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Dear teachers,

It is becoming more and more clear that children learn a great deal by the time they reach kindergarten. While the previous statement seems common knowledge, there is much that can be learned about how to promote healthy learning and development in young children. This course operates under the principle that everyone can build skills to effectively, lovingly support child development, not just those who anticipate becoming parents.

Children are always changing and developing; what happens in their early years can have a tremendous impact on their futures. And these events are no more deeply affected than by the relationships children have with their parents and caregivers. It is in these crucial first years, where the self begins to develop, that the relationship plays perhaps its greatest role. At every moment, the child is learning how to exist in the world and developing, mentally and physically, the skills and abilities that they will use for the rest of their lives.

It is the purpose of this curriculum to help young people to recognize the power that good parenting can have on children, and also recognize the challenges that come with it. Where many similar curricula are directed at teenagers who are soon to become parents, we believe that all teenagers can benefit from this learning and apply it both to future parenthood as well as other interactions with young children, such as childcare, summer programs, and after-school activities.

In developing these materials, we wanted to survey the important components of child development from birth to age five, introducing relevant developmental milestones. At the same time, we want students in this course to understand the wide variety of developmental steps that children take. We want teenagers to come away from this course with a sense that development is not the same for every child.

Along with this, we want students of this course to realize that parenting is both an incredibly challenging and incredibly rewarding undertaking. Just as parents must recognize the variety in child development, they should also recognize that there is no single *right* way to be a parent.

Underlying these takeaways is the concept of growth mindset: that ability can develop and change as a person engages with it and works at it. Just as a parent can foster a growth mindset in children by encouraging skill development and not assuming a set capability in their child, so too can they foster it in their own parenting. We believe that anyone can parent effectively and can develop strong parenting skills, even if they make mistakes or face challenges that others may not.

Also included in this curriculum is material connected to the concept of active learning—that children learn skills and abilities through active engagement with the world—as well as other material to support school-readiness, such as developing literacy and language skills, and numeracy and mathematics skills well before children before attending school. The latter portion of the course addresses parenting efficacy and strategies that can help parents face the daily challenges that inevitably come with parenting and working with children and continues the thread of developing a growth mindset in future parents and their children.

Our inclusion of a variety of resources, such as video, articles, and podcasts, is intended to provide you with a wealth of extra resources to adjust the curriculum as you see fit. We believe that exposure to a wide array of sources will allow for teachers to both incorporate student interests and cultivate rich

understandings of the content areas and beyond. We hope that this curriculum proves both engaging and expansive, building a foundation of knowledge of child development and the practice of parenting while also opening the door to larger conversations and deeper understandings.

Yours,

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Preparing Tomorrow's Parents: Curriculum Map with Weekly Overviews

Unit Title	Week 1: Introduction to Course—Plasticity & Child Development	Week 2: Child Development + Active Learning	Week 3: Parenting with Growth Mindset	Week 4: Promoting Social-emotional Learning	Week 5: Supporting Cognitive Development	Week 6: Supporting Cognitive Development + Parenting Efficacy	Week 7: Parents as Teachers	Week 8: Summary + Review
Focus Questions	<ul style="list-style-type: none"> How will this class help me in my future? What is plasticity and why does it matter? How do children develop in their first year? <ul style="list-style-type: none"> What are the commonly understood stages of child development (cognitive, social-emotional, physical)? How do we apply knowledge of child development to parenting skills? How do we recognize variation in child development while also tracking appropriate development? 	<ul style="list-style-type: none"> How do children develop from 1-5 years of age? How can play promote learning? What is the role of independence vs guidance in early childhood learning? How are activity and learning connected? How does active learning change over different stages of development? What are examples of active learning during early childhood in different domains (math, literacy, social-emotional)? 	<ul style="list-style-type: none"> What is a growth mindset? Why is growth mindset important to young children? Why is growth mindset important for parents and for their approach to parenting? How can parents encourage growth mindsets in their children? How is growth mindset connected with the tasks of parenting? How does growth mindset connect to other concepts from the course (like plasticity)? 	<ul style="list-style-type: none"> What is empathy and why is it important for children to develop/learn? How do children learn empathy? How and when do children recognize and respond to the feelings of others? Why is being responsive/empathetic to children's needs important in parenting? What are strategies of empathetic parenting? How can parents model empathy for their children? 	<ul style="list-style-type: none"> How does early oral language development form the basis for literacy skills? How can parents promote oral language development? How do children start learning math skills? What are ways young children learn numeracy skills at home with parents? Why are early literacy and numeracy skills so important? 	<ul style="list-style-type: none"> What does it mean to be an effective parent? What practices are important to promote healthy child development? How is prenatal health and early nutrition important to children's growth and later learning? How important is parental health and stress to effective parenting? 	<ul style="list-style-type: none"> What can parents do to encourage learning and development in children? How do socio-cultural factors (beliefs, attitudes, cultural norms, etc.) inform parenting strategies? How should parents consider quality when interacting with their children? Why are parents so important in children's social emotional and cognitive development? 	<ul style="list-style-type: none"> How is this learning relevant and applicable to future parenting tasks? How can I retain this learning and continue to develop this knowledge and these skills in my life pre-parenthood? How is this work relevant to other professional experiences and responsibilities that engage with and/or impact children?
Major Content / Texts	<ul style="list-style-type: none"> Bronfenbrenner visual Brain Architecture Game CDC developmental stages videos <i>Regular journal assignment</i> 	<ul style="list-style-type: none"> CDC developmental stages videos Observation/video analysis of children in play / active learning settings Model of active learning Constructivism / ZPD <i>Regular journal assignment</i> 	<ul style="list-style-type: none"> Carol Dweck mindset quiz David Yaeger studies on adolescents & growth mindset Articles about mindset and parenting <i>Regular journal assignment</i> 	<ul style="list-style-type: none"> Scholastic Ages & Stages Sample parenting videos for modeling responses and practicing parenting style responses Video of "still face" experiment Articles about social-emotional parenting <i>Regular journal assignment</i> 	<ul style="list-style-type: none"> Videos of language and numeracy development narrating to kids, etc. Articles about supporting language development Grocery store activity for numeracy practice <i>Regular journal assignment</i> 	<ul style="list-style-type: none"> Video: Impact of stress on healthy development Articles about nutrition, sleep, environment, stress Role play activity for responding to children <i>Regular journal assignment</i> 	<ul style="list-style-type: none"> Scenarios and responses Articles about course concepts (social-emotional, cognitive/school readiness, etc.) Culminating assignment <i>Regular journal assignment</i> 	<ul style="list-style-type: none"> Culminating assignment presentations Final writing component (building off of <i>Regular journal assignment</i>)
Overview	<ul style="list-style-type: none"> APKAS at the start Identify the importance of the course, begin thinking about the ongoing process of development Become familiar with concept of brain plasticity Begin introduction to development through infancy 	<ul style="list-style-type: none"> Continues introduction of development up until age 5 Video investigation thinking about child development Play activities – application of active learning (meta-active learning) 	<ul style="list-style-type: none"> Mindset questionnaire at start of the week Discussion materials regarding mindset Connect mindset to child development stages 	<ul style="list-style-type: none"> Ongoing emphasis on cultural norms / expectations / mindsets / attitudes / beliefs and their impacts (or lack thereof) on child development and on parenting style Video & article analyses Connect to child development stages (is empathetic awareness developing at earlier stages? How should it be modeled? Etc.) 	<ul style="list-style-type: none"> Practice methods of oral language & numeracy development – via simulations and modeling Connect to child development stages Discuss how children learn early literacy & numeracy skills Video analysis 	<ul style="list-style-type: none"> Review of other weeks Discuss what kinds of skills and knowledge seem most essential for new parents to have 	<ul style="list-style-type: none"> Synthesis & implementation of the theoretical concepts Working on final project 	<ul style="list-style-type: none"> Final Projects APKAS for a second time

Preparing Tomorrow's Parents: Curriculum Map with Weekly Overviews

Sample final projects:

- Research assignment (delving into a specific concept)
- Child / pre-school observation - Could be organized by the program or done independently
 - Where do you see the principles of the class appearing most clearly?
 - What surprising aspects are you interesting in exploring more closely?
- Interviews with children and adults
 - Interviews with early childhood educators
 - Interviews with new parents
 - Interviews that students do of their own parents or of teachers in their school who are parents
- PSA – most important issue
- Video assignment
- Teach a lesson to the class

Notes for teachers:

- In the course objectives, SWBAT = Students will be able to
- Videos referenced throughout weekly plans have an ID, which corresponds to the link provided in the Video List and Resource Guide
- Weekly journal assignments are at the discretion of the teacher; sample prompts are provided and can be done on a daily or weekly basis
- Corresponding handouts and articles that are not accessible via a link are saved as *Week #.Day #_Title* (e.g. 1.2_Opening Poem First Fall.docx)

Corresponding State Standards:

Standards: Unit 1:

- AR: HGD.1.HW.1: Analyze the growth patterns and developmental changes in humans throughout the life-cycle
- CA:1.2.G: Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
- CA: 1.10.G: Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation
- IA: 12.5(5)e: Human growth and development
- ME: Students describe the characteristics of human growth and development throughout the various stages of life.
- MI: *Parenting and/or Child Development: This course introduces students to responsible nurturing and basic applications of child development theory with emphasis on parents' and educators' responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management and problem-solving are reinforced in this course.*
- MA: Health Frameworks 6.12: Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages)...In supervised small groups, students respond to the developmental...needs of young children in a child care setting
- MS: _____ a. Trace development stages of infancy, childhood, and adolescence
- NJ: Comprehensive Health and Physical Education, 2.4.12.C.5: Evaluate parenting strategies used at various stages of child development based on valid sources of information
- NY: Health, PE, and Family/Consumer Sciences: Health 1: Students will understand human growth and development and recognize the relationship between behaviors and healthy development.
- NY: Fam/consumer sciences, 2: Students understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child
- PA: 11.2.12.F: Assess the relationship of family functions to human developmental stages
- PA: 11.4.12.A: Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research)
- TX: Health Ed, §115.33 (c)3: (A) Analyze problems during various stages of fetal development. (B). investigate the role of prenatal care and proper nutrition promoting optimal health for both the baby and the mother such as breast feeding. (c) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and prescription and other drugs
- VA: Family Life 9.1: The student will understand the human growth and development cycle. Information about development levels throughout the life cycle- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent...
- VA: 11.12: The students will explain the stages of growth and development in children. Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate responses in reacting and in guiding children's behavior
- VA: 11.9 The student will describe characteristics of newborn infants. Descriptive Statement: Characteristics include physical appearance, medical tests to assess normalcy, observable infant behavior, emotional and physical needs of the child, and decisions related to circumcision.
- VA: 12.4 The student will explain how parental responsibilities change throughout the family life cycle. Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.

Standards: Unit 2:

- NY: F/CS 2: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others. Students: understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child
- AR: HGD.1.HW.1: Analyze the growth patterns and developmental changes in humans throughout the life-cycle (e.g., emotional, intellectual, mental, physical, social): infancy – childhood; adolescence – teen years; young adult – middle age; senior - death and dying

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- ID: Health Education Standard 1, Growth, Development, & Family Life: A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes in relationships with others that accompany social development, the acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity (e.g., personal, legal and economic responsibilities of parenthood), encouragement of abstinence from sexual activity, sexually transmitted diseases (e.g., transmission and prevention), and pregnancy prevention. Information should be factual, medically accurate, and objective.
- ME: _____ Family life includes the following topic areas: family structure, extended families and interpersonal relationships; gender roles and stereotypes; marriage; divorce; contraception and family planning; the reproductive process; prenatal care; heredity; parenting; "latch-key" kids; domestic and sexual abuse; and child care skills and responsibilities.

Standards: Unit 3:

- VA: 10.14: Analyze the skills and attitudes needed to become a competent parent: Students will understand the positive and negative effects of parenthood on mental health.
- VA: 11.5: Student will express his or her own attitude toward parenting: Realistic role expectations for parenthood and parental responsibilities; Students will demonstrate the skills needed to utilize positive mental health practices in parenthood.
- NY: F/CS 2: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others. Students: understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child

Standards: Unit 4

- MA: Health Frameworks 6.13: Evaluate various types of discipline parents might use with children of different ages
- MA: 6.15: Identify desirable character traits (such as love, respectfulness, generosity, kindness, and forgiveness) and describe the development of good character, including the role of parents and family in the moral development of children
- VA: 10.14 The student will analyze the skills and attitudes needed to become a competent parent. Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.
- VA: 11.5 The student will express his or her own attitude toward parenting. Descriptive Statement: This centers on the student's own opinions about parenthood-- possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It also includes discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s). Students will demonstrate the skills needed to utilize positive mental health practices in parenthood.
- VA, 11.6 The student will develop skills in making parenting decisions. Descriptive Statement: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, marriage preparation and maturity.
- VA: 12.4 The student will explain how parental responsibilities change throughout the family life cycle. Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.
- NJ: 2.4.12.C.5: Evaluate parenting strategies used at various stages of child development based on valid sources of information.
- TN: Lifetime wellness, 6.2: examine the influence of families, cultural traditions and economic factors on human development (e.g., personality, values, sexuality, self-esteem).

Standards: Unit 5:

- PA: Standard area -1 1.4: Child dev: 11.4.12.C: Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.
- MA: Health Frameworks: 6.17: Describe parental practices that encourage literacy in young children
- WV: Elective parenting course for grades 10, 11, or 12. Many relevant standards, including 3.1.6.B.2: Describe the process of language development in toddlers and skills parents can develop to encourage the toddler's communication abilities."

Standards: Unit 6:

- PA, MI, MA: Nurturing
- MA: 6.12: Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting In supervised small groups, students respond to the developmental and health needs of young children in a child care setting and evaluate skills with the supervisor
- MI: _____ *Parenting and/or Child Development: This course introduces students to responsible nurturing and basic applications of child development theory with emphasis on parents' and educators' responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management and problem-solving are reinforced in this course.*
- PA: 11.4.12.C: Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).
- NY: F/CS 2: They can provide a safe and nurturing environment for themselves and others. Students: understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child
- UT: Health, 6.4.b: Analyze the responsibilities, joys, demands, and challenges of parenthood.
- VA: 12.4 The student will explain how parental responsibilities change throughout the family life cycle. Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.
- TX: §115.33 (c)3 (3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to: A) analyze problems during various stages of fetal development;(B) investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;(C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and prescription and other drugs;(D) analyze roles of relationships and responsibilities relating to marriage; and(E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility.
- RI: 3.3. analyze the short-term and long-term consequences of safe, risky and harmful behaviors. (REQUIRED TOPICS: sexual intercourse not a way to achieve adulthood; various ways to express affection within a relationship including adolescent dating relationships; factors having an adverse effect on fetal and infant health; methods which promote fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care; proper nutrition; parental responsibility, etc.)
- ND, 9.12.1.3: Human Growth & Development: Describe the importance of prenatal and postnatal care to both parents and child
- CA, 1.6.G: Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law.

Preparing Tomorrow's Parents: Curriculum Map with Weekly Overviews

- ME: _____ Family life includes the following topic areas: family structure, extended families and interpersonal relationships; gender roles and stereotypes; marriage; divorce; contraception and family planning; the reproductive process; prenatal care; heredity; parenting; "latch-key" kids; domestic and sexual abuse; and child care skills and responsibilities.
- SC: G-HS 1.7: Discuss responsible prenatal, perinatal, and postnatal care.
- VA: 9.1 The student will understand the human growth and development cycle. Descriptive Statement: Information about developmental levels throughout the life cycle- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly-is related to the complexity of childrearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.
- VA: 10.14 The student will analyze the skills and attitudes needed to become a competent parent. Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.
- VA: 11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made. Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion also includes the positive aspects of parenting for the individual and for society.
- RI: Grades 11-12, Standard 3.1: 3.1. evaluate the effect of sexual behaviors on self, others and the community. (REQUIRED TOPICS: impact of adolescent alcohol/drug use combined with sexual activity including assault; date rape; STDs, pregnancy, fetal and infant problems or mortality; importance of caring for one's reproductive health to assure health of future offspring; behaviors for perinatal (before, during, after pregnancy) health; factors and skills contributing to positive, consistent parenting; impact of sexual violence on an individual including sexual abuse, rape, and date rape)

Standards: Unit 7:

- AL: 4.) Identify personal, financial, and legal responsibilities of parenthood.
- CA: 1.2.G: Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
- CO: 2.4.i: Examine the responsibilities of parenthood.
- ID: Standard 1: A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes in relationships with others that accompany social development, the acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity (e.g., **personal, legal and economic responsibilities of parenthood**), encouragement of abstinence from sexual activity, sexually transmitted diseases (e.g., transmission and prevention), and pregnancy prevention. Information should be factual, medically accurate, and objective.
- KY: _____ explain safety practices needed when assuming responsibilities (e.g., child care, house-sitting, elderly care, pet care) in caring for animals, property and other individuals
- ME: _____ Family life includes the following topic areas: family structure, extended families and interpersonal relationships; gender roles and stereotypes; marriage; divorce; contraception and family planning; the reproductive process; prenatal care; heredity; parenting; "latch-key" kids; domestic and sexual abuse; and child care skills and responsibilities.
- MI: _____ *Parenting and/or Child Development: This course introduces students to responsible nurturing and basic applications of child development theory with emphasis on parents' and educators' responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management and problem-solving are reinforced in this course.*
- OR: HE.1.12.40: Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.
- PA: 11.4.12 D: Analyze plans and methods to blend work and family responsibilities to meet the needs of children
- RI: Grades 9-10, St. 3.3: 3.3. analyze the short-term and long-term consequences of safe, risky and harmful behaviors. (REQUIRED TOPICS: sexual intercourse not a way to achieve adulthood; various ways to express affection within a relationship including adolescent dating relationships; factors having an adverse effect on fetal and infant health; methods which promote fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care; proper nutrition; **parental responsibility**, etc.)
- SC: G-HS 1.7: Discuss responsible prenatal, perinatal, and postnatal care.
- TN: 6.13: examine the lifelong responsibilities and requirements of parenthood.
- TX: §115.32. (a)10(A)(B) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to: (a) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and (b) analyze the dynamics of family roles and responsibilities relating to healthy behavior.
- TX: §115.33 (c)3 (3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to: A) analyze problems during various stages of fetal development;(B) investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;(C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and prescription and other drugs;(D) analyze roles of relationships and responsibilities relating to marriage; and(E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility.
- UT: 6.4.b: Analyze the responsibilities, joys, demands, and challenges of parenthood.
- VA: 10.14 The student will analyze the skills and attitudes needed to become a competent parent. Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.
- VA: 11.5 The student will express his or her own attitude toward parenting. Descriptive Statement: This centers on the student's own opinions about parenthood-- possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It also includes discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s). Students will demonstrate the skills needed to utilize positive mental health practices in parenthood.
- VA: 11.12 The student will explain the stages of growth and development in children. Descriptive Statement: Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate parent responses in reacting to and in guiding children's behavior.
- VA, UT, TX, TN, RI, PA, MI, CO, CA: Parental responsibilities
- 12.4 The student will explain how parental responsibilities change throughout the family life cycle. Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.
- MA: 6.12: Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting
- MA: 6.13: Evaluate various types of discipline parents might use with children of different ages
- MA: 6.16: Describe considerations relevant to becoming a parent (including the various ways of becoming a parent such as foster parenting, adoption, and stepparenting)
- NJ: 2.4.12.C.5: Evaluate parenting strategies used at various stages of child development based on valid sources of information.

Week 1: Course Introduction + Child Development

FOCUS QUESTIONS

- How will this class help me in my future?
- What is plasticity and why does it matter?
- How do children develop in their first year?
 - What are the commonly understood stages of child development and their features (e.g. cognitive, social-emotional, physical)?
 - How do we apply knowledge of child development to parenting skills?
- How do we recognize variation in child development while also tracking appropriate development?

Key Terms	<ul style="list-style-type: none"> ▪ Plasticity, developmental milestones, empathy, attachment, literacy, numeracy, oral language development, sensitive periods, serve and return, babbling, gestures
Resources*	<ul style="list-style-type: none"> ▪ Bronfenbrenner visual ▪ Neuroplasticity video (TEDxVancouver) ▪ Crash Course child development video ▪ Parent-child case studies ▪ CDC milestones ▪ Zero to three Ages and Stages – videos, handouts ▪ Center on Dev. Child, Serve + Return ▪ Brain Architecture Game ▪ https://www.zerotothree.org/resources/1505-the-missing-first-year-parents-underestimate-how-much-children-know-and-feel-from-birth

*Note: resources in orange are original materials created by the Rowe Lab

Day 1 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ Start with APKAS ✓ SWBAT reflect on the key purposes of this course
Agenda	<ol style="list-style-type: none"> 1. Intro to APKAS <ol style="list-style-type: none"> a. This is a survey intended to consider the knowledge young people do and do not have about parenting; intended to get a sense of where most young people are with regard to this content 2. Students take APKAS 3. APKAS reflection <ol style="list-style-type: none"> a. Discuss open response questions 4. Exit Ticket / Reflection <ol style="list-style-type: none"> a. When you think about “parenting,” what do you feel most knowledgeable about and what do you think is most important to learn about being a parent?
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Computers for survey (or paper survey) ▪ Journal handout ▪ Vocab sheet
Day 2 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT hypothesize about the key purposes of this course ✓ SWBAT identify examples of plasticity in brain development
Agenda	<ol style="list-style-type: none"> 1. Do Now: First Fall by Maggie Smith <ol style="list-style-type: none"> a. What is the poem about and how is it connected to this class? b. Why do you think it is important to take a class about parenting and child development? 2. Do Now review <ol style="list-style-type: none"> a. One-minute pair share about 1 of the questions. 3. Plasticity Activity Part I: Brain Architecture Game <ol style="list-style-type: none"> a. Watch video b. Distribute materials & begin game

Week 1: Course Introduction + Child Development

	<p>4. Closure</p> <ul style="list-style-type: none"> a. Collect groups' "brains" to continue game next day
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Neuroplasticity video: (TEDxVancouver) ▪ "First Fall" Poem ▪ http://www.thebrainarchitecturegame.com/
Day 3 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify ways in which brain development is affected by environment and experiences, including parenting ✓ SWBAT connect brain plasticity to parenting and child development
Agenda	<ol style="list-style-type: none"> 1. Do Now <ul style="list-style-type: none"> a. What have you noticed about the brain's plasticity so far in the Brain Architecture Game? b. What do you predict your brain will look like at the end? 2. Plasticity Activity Part II: Brain Architecture Game <ul style="list-style-type: none"> a. Finish game from yesterday 3. Closure <ul style="list-style-type: none"> a. In preparation for tomorrow's lesson, think about how this game might relate to this course. Why would we begin with this activity? What role do parents play in a child's development?
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ http://www.thebrainarchitecturegame.com/
Day 4 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT explain the key purposes of this course ✓ SWBAT share information about children at different developmental milestones with peers by investigating the CDC's developmental milestones website
Checks for Understanding	<ul style="list-style-type: none"> ✓ Handout filled out including information from assigned group and from info learned from peers
Agenda	<ol style="list-style-type: none"> 1. Do Now <ul style="list-style-type: none"> a. Why do you think this class is important? 2. Frame the course <ul style="list-style-type: none"> a. Using student responses as a jump-off point, the teacher should project a brief PowerPoint going over the primary goals of this course: <ol style="list-style-type: none"> i. Almost every adult interacts with children in some ways. ii. Adult interactions with children significantly impact children's development and thus their lives. iii. Overview of (1) Child development; (2) Parent interactions and support of that development, and therefore effective parenting strategies; (3) PLASTICITY. 3. Mini Lecture on Infant Development 4. Group work <ul style="list-style-type: none"> a. Split class into 3 groups: 2 months, 6 months, one year b. Each group will go through the CDC website to find as much information as possible about children at their age, then share that information with classmates. 5. Jigsaw
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment ▪ EXTRA CREDIT ASSIGNMENT: Video investigation. Watch 6 more videos on the CDC website (2 each from different developmental stages up to 1 year). What do you notice about them? What might you learn about child development from them? How are parents involved in supporting their child's growth in these videos?
Resources	<ul style="list-style-type: none"> ▪ CDC ▪ Handout based on the CDC milestones handout
Day 5 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT describe the overarching components of infant development (through investigation) ✓ SWBAT connect parenting strategies to this development

Week 1: Course Introduction + Child Development

Agenda	<ol style="list-style-type: none">1. Do Now<ol style="list-style-type: none">a. Students have to match 3 specific criteria with descriptions of specific developmental milestones2. Do Now Review<ol style="list-style-type: none">a. One-minute vocab reviewb. Teacher asks students to share out their answers / get a poll of how many said x age, y age, z age3. Review CDC milestones activity from previous day (10-20)4. Video Investigation<ol style="list-style-type: none">a. Alternate videos of children at varying ages interacting with caregiver, one where the milestone is not explicit and one where it is: #59 2 mos, #52 2 mos, #61 6mos, #4 6 mos, #75 9mos, #2 9 mosb. After each video, students should reference their CDC milestones packet and teacher points about development to keep track of what is developmentally appropriate for most children at specific ages5. Exit Ticket<ol style="list-style-type: none">a. Describe two ways (motor, social, emotional, verbal, etc.) that a child develops over the course of infancy and explain how that development occurs
HW	<ul style="list-style-type: none">▪ At teacher's discretion
Resources	<ul style="list-style-type: none">▪ CDC▪ Power point + investigation handout▪ Video List

Week 2: Child Development + Active Learning

FOCUS QUESTIONS

- How do children develop from 1-5 years of age?
 - What are the commonly understood stages of child development and their features (e.g. cognitive, social-emotional, physical)?
 - How do we apply knowledge of child development to parenting skills?
- How can play promote learning?
- What is the role of independence vs guidance in early childhood learning?
- How are activity and learning connected?
- How does active learning change over different stages of development?
- What are examples of active learning during early childhood in different domains (math, literacy, social-emotional)?

Key Terms	<ul style="list-style-type: none"> ▪ Play, active learning, types of development (cognitive, social-emotional, physical), zone of proximal development (ZPD), constructivism
Resources*	<ul style="list-style-type: none"> ▪ Parents Interacting with infants videos ▪ CDC developmental stages videos ▪ Power point and notes materials ▪ Active learning activity materials ▪ https://www.zerotothree.org/resources/2143-playing-with-baby-is-fun-until-it-s-boring ▪ https://www.zerotothree.org/resources/1090-a-year-of-play ▪ http://www.parenttoolkit.com/general/news/general-parenting/debunking-the-belief-that-earlier-is-better

*Note: resources in orange are original materials created by the Rowe Lab

Day 1 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT describe the overarching components of toddler development (through investigation) ✓ SWBAT connect parenting strategies to this development
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. How does a child change and develop between the ages of one and three? Come up with as many specific examples as you can think of 2. Do Now review 3. Frame lesson 4. PowerPoint on Toddler Development <ol style="list-style-type: none"> a. Notes heavy, with some relevant examples 5. Video Investigation <ol style="list-style-type: none"> a. Alternate videos of children at varying ages of toddlerhood interacting with caregiver, one where the milestone is not explicit and one where it is and ask students to either predict what children are able to do or describe the milestone and comment on parental role: #11 18mos, #34 18mos, #58 30 mos, #36 2 years, #39 3 years 6. Exit Ticket <ol style="list-style-type: none"> a. Describe two ways (motor, social, emotional, verbal, etc.) that a child develops over the course of toddlerhood and explain how that development occurs
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ CDC Link: ▪ Power point + investigation handout
Day 2 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify varying stages of preschooler development through video investigation ✓ SWBAT connect parenting strategies to this development

Week 2: Child Development + Active Learning

Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. How does a child change and develop before the age of 5? Come up with as many specific examples as you can think of 2. Do Now review 3. Frame lesson 4. CDC Milestones Jigsaw <ol style="list-style-type: none"> a. Groups for each age will identify key takeaways of development to then share with other groups based on the CDC milestones 5. Preschooler Role Play activity 6. Closure / Exit Ticket <ol style="list-style-type: none"> a. Describe two ways (motor, social, emotional, verbal, etc.) that a child develops before the age of 5 and explain how that development occurs
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ CDC Link: ▪ Power point + investigation handout
Day 3 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT reflect on the impact of active learning through play and other activities ✓ SWBAT apply their experience to child development/active learning
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Imagine you are a parent. Identify how you might support development differently depending on the age of the child (infant, toddler, preschooler) 2. Intro to ZPD / Constructivism 3. Active learning activity 4. Reflect in partners <ol style="list-style-type: none"> a. What did you learn about how mirrors work? b. How did you learn about it? What did you notice about your thinking while you worked on these questions? c. What can you learn about learning from this? Can you connect this activity to how children learn or how parents support children's learning? 5. Exit ticket / closure <ol style="list-style-type: none"> a. Journal/reflection
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Mirrors activity handout
Day 4 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT discuss how parents can foster active learning through play and other activities ✓ SWBAT develop recommendations for parents around active learning
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Brainstorm some ways that parents can support children learning through play and other interactive activities 2. Do Now review <ol style="list-style-type: none"> a. Bucket what they share out (could be into content areas, or types of activities) b. Teacher models recommendation activity and explains how parent is supporting development for the child 3. Group work 4. Develop recommendations for how parents can incorporate active learning in parenting using handout 5. Groups present / share out
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Handout for active learning activity
Day 5 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT analyze videos of children engaging in various activities for evidence of learning ✓ SWBAT connect evidence to concepts of active learning in different domains

Week 2: Child Development + Active Learning

Agenda	<ul style="list-style-type: none">6. Do Now<ul style="list-style-type: none">a. Content // vocabulary review7. Do Now Review<ul style="list-style-type: none">a. Vocab review game8. Video 1: #12 (18mos)<ul style="list-style-type: none">a. Watch, take notes/observationsb. Share with partnerc. Share out with class, teacher facilitates<ul style="list-style-type: none">i. How is what the child doing connected to learning?ii. How is this activity supporting the child's development? What kind of learning specifically is it supporting?iii. How is the parent/caregiver supporting child learning through this activity?9. Video 2: #47 (4mos)<ul style="list-style-type: none">a. Same steps as above10. Video 3: #15 (25mos)<ul style="list-style-type: none">a. Same as above11. Exit ticket / closure<ul style="list-style-type: none">b. Reflection on connections between play/activity and learning
HW	<ul style="list-style-type: none">▪ At teacher's discretion
Resources	<ul style="list-style-type: none">▪ Video List

Week 3: Parenting + Growth Mindset

FOCUS QUESTIONS

- What is a growth mindset?
- Why is growth mindset important to young children?
- Why is growth mindset important for parents and for their approach to parenting?
- How can parents encourage growth mindsets in their children?
- How is growth mindset connected with the tasks of parenting?
- How does growth mindset connect to other concepts from the course (like plasticity)?

Key Terms	<ul style="list-style-type: none"> ▪ Growth mindset, fixed mindset, zone of proximal development, plasticity
Resources*	<ul style="list-style-type: none"> ▪ PowerPoint – ZPD ▪ Dweck Article ▪ https://www.zerotothree.org/resources/1716-just-say-no-to-judgment-how-judging-parents-actually-leads-to-worse-not-better-outcomes-for-kids ▪ http://www.pbs.org/parents/experts/archive/2012/10/your-babys-brain-how-parents-c.html ▪ https://mindsetonline.com/testyourmindset/step1.php ▪ https://www.psychologicalscience.org/news/releases/seeing-the-benefits-of-failure-shapes-kids-beliefs-about-intelligence.html ▪ https://www.youtube.com/watch?v=riC9vBJrEbc

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Day 1 (45 min)	
Objectives	✓ SWBAT connect parenting strategies to their impact on plasticity
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Review of week 1/2 2. Do Now review 3. Term introduction: Zone of Proximal development <ol style="list-style-type: none"> a. 3 relevant examples at different ages 4. Your Baby’s Brain Article <ol style="list-style-type: none"> a. How parents can help children harness brain power b. Can you think of any specific examples that aren’t mentioned in the article? 5. Partner work <ol style="list-style-type: none"> a. With your partner (or in a small group), come up with specific suggestions for each of these categories to help parents support children in their development: Talk directly; creative pursuits; do not push beyond capability (How can parents effectively push the right amount? Connect to the concept of Zone of Proximal Development.) 6. Discussion
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ http://www.pbs.org/parents/experts/archive/2012/10/your-babys-brain-how-parents-c.html ▪ PowerPoint for ZPD (2-3 slides)
Day 2 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify differences between growth and fixed mindset ✓ SWBAT identify their own “mindset”
Agenda	<ol style="list-style-type: none"> 1. Do Now - Dweck Mindset Quiz 2. Self-reflection and framing lesson 3. Brief article <ol style="list-style-type: none"> a. Carol Dweck, Education Week (2015) b. Guiding questions 4. Written reflection / closure <ol style="list-style-type: none"> a. Synthesis question / paragraph response relating growth mindset to parenting and child development

Week 3: Parenting + Growth Mindset

HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Dweck article ▪ Dweck Quiz: https://mindsetonline.com/testyourmindset/step1.php
Day 3 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT connect growth mindset to parenting strategies (including developing growth mindset in children) ✓ SWBAT explain how having a growth mindset impacts how parents feel about their ability as a parent and ability to continuously improve
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Neuromyths Handout 2. Do now review 3. Benefits of Failure article <ol style="list-style-type: none"> a. Read b. What do you think this article has to do with mindset? 4. Research on Adolescents and Growth Mindset <ol style="list-style-type: none"> a. David Yaeger Video 5. Small group discussion 6. Whole class share out 7. Exit ticket <ol style="list-style-type: none"> a. Why is it important for parents to have a growth mindset for themselves and for their children?
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Growth Mindset Resources in Video List + Resources Document ▪ Neuromyths handout ▪ https://www.psychologicalscience.org/news/releases/seeing-the-benefits-of-failure-shapes-kids-beliefs-about-intelligence.html ▪ https://www.youtube.com/watch?v=riC9vBJrEbc
Day 4 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify fixed and growth mindset in case studies ✓ SWBAT explain how growth mindset can benefit parents as they raise their children
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Review exit ticket from previous day 2. Do Now Review 3. Top 3 Parenting Complaints article <ol style="list-style-type: none"> a. Students will divide up the first 2 sections of the article & think about how parents can apply growth mindset to advice 4. Group discussion <ol style="list-style-type: none"> a. Why is it essential for parents to have growth mindset in the midst of challenging situations with their children?
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Top 3 Parenting Complaints Handout
Day 5 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT justify examples of growth mindset activities for children at different developmental levels
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Review child development “stages” 2. Turn and talk <ol style="list-style-type: none"> a. What suggestions do you have for a parent of a new baby hoping to develop a growth mindset? How should the parent talk to the baby, what activities should they engage in, etc.? 3. Do Now Review <ol style="list-style-type: none"> a. Review turn and talk question b. Review stages 4. Group work <ol style="list-style-type: none"> a. In groups of 4 students will develop growth mindset activities for children at different levels

Week 3: Parenting + Growth Mindset

	<ul style="list-style-type: none">b. Teacher will circulate during the activity and ask guiding questions / provide feedback and commentary <p>5. Brief presentations</p> <ul style="list-style-type: none">a. Each group will present their best two activities (one for infants, one for toddlers) and justify why these activities support growth mindset development
HW	<ul style="list-style-type: none">▪ At teacher's discretion
Resources	<ul style="list-style-type: none">▪ N/A

Week 4: Promoting Social-emotional Learning

FOCUS QUESTIONS

- What is empathy and why is it important for children to develop/learn?
- How do children learn empathy?
- How and when do children recognize and respond to the feelings of others?
- Why is being responsive/empathetic to children’s needs important in parenting?
- What are strategies of empathetic parenting?
- How can parents model empathy for their children?

Key Terms	▪ Empathy, social-emotional learning (SEL), morality, theory of mind, responding v. reacting
Resources*	<ul style="list-style-type: none"> ▪ https://www.zerotothree.org/early-development/social-and-emotional-development ▪ https://www.zerotothree.org/resources/5-how-to-help-your-child-develop-empathy ▪ https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-empathy/ ▪ https://www.zerotothree.org/resources/30-from-feelings-to-friendships-nurturing-healthy-social-emotional-development-in-the-early-years ▪ https://casel.org/core-competencies/ ▪ https://drc.casel.org/resource-library/ ▪ https://www.zerotothree.org/resources/1703-when-young-children-lie ▪ https://www.parents.com/toddlers-preschoolers/everything-kids/are-you-expecting-too-much-from-your-toddler/ ▪ https://ideas.ted.com/how-cultures-around-the-world-think-about-parenting/ ▪ https://www.npr.org/sections/parallels/2014/08/12/339825261/global-parenting-habits-that-havent-caught-on-in-the-u-s

*Note: resources in orange are original materials created by Rowe Lab

Day 1 (45 min)	
Objectives	✓ SWBAT differentiate interpersonal / social attitudes of children at different points in development
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Review Growth Mindset vocabulary and materials 2. Do Now Review 3. Ages & Stages Lecture with Discussion <ol style="list-style-type: none"> a. Overview of how children interact with others at varying stages of development. For each age group (Infant, Toddler, Preschool): <ol style="list-style-type: none"> i. Students hypothesize what types of empathetic behaviors children exhibit ii. Teacher presents developmental stage for age group with example (Scholastic Ages & Stages) iii. Students compare to hypothesis and discuss 4. Exit Ticket <ol style="list-style-type: none"> a. Why do you think it is important for parents to realize that their children don’t always have a firm sense of other people?
HW	▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Ages & Stages PowerPoint ▪ https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-empathy/
Day 2 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify parenting strategies that influence social-emotional learning ✓ SWBAT connect concept of social-emotional learning to child development ✓ SWBAT identify basic SEL competencies

Week 4: Promoting Social-emotional Learning

Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Review yesterday's lesson through exit ticket examination 2. Do Now Review 3. Mini lecture <ol style="list-style-type: none"> a. Socio-emotional Learning Video from Zero to Three b. Importance of <i>responding</i> rather than <i>reacting</i>. 4. Video Investigation Activity <ol style="list-style-type: none"> a. Small groups; pause and predict needs and responses for children's behaviors: #3, #56, #13 5. Discuss / break down / share out responses <ol style="list-style-type: none"> a. What are you still curious about? What questions do you have? 6. Exit Ticket <ol style="list-style-type: none"> a. What is one parenting factor that you think is important for a child's empathy development? Why is that factor important?
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ https://www.zerotothree.org/resources/30-from-feelings-to-friendships-nurturing-healthy-social-emotional-development-in-the-early-years ▪ https://casel.org/core-competencies/ ▪ https://drc.casel.org/resource-library/
Day 3 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT distinguish effective discipline strategies from ineffective ones (i.e. strategies that promote appropriate empathetic/social behaviors, vs. those that promote the opposite) ✓ SWBAT defend their opinions and engage in respectful debate
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Take a Stand prep b. Parents teach empathy and prosocial behavior through modeling and using developmentally appropriate responses to behaviors and by trying to understand the <i>why</i> behind children's behavior 2. Do Now review <ol style="list-style-type: none"> a. Introduce Take a Stand protocol format b. Lingering questions 3. Take a Stand Protocol <ol style="list-style-type: none"> a. Follow protocol outlined in handout with debrief after each step 4. When Young Children Lie Reading <ol style="list-style-type: none"> a. Short debrief: Why is understanding the reasoning behind a child's behavior important when responding to it? 5. Exit ticket / closure <ol style="list-style-type: none"> a. Take a stand reflection and lingering questions
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Take a Stand Handout ▪ https://www.zerotothree.org/resources/1703-when-young-children-lie
Day 4 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT develop strategies for parents' empathetic engagement with children
Agenda	<ol style="list-style-type: none"> 1. Do Now Are you expecting too much from your toddler? 2. Do Now review 3. Review of Social Emotional Development <ol style="list-style-type: none"> a. Assign each group an age group (Infant, Toddler, Preschooler) b. Provide each group Parent Handout on Social Emotional Development to read over 4. Investigation Activity <ol style="list-style-type: none"> a. In groups, students should either: a) identify a natural situation in which parents can nurture socio-emotional development and provide strategies or b) create an activity to provide child opportunity to learn/develop these skills 5. Discuss <ol style="list-style-type: none"> a. Do you agree with your peers' recommendations? Why/why not? 6. Exit Ticket

Week 4: Promoting Social-emotional Learning

	a. What other factors besides age influence how parents teach or model social-emotional skills?
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Zero to Three Parent Handouts ▪ https://www.parents.com/toddlers-preschoolers/everything-kids/are-you-expecting-too-much-from-your-toddler/
Day 5 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT explain how culture influences SEL teaching/learning ✓ SWBAT articulate the difference between morality and socio-emotional development
Checks for Understanding	<ul style="list-style-type: none"> ✓ Circulation during reflections ✓ Discussion
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Exit ticket review with Bronfenbrenner visual 2. Do Now Review <ol style="list-style-type: none"> a. Write responses on board – group brainstorm 3. Self-Reflection <ol style="list-style-type: none"> a. Write down top 3 social-emotional skills/social lessons you would want your child to learn 4. Discussion <ol style="list-style-type: none"> a. Why do we have different responses? b. Culture & SEL 5. Thinking Protocol: Connect/Extend/Challenge 6. Exit Ticket <ol style="list-style-type: none"> a. What’s something that your parents always taught you to do growing up that may be particular to your family, heritage, or culture? How do you think it relates to a social-emotional skill?
HW	<ul style="list-style-type: none"> ▪ At teacher’s discretion
Resources	<ul style="list-style-type: none"> ▪ Bronfenbrenner visual

Week 5: Supporting Cognitive Development

FOCUS QUESTIONS

- How does early oral language development form the basis for literacy skills?
- How can parents promote oral language development?
- How do children start learning math skills?
- What are ways young children learn numeracy skills at home with parents?
- Why are early literacy and numeracy skills so important?

Key Terms	<ul style="list-style-type: none"> ▪ Literacy, numeracy, oral language development, babbling, gesturing
Resources*	<ul style="list-style-type: none"> ▪ Handouts on early literacy and numeracy ▪ Video List ▪ https://cambridgema.kanopy.com/video/beginning-life ▪ https://www.zerotothree.org/resources/series/let-s-talk-about-math-early-math-video-series ▪ https://www.zerotothree.org/resources/2095-multilingualism ▪ https://www.zerotothree.org/resources/1228-my-son-is-27-months-old-and-only-speaks-about-10-words-what-is-typical-for-this-age-should-we-be-worried ▪ #1: https://www.zerotothree.org/resources/1504-let-s-talk-about-it-5-ways-to-build-babies-language-and-communication-skills-from-birth ▪ https://www.zerotothree.org/resources/308-what-can-i-do-to-help-my-10-month-old-learn-to-talk ▪ #2: https://www.zerotothree.org/resources/301-tips-on-learning-to-talk ▪ #3: http://www.pbs.org/parents/expert-tips-advice/2016/02/takes-two-roots-language-learning/ ▪ #4: https://www.zerotothree.org/resources/1281-supporting-language-and-literacy-skills-from-0-12-months ▪ https://www.zerotothree.org/resources/219-using-questions-to-support-your-child-s-learning ▪ https://www.zerotothree.org/resources/219-using-questions-to-support-your-child-s-learning ▪ How Do Little Kids Learn Language Article ▪ https://www.zerotothree.org/resources/2225-got-math-20-tips-for-making-your-trip-to-the-grocery-store-count ▪ https://www.zerotothree.org/resources/2224-let-s-talk-about-math-making-math-language-part-of-everyday-routines ▪ https://www.zerotothree.org/resources/299-help-your-child-develop-early-math-skills

**Note: resources in orange are original materials created by the Rowe Lab*

Day 1 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify the building blocks of language/literacy and numeracy development ✓ SWBAT begin to identify the ways in which parents support those building blocks
Agenda	<ol style="list-style-type: none"> 1. Do Now (0-5) 2. Do Now Review (5-10) 3. Lecture (10-25) <ol style="list-style-type: none"> a. Language/Literacy building blocks (gesturing, pointing, alphabetical knowledge, phonological awareness, print awareness, book knowledge, oral language development). b. Numeracy building blocks (patterns and sets, number awareness, measurement, geometry, problem solving). 4. Video Analysis (25-40) <ol style="list-style-type: none"> a. Language: #1 9mos, Numeracy: #10 13mos – seen in Week 2 b. Students identify building blocks being developed and how parents support development 5. Exit Ticket (40-45) <ol style="list-style-type: none"> a. Explain one of the building blocks of literacy and why it’s important.
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Handouts on early literacy and numeracy ▪ Videos List
Day 2 (45 min)	

Week 5: Supporting Cognitive Development

Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify how parents promote language development of children in different developmental stages ✓ SWBAT analyze videos of language development
Agenda	<ol style="list-style-type: none"> 1. Do Now (0-5) <ol style="list-style-type: none"> a. What are some examples of things children do when they are learning early language and literacy skills? How do you think language development may be similar or different for multilingual children? 2. Do Now review (5-10) <ol style="list-style-type: none"> a. One-minute pair share & discussion of multilingual learners 3. Video Analysis (10-25) <ol style="list-style-type: none"> a. #55 7mos, #51 4mos, #54 30mos, #49 25mos b. Students describe what happened in the video (including what they see developing), comment on parent’s role in the video, provide ideas of what parents can do to build on skills. 4. Discussion of common themes (25-40) 5. Exit ticket/closure (40-45) <ol style="list-style-type: none"> a. Imagine a parent is getting their child ready for the day (changing their diaper, dressing them, etc.), what is something they can do during this time to encourage language development?
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Video List ▪ https://www.zerotothree.org/resources/2095-multilingualism
Day 3 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify everyday strategies parents can use to promote oral language and literacy ✓ SWBAT share information about how children develop and learn language and literacy skills
Agenda	<ol style="list-style-type: none"> 1. Do Now (0-5) <ol style="list-style-type: none"> a. Advice Question from Parent: What can I do to help my 10-month-old learn to talk? 2. Pair share into Do Now Review (5-12) <ol style="list-style-type: none"> a. What would you tell this parent? How does it relate to what you learned yesterday? 3. Supporting Language Development Activity (12-35) <ol style="list-style-type: none"> a. Students read one of 4 articles (linked below) with tips and advice about how parents can develop their child’s language skills and use GoGoMo protocol to give and receive information 4. Debrief Discussion (35-45)
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ GoGoMo Handout & Facilitation Document ▪ https://www.zerotothree.org/resources/1228-my-son-is-27-months-old-and-only-speaks-about-10-words-what-is-typical-for-this-age-should-we-be-worried ▪ #1: https://www.zerotothree.org/resources/1504-let-s-talk-about-it-5-ways-to-build-babies-language-and-communication-skills-from-birth ▪ https://www.zerotothree.org/resources/308-what-can-i-do-to-help-my-10-month-old-learn-to-talk ▪ #2: https://www.zerotothree.org/resources/301-tips-on-learning-to-talk ▪ #3: http://www.pbs.org/parents/expert-tips-advice/2016/02/takes-two-roots-language-learning/ ▪ #4: https://www.zerotothree.org/resources/1281-supporting-language-and-literacy-skills-from-0-12-months ▪ https://www.zerotothree.org/resources/219-using-questions-to-support-your-child-s-learning
Day 4 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT explain how home environments impact language learning ✓ SWBAT unpack a text about research
Agenda	<ol style="list-style-type: none"> 1. Do Now (0-8) <ol style="list-style-type: none"> a. Read first paragraph of “How Do Little Kids Learn Language?” Article & reflect 2. How Do Little Kids Learn Language? (8-25) <ol style="list-style-type: none"> a. Read article individually 3. Discussion (25-40) <ol style="list-style-type: none"> a. Use a text-based discussion protocol to have students discuss important aspects of article: how kids learn through interaction, study of language learning, differences in outcomes based on environments. 4. Exit Ticket (40-45) <ol style="list-style-type: none"> a. How does today’s discussion relate to the importance of this course?

Week 5: Supporting Cognitive Development

HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ How Do Little Kids Learn Language Article
Day 5 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify the strategies parents can use to promote numeracy ✓ SWBAT reflect on numeracy development through active learning activities
Agenda	<ol style="list-style-type: none"> 1. Do Now (0-10) <ol style="list-style-type: none"> a. Review of building blocks from Day 1: counting, spatial awareness, etc. b. Read 2 short vignettes and relate them to one of the building blocks. 2. Grocery Store Activity (10-40) <ol style="list-style-type: none"> a. Assign students in small groups to a building block of numeracy: counting, comparing, patterns, shapes, positions b. Groups should come up with 2-3 ways they could teach that skill at the grocery store. 3. Exit ticket (40-45) <ol style="list-style-type: none"> a. What is another everyday situation where parents can support early math skills and why? (e.g. baking, doing laundry, playing with patterns).
HW	<ul style="list-style-type: none"> ▪ At teacher's discretion
Resources	<ul style="list-style-type: none"> ▪ https://www.zerotothree.org/resources/2225-got-math-20-tips-for-making-your-trip-to-the-grocery-store-count ▪ https://www.zerotothree.org/resources/2224-let-s-talk-about-math-making-math-language-part-of-everyday-routines ▪ https://www.zerotothree.org/resources/299-help-your-child-develop-early-math-skills

Week 6: Cognitive Development Continued + Parenting Efficacy

FOCUS QUESTIONS

- What does it mean to be an effective parent?
- What practices are important to promote healthy child development?
- How is prenatal health and early nutrition important to children’s growth and later learning?
- How important is parental health and stress to effective parenting?

Key Terms	<ul style="list-style-type: none"> ▪ Stress, toxic stress, prevention, school readiness
Resources	<ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=8Dv2Hdf5TRg (video about parenting, poverty, etc., British longitudinal studies) ▪ Center on the Developing Child Website ▪ Zero to Three website ▪ https://www.psychologytoday.com/us/blog/parenting-purpose/201710/stressed-out-parents ▪ https://www.youtube.com/watch?v=rVwFkcOZHJw ▪ https://opinionator.blogs.nytimes.com/2013/10/30/protecting-children-from-toxic-stress/ ▪ https://www.zerotothree.org/resources/1021-a-window-to-the-world-early-language-and-literacy-development ▪ https://www.zerotothree.org/resources/306-school-readiness-infographic ▪ https://www.zerotothree.org/resources/2171-how-to-stay-calm-when-baby-won-t-stop-crying ▪ https://www.zerotothree.org/resources/521-managing-your-own-emotions-the-key-to-positive-effective-parenting

**Note: resources in orange are original materials created by the Rowe Lab*

Day 1 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT connect oral, literacy, math development (i.e. conceptual knowledge/factual knowledge/etc.) to later learning ability ✓ SWBAT articulate the importance of developing early building blocks
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Review exit ticket from previous day (everyday situation to support numeracy development) 2. Do now review 3. School Readiness Discussion <ol style="list-style-type: none"> a. What are 2-3 skills a child needs in order to be ready to enter school? b. Compare to School Readiness Infographic 4. A Window to the World Article Jigsaw 5. Exit Ticket <ol style="list-style-type: none"> a. Name and important building block & explain why
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment ▪ Extra Credit: Listen to Codeswitch podcast on Hart & Risley study and write a ½ page response
Resources	<ul style="list-style-type: none"> ▪ A Window to the World Article ▪ https://www.zerotothree.org/resources/306-school-readiness-infographic
Day 2 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify the impact of stress on children and consider appropriate measures to prevent it ✓ Think about how to positively frame this (not “your stress will negatively impact your kids, but here’s how we can prevent this”)
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Revisit Bronfenbrenner visual <ol style="list-style-type: none"> i. What are some ways that a child’s development can be interrupted or interfered with? 2. Do Now Review <ol style="list-style-type: none"> a. Ecology needs to be supportive and safe b. Toxic stress v manageable stress 3. Video: Impact of stress on healthy development 4. Jigsaw <ol style="list-style-type: none"> a. Each group gets an area of focus: <ol style="list-style-type: none"> i. Nutrition

Week 6: Cognitive Development Continued + Parenting Efficacy

	<ul style="list-style-type: none"> ii. Attachment (Communication and physical interaction – separate?) iii. Sleep iv. Environment <p>b. Students read a brief article about this area of focus and come up with a brief explanation of why it's important and what parents should know about this area</p> <p>5. Jigsaw Part 2</p> <ul style="list-style-type: none"> a. Students will go into groups with members from other groups and go around, each sharing their recommendations/useful information with the others and taking notes
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Impactors of child stress articles / documents ▪ Note capture handout
Day 3 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify and assess the effectiveness of various parental coping strategies and parental “self-care” strategies
Agenda	<ol style="list-style-type: none"> 1. Do Now <ul style="list-style-type: none"> a. Estimate how much time it takes to care for a newborn 2. Do Now Review – Thought capture <ul style="list-style-type: none"> a. Group into different areas (physical, emotional, directly-related to parenting, etc.) 3. Pair-share <ul style="list-style-type: none"> a. What do you think the result of these stresses (to parents) is on children? 4. Article (Managing Your Own Emotions) <ul style="list-style-type: none"> a. Read and annotate the article 5. Read aloud <ul style="list-style-type: none"> a. Go through each step from the article as a class (have students read aloud)
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ https://www.zerotothree.org/resources/521-managing-your-own-emotions-the-key-to-positive-effective-parenting
Day 4 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify the importance of patience to parenting interactions ✓ SWBAT to explain strategies to cope with the frustrations and challenges of parenting
Agenda	<ol style="list-style-type: none"> 2. Do Now <ul style="list-style-type: none"> a. Stressful scenario and parental response 3. Share out 4. How to Stay Calm When... Article <ul style="list-style-type: none"> a. Read article b. Why does a parent get stressed when a child cries? What is the importance of staying calm? 5. Small groups <ul style="list-style-type: none"> a. Come up with a list of ways that parents can cope with the frustrations and challenges of parenting 6. Share out 7. Exit ticket <ul style="list-style-type: none"> a. Why is it important for parents to be calm and patient in moments of stress in parenting? What two recommendations would you offer to parents to ensure their success in this?
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ https://www.zerotothree.org/resources/2171-how-to-stay-calm-when-baby-won-t-stop-crying
Day 5 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify parenting strategies to promote child growth at various stages of development

Week 6: Cognitive Development Continued + Parenting Efficacy

Agenda	<ol style="list-style-type: none">2. Do Now<ol style="list-style-type: none">a. Review questions, spiraling earlier content3. Do Now Review4. Activity intro<ol style="list-style-type: none">a. Using the resource guide, students will watch a series of videos and identify what parents are doing to support their child's developmentb. Teacher models this for one video, i.e. pointing out all interactions of the parent with the child5. Small groups<ol style="list-style-type: none">a. #7 (2mos), #6 (4mos), #10 (13mos), and #14 (30mos); Students must be able to explain WHAT the parents are doing and also WHY the parents are doing it6. Share out<ol style="list-style-type: none">a. Have at least a few groups share their notes and observation feedback for one of the videos they watched
HW	<ul style="list-style-type: none">▪ At teacher's discretion
Resources	<ul style="list-style-type: none">▪ Review handout▪ Video List

Week 7: Parents as Teachers

FOCUS QUESTIONS

- What can parents do to encourage learning and development in children?
- How does parenting style influence the child’s development?
- How do socio-cultural factors (beliefs, attitudes, cultural norms, etc.) inform parenting strategies?
- How should parents consider quality when interacting with their children?
- Why are parents so important in children’s social-emotional and cognitive development?

Key Terms	<ul style="list-style-type: none"> ▪ Development, quality vs quantity, culture
Resources	<ul style="list-style-type: none"> ▪ Apologizing to kids: https://www.zerotothree.org/resources/337-i-m-sorry-apologizing-to-your-child ▪ Challenges of play: https://www.zerotothree.org/resources/2143-playing-with-baby-is-fun-until-it-s-boring ▪ Positive parenting infographic: https://www.zerotothree.org/resources/2240-positive-parenting-infographic ▪ Coping with feelings https://www.zerotothree.org/resources/294-first-feelings-the-foundation-of-healthy-development-starting-from-birth ▪ Early learning: Every Day Ways to Support... (in Handouts folder – bilingual edition) ▪ https://www.zerotothree.org/resources/338-managing-your-own-emotions-the-key-to-positive-effective-parenting

*Note: resources in orange are original materials created by the Rowe Lab

Day 1 (45 min)	
Objectives	✓ SWBAT consider various parenting strategies that aid in different aspects of development
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Based on what you’ve learned so far in the course, name two ways parents support child development 2. Station areas <ol style="list-style-type: none"> a. Play / how to continue encouraging it if you get bored as a parent b. Importance of apologizing to kids c. Positive Parenting infographic d. Coping with feelings e. Every Day Ways to Support Early Learning
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Apologizing to kids: https://www.zerotothree.org/resources/337-i-m-sorry-apologizing-to-your-child ▪ Challenges of play: https://www.zerotothree.org/resources/2143-playing-with-baby-is-fun-until-it-s-boring ▪ Positive parenting infographic: https://www.zerotothree.org/resources/2240-positive-parenting-infographic ▪ Coping with feelings https://www.zerotothree.org/resources/294-first-feelings-the-foundation-of-healthy-development-starting-from-birth ▪ Early learning: Every Day Ways to Support... Handout ▪ Notes Handout
Day 2 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ SWBAT identify ways in which parents act as their children’s first teachers ✓ SWBAT synthesize information from previous weeks’ content
Agenda	<ol style="list-style-type: none"> 1. Do Now <ol style="list-style-type: none"> a. Reflect on the following statement: Parents are their child’s first and most important teacher. 2. Do Now Review—Agree or Disagree <ol style="list-style-type: none"> a. <i>If significant number of students disagree with statement, a more in-depth review of research about parents’ role in early learning may be required.</i> 3. Review of Week 5 (Supporting Cognitive Development) <ol style="list-style-type: none"> a. Students review materials and notes from week 5 and come up with: <ol style="list-style-type: none"> i. Something they learned ii. Something they were surprised by iii. Something they still have questions about

Week 7: Parents as Teachers

	<ul style="list-style-type: none"> b. Share with class; teacher gives students opportunities to answer each other's question, supporting when necessary 4. Synthesis <ul style="list-style-type: none"> a. Assign week/unit topic to groups to pull out information they learned that demonstrates how parents help children develop and serve as "teachers" b. Share with class 5. Exit Ticket <ul style="list-style-type: none"> a. Lingered questions
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Materials from previous weeks
Day 3 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ Final Project Work ✓ Review
Agenda	<ol style="list-style-type: none"> 1. Do Now <ul style="list-style-type: none"> a. Reflection on Brain Architecture Game: 2. Q&A for final project 3. Units 1-6 review <ul style="list-style-type: none"> a. Up to the teacher to decide how the review process will work b. Students can create review materials; you can do a stations or a jigsaw activity; you can go through old materials/watch other videos in the resource library 4. Begin brainstorming for project
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Resources	<ul style="list-style-type: none"> ▪ Materials from previous weeks, including additional resources listed on weekly plans
Day 4 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ Final Project Work
Agenda	<ol style="list-style-type: none"> 1. The teacher should allocate the amount of time necessary for the final project, while also looping in some review
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Day 5 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ Final Project Work
Agenda	<ol style="list-style-type: none"> 1. The teacher should allocate the amount of time necessary for the final project, while also looping in some review
HW	<ul style="list-style-type: none"> ▪ Final project

Week 8: Summary + Review with Final Projects

FOCUS QUESTIONS

- How is this learning relevant and applicable to future parenting tasks?
- How can I retain this learning and continue to develop this knowledge and these skills in my life pre-parenthood?
- How is this work relevant to other professional experiences and responsibilities that engage with and/or impact children?

Resources	<ul style="list-style-type: none"> ▪ Final project handout ▪ APKAS survey (and means of taking it: mobile devices, computers, paper) ▪ Video List + Resource Guide
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Day 1 (45 min)	
Objectives	✓ Final project work
Agenda	<ol style="list-style-type: none"> 1. Budget time for review <ol style="list-style-type: none"> a. Use Video List + Resources Document for videos and articles 2. Projects may be presented during this time depending on schedule/numbers/etc.
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Day 2 (45 min)	
Objectives	✓ Final Project Work
Agenda	<ol style="list-style-type: none"> 1. Budget time for review <ol style="list-style-type: none"> a. Use Video List + Resources Document for videos and articles 2. Projects may be presented during this time depending on schedule/numbers/etc.
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Day 3 (45 min)	
Objectives	✓ Final Presentations
Agenda	<ol style="list-style-type: none"> 1. Budget time for review <ol style="list-style-type: none"> a. Use Video List + Resources Document for videos and articles
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Day 4 (45 min)	
Objectives	✓ Final Presentations
Agenda	<ol style="list-style-type: none"> 1. Budget time for review <ol style="list-style-type: none"> a. Use Video List + Resources Document for videos and articles
HW	<ul style="list-style-type: none"> ▪ Weekly Journal Assignment
Day 5 (45 min)	
Objectives	<ul style="list-style-type: none"> ✓ Final APKAS Survey ✓ Closure activity
Agenda	<ol style="list-style-type: none"> 1. Intro APKAS <ol style="list-style-type: none"> a. This is a survey intended to consider the knowledge young people do and do not have about parenting; intended to get a sense of where most young people are with regard to this content 2. APKAS <ol style="list-style-type: none"> a. Students will take the survey (ideally on computer or mobile device; paper version available if necessary) b. Including open response questions 3. APKAS reflection / reflection on the course
HW	N/A
Resources	<ul style="list-style-type: none"> ▪ Computers for survey or paper survey

Preparing Tomorrow's Parents: Final Project Guide

The final project, or culminating assignment, should give students the opportunity to synthesize what they have learned and integrate concepts from the course. It is up to the teacher's discretion which types of projects to offer, but we believe the following suggestions offer the opportunity to be creative and combine elements from the course with students' own interests. Please keep in mind that some projects are more involved than others and may require earlier consideration in the course timeline.

Potential final projects:

- Research assignment (delving into: **Growth Mindset, Empathy, Oral Development, Parenting strategies**)
 - Create a research question connected to one of these topics and develop a research project that answers that question
 - Final paper or presentation
- PSA or one-pager for parents
 - Could be connected to outside research
 - Could also come from the coursework
 - What is the most important issue that young people / new parents need to know about raising a child?
 - Connected to different areas:
 - Literacy/numeracy development
 - The importance of active learning
 - Awareness of developmental milestones
 - Growth mindset / empathy / SEL
- Child / pre-school observation - Could be organized by the program or done independently
 - Preschool observation:
 - Where do you see the principles of the class appearing most clearly?
 - What surprising aspects are you interesting in exploring more closely? (Perhaps the project could investigate a certain aspect of the observation)
 - What are the children doing?
 - Field notes to be analyzed as part of the project
 - Observation of child (sibling, niece/nephew, babysitting, etc.)
 - Field notes
 - Physical, social, mental development
 - Descriptor of activities or games and how they support the child
 - Final presentation connected to the topics of the course
 - **If students are going to do this project, they should be planning for it in advance of weeks 7 and 8 – there will likely not be enough time for them to engage in this project meaningfully if they only start near the end of the course**
- Interviews with children and adults
 - Interviews with early childhood educators
 - Interviews with new parents
 - Interviews that students do of their own parents or of teachers in their school who are parents
 - Synthesis assignment for a presentation to the class
- Video assignment
- Teach a lesson to the class
 - Something that was missing from the coursework
 - **Also, could be the required component of every assignment**
- Learning Game
 - Students can create a game or series of activities for new parents, for parents and children, or for teenagers to learn about the concepts of the course

Preparing Tomorrow's Parents: Final Project Guide

- Likely useful to focus on one specific area of development
 - Ex. Mindset game
 - Ex. Learning about physical development over the course of childhood
- Reflection paper using journals – tie reflections to course concepts and personal development
- Cross-cultural research paper
- Read book/study/watch film and analyze through lens of course