program<http://www.dshs.state.tx.us> * Zero to Three ZERO TO THREE is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.<http://www.zerotothree.org>   **YouTube:**   * Working with Special Needs Children   College students interacting with special  needs children<https://www.youtube.com/watch?v=VLTaV6fBqX8> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall  Play music as students walk around classroom. When music stops, have students find a partner, give a high-five, and choose a word from the word wall. One student gives the definition and the other an example of the word. * Allow extra processing time * Allow use of drawings to demonstrate understanding |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Read the Crippled Lamb (see Materials list) to the class and show pictures as you read. Ask students to discuss the story and how everyone has special needs.  The Word Attack Strategy will be utilized. Advise students prior to reading the article, to skim the article and circle / underline words that are unfamiliar to them. For example, any child guidance acronyms or lingo used in the child guidance field. The students will be encouraged to use <http://www.dictionary.com> and to check the word wall to help with decoding. This procedure will help with understanding of them meaning and pronunciation of the words. |
| **Quotes** | The family is both the fundamental unit of society as well as the root of culture. It is a perpetual source of encouragement, advocacy, assurance, and emotional refueling that empowers a child to venture with confidence into the greater world and to become all that he can be. **- Marianne E. Neifert**  Children need models more than they need critics. **-Joseph Joubert**  Nothing you do for a child is ever wasted. **-Garrison Keillor** |
| **Writing Strategies** | **Journal Entries:**   * Why is it important to speak and write in standard English? * As a caregiver, I can help children develop physically and mentally by\_\_\_\_\_\_\_\_. * What are some responsibilities of caregivers?   **Writing Strategy:**   * Have students write a letter to parents concerning their child. It can be a positive note or a note about the child’s behavior. Have another student proof read the letter to make sure the letter is written in appropriate voice, tense, and syntax. |
| **Communication 90 Second Speech Topics** | * Explain why it’s important to write in standard grammar when communicating with parents. * Explain the responsibilities of caregivers related to a child’s development. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Have students observe a child in a child care setting. Have student record information concerning the child’s development.  TEDx Talk: TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  Dr. Terrie Rose-From the Baby’s Point of View Founder and executive director of Baby’s Space, Dr. Terrie Rose uses her own experiences as a mother and child psychologist to approach and develop ideas and research based on child development. |
| **Family/Community Connection** | Have students research the internet about children with special needs and type reports describing the condition and the suggested ways a caregiver can optimize their physical, emotional, social, and intellectual development. Have students give oral reports on their findings.  Topic examples: diabetes, down syndrome, epilepsy, mental impairments, sickle cell anemia, cerebral palsy, AIDS, etcetera.  Invite an owner/worker of a local day care center to speak to the students about the responsibilities of a caregiver. |
| **CTSO connection** | Family, Career, Community Leaders of America (FCCLA)<http://texasfccla.org>  FCCLA: Families First   * Families First Units: To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no order to them; although, “Families Today” might be a good place to start. It covers topics that provide a general overview of families and related issues:   + Families Today: Understand and celebrate families   + You-Me-Us: Strengthen family relationships   + Meet the Challenge: Overcome obstacles together   + Balancing Family and Career: Manage multiple responsibilities   + Parent Practice: Learn to nurture children.   Texas Association of Future Educators (TAFE)<http://tafeonline.org>  TAFE Character Counts—students will write and draw a children’s book with a moral character. This is a state Project competition. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see<http://www.servicelearningtexas.org>  Possible idea:  The students will demonstrate their service learning skills by recycling, repairing, and donating educational toys to a local daycare/women’s shelter/children’s home.  As a reflection, the students will evaluate how their skills aided them in the project.   * Do they feel they made an impact at the community venue and school? * Did the project achieve its purpose? * What might you do differently next time? * What did each student gain from this experience and contribution including both in learning and in the service? |

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)